

## Guidance Document [v6 June 2020]

### Introduction

This document provides guidance for the development and delivery of

- The Level Two Award in Youth Work Principles (England/Wales)
- The Level Two Certificate in Youth Work Practice (England/Wales)
- The Level Three Certificate in Youth Work Practice (England/Wales)
- The Level Three Diploma in Youth Work Practice (England/Wales)

The Joint Negotiating Committee (JNC) for Youth and Community Work comprises a staff side and an employers' side who meet to agree the salary scales and terms and conditions of service of Youth Workers. The National Youth Agency in England and ETS Wales professionally endorse Youth Work training programmes on behalf of the JNC

The Level 2 Certificate is an appropriate qualification for JNC youth and community support workers who **assist** in the delivery of operational youth and community work. Workers with these responsibilities will receive leadership and operational guidance from professionally qualified youth and community workers, or where appropriate from those youth and community support workers who carry supervisory responsibility for small projects, such as one night a week clubs.

The Level 3 Certificate is an appropriate qualification for JNC youth and community support workers who work on their own initiative or who carry supervisory responsibility for small projects, such as one night a week clubs. Workers with these responsibilities will receive leadership and operational guidance from professionally qualified youth and community workers.

The pay ranges and pay scales for youth and community work posts are based upon the duties and responsibilities of the post. Grading and pay reflect postholders' duties and responsibilities and not an individual's qualifications. Qualifications will, however, continue to play an important role in establishing workers' skills and competences.

The guidance is intended to be used in conjunction with a number of other documents which provide a framework for the training, pay and conditions for Youth Workers and Youth Support Workers in the UK.

Other relevant documents supporting these guidelines include;

The JNC “Pink Book” - <https://nya.org.uk/wp-content/uploads/2019/07/JNC-Pinkbook.pdf>

The National Occupational Standards for Youth Work (NOS) - <http://cldstandardscouncil.org.uk/resources/standards-and-benchmarks/national-occupational-standards/>

## **Guidance Document**

This guidance document sets out some guiding principles together with specific guidance for individual units.

## **Guidance for Both Levels**

The learning outcomes for each unit establish the learning expected by the time that unit is completed, but the methods to be used are left to each programme developer to determine. There is however an expectation that a range of methods will be deployed, and that account will be taken of the learning styles of all those involved.

In particular it is expected that discussion, reflection and analysis will be important features of all units. Reflective practice is an essential component of good quality youth work at all levels.

The content of the four Mandatory units that underpin the suite of qualification should be referred to consistently throughout all other units. The qualifications are designed to build on core learning, creating a standard baseline for all youth support work and youth work practice.

Links between knowledge and skills acquired on the programme and the purposes and practices of individual organisations are a central part of the programme. The experiences and learning of learners in the workplace should be regularly brought into the taught sessions of each unit.

Drawing on and exploring the experiences of life which adult learners bring is a central principle of adult education. Many learners on these programmes will have life experiences of their own to share. Their memories of being young people may still be fresh and can provide useful material for discussion and debate.

For many units, particularly the mandatory ones, learners must have access to a real work environment. This arrangement should be in place before or at entry onto the programme. There is an expectation that all learners will have some degree of voluntary or paid youth work experience prior to accessing the programmes.

For those studying the Level 2 Certificate there is a requirement that across the programme learners will undertake a minimum of 40 hours of fieldwork placement in a youth work environment (paid or unpaid) throughout their learning journey.

For those studying the Level 3 Certificate there is a requirement that across the programme learners will undertake a minimum of 60 hours of fieldwork placement in a youth work environment (paid or unpaid) throughout their learning journey.

For those studying the Level 3 Diploma there is a requirement that across the programme learners will undertake a minimum of 80 hours of fieldwork placement in a youth work environment (paid or unpaid) throughout their learning journey.

This reflects the developmental needs of learners studying practice at each level. Most Youth Work professionally qualifying Youth Work Degree programmes require a minimum of 100 hours work experience in a youth work environment as a course entry requirement. These programmes therefore give a good foundation of theory to practice for those undertaking them as part of a route to professional Youth Worker status.

The assessment guidance sets out that trainers must:

- For the delivery of Theory of Youth Work and Work Based Practice units, be a JNC Professionally Qualified Youth Worker, having undertaken a recognised professional qualification in youth work as identified by NYA ETS England or ETS Wales<sup>1</sup>;
- for the delivery of Youth Work Theory and Work Based Practice units, have a minimum of three years practice experience.
- for the delivery of other mandatory units, hold a JNC Youth Support Worker qualification. **The remaining units should be delivered by experienced practitioners with expertise in the subject area;**
- have a sound understanding of National Occupational Standards for Youth Work;
- have a sound understanding of the requirements for assessment within Ofqual/Qualifications Wales;
- be able to evidence continued professional development, including fieldwork<sup>2</sup> activities, within the last 3 years.

Additionally for Wales, trainers must:

- hold a recognised learning delivery/teaching qualification and/or have experience of delivering learning;
- be registered with the Education Workforce Council as a tutor, trainer or lecturer in the FE Sector where relevant.

The requirement in **bold** above could take a variety of forms:

- Specialists from outside the youth work profession but who have some understanding of work with young people
- Youth Workers who have a specialist knowledge and experience in that field
- Most units would benefit from the occasional introduction of guests with particular knowledge or experience; some units might well be led by an experienced practitioner but with significant support from an external specialist.

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<sup>1</sup> A current list of all recognised JNC qualifications in England and Wales is on the NYA website [www.nya.org.uk](http://www.nya.org.uk) and ETS Wales website [www.ets.wales](http://www.ets.wales)

<sup>2</sup> This could include, for example, youth work practice, supervision of practitioners or training delivery.

## **Additional Guidance for Specific Levels**

### **Level 2**

It should be made clear in developing and marketing the Level 2 Award that this is an introductory qualification, and does **not** carry any professional qualification endorsement from ETS England or ETS Wales.

Best practice suggests that placements should be in an open access centre, but it is recognised that this will not always be possible. It is important therefore that all learners understand the full range of placements available.

### **Level 3**

Since level three learners may go on to Higher Education Courses to achieve professional qualification, it will be useful for them to be introduced to the requirements of such programmes, particularly in terms of drawing on theory to support arguments, and to make academic references when writing.

Understanding human behaviour – and particularly that of young people – is an essential element of all units in this set of qualifications, so in stepping up to Level Three, learners should be encouraged to be curious, to explore and reflect, and to seek ways forward for the young people they work with.

## **General Resources**

A wide of range of resource suggestions is included within this guidance document but there will be many others which trainers will have found useful.

Provides information on legislation for the UK and separately for England and Wales:

<http://www.legislation.gov.uk/>

Disclosure and Barring Service

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

JNC Employers' Side

<https://www.local.gov.uk/our-support/workforce-and-hr-support>

JNC Staff Side

<https://www.cywu.org.uk/>

National Occupations Standards for Youth Work

<http://cldstandardscouncil.org.uk/resources/standards-and-benchmarks/national-occupational-standards/>

QAA Subject Benchmark Statement for Youth & Community Work (for Higher Education)

<https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>

UNCRC – United Nations Convention on the Rights of the Child

[www.unicef.org.uk](http://www.unicef.org.uk)

Infed - aims is to provide a space for people to explore the theory and practice of informal education, social pedagogy, community learning and development, specialist education, and lifelong learning.

<https://infed.org/>

In Defence of Youth Work

<https://indefenceofyouthwork.com/>

Federation for Detached Youth Work

<https://www.fdyw.org.uk/>

### **England specific**

The National Youth Agency [NYA] maintains a range of resources which support young people. Some of these are its own publications.

Youth Work In England – National Occupational standards

<https://nya.org.uk/wp-content/uploads/2020/05/New-Nos.pdf>

NYA Resource Library

<https://nya.org.uk/resource/>

## **Wales specific**

Wales legislation <https://law.gov.wales/?lang=en>

Education Training Standards (ETS) Wales

<https://etswales.org.uk>

Education Workforce Council (EWC)

<https://www.ewc.wales>

EWC Code of Conduct

<https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf.html>

EWC Personal Learning Passport provides access to a library of online resources.

<https://www.ewc.wales/site/index.php/en/professional-development/professional-learning-passport.html>

Hwb, the teaching resource database, is available to some youth workers in Wales.

<https://hwb.gov.wales/>

Resource Base

[www.youthworkwales.org.uk](http://www.youthworkwales.org.uk)

Welsh Government policies

Youth Work Strategy for Wales

Youth Engagement and Progression

Extending Entitlement

<https://gov.wales/youth-work-and-engagement>

Welsh Language Standards

[www.comisiynyddygyraeg.cymru](http://www.comisiynyddygyraeg.cymru)

Youth Work in Wales: Principles and Purposes

<http://www.youthworkwales.org.uk/wp-content/uploads/2018/11/YOUTH-WORK-IN-WALES-PRINCIPLES-AND-PURPOSES.pdf>

## Qualification Structure

**Level 2 Certificate in Youth Work Practice**  
Minimum 26 Credits

**Level 2 Award in Youth Work Principles**

**Mandatory**

4 Units

11 Credits

Theory of Youth Work (4)  
Safeguarding in a youth work setting (3)  
Young People's Development (2)  
Engaging and Communicating with Young People (2)

**L2 Mandatory Units**

4 Units

12 Credits

Group Work within a Youth Work Setting (2)  
Working with Behaviour that Challenges in a Youth Work Setting (2)  
Work-Based Practice in Youth Work (6)  
Reflective Practice in a Youth Work Setting (2)

**L2 Optional Units**

Choose from 8 Units

+ 3 Credits minimum

**Level 3 Certificate in Youth Work Practice**  
Minimum 27 Credits

**Level 2 Award in Youth Work Principles**

**Mandatory**

4 Units

11 Credits

Theory of Youth Work (4)  
Safeguarding in a youth work setting (3)  
Young People's Development (2)  
Engaging and Communicating with Young People (2)

**L3 Mandatory Units**

4 Units

14 Credits

Group Work within a Youth Work Setting (4)  
Working with Behaviour that Challenges in a Youth Work Setting (2)  
Work-Based Practice in Youth Work (6)  
Reflective Practice in a Youth Work Setting (2)

**L3 Optional units**

Choose from 27 Units

+ 2 Credits minimum

+ 10 Credits from Optional Units to achieve **Level 3 Diploma** (minimum 37 credits)

## List of Individual Units

### Level 2 Units

<b>Level 2 Mandatory Units</b>	<b>Credit Value</b>
Theory of Youth Work	4
Safeguarding in a youth work setting	3
Young People's Development	2
Engaging and Communicating with Young People	2
Group Work within a Youth Work Setting	2
Working with Behaviour that Challenges in a Youth Work Setting	2
Work-Based Practice in Youth Work	6
Reflective Practice in a Youth Work Setting	2

<b>Level 2 Optional Units</b>	<b>Credit Value</b>
Key Principles and Values for Working with Young People who Misuse Substances	3
Supporting Young People with Disabilities and/or Diverse Learning Needs within a Youth Work Setting	3
Supporting Young People's Recreation and Leisure Within a Youth Work Setting	3
Anti-discriminatory Practice in Youth Work	3
Exploring Values, Beliefs and Spiritual Development within a Youth Work Setting	3
Youth Work in Digital Spaces and Places	2
Trauma informed Approaches to Youth Work	3
Social Action	2

### Level 3 Units

<b>Level 3 Mandatory Units</b>	<b>Credit Value</b>
Group Work within a Youth Work Setting	4
Working with Behaviour that Challenges in Youth Work Settings	2
Reflective Practice in a Youth Work Setting	2
Work-based Practice in Youth Work	6

<b>Level 3 Optional Units</b>	<b>Credit Value</b>
Detached and Outreach Youth Work	6

Facilitate the Learning and Development of Young People through Mentoring	3
Principles of Supporting Young People with regard to Relationships and Sexual Health	2
Support Young People who are Refugees or Seeking Asylum	3
Support Young People to Achieve their Learning Potential	3
Support Young People who are Looked After or are Leaving Care	3
Support Young People's Transition to Independence	2
Referrals and Signposting in Youth Work Settings	2
Support Young People who are not in Employment, Education or Training or that have been Excluded from School	2
Work with Young People to Reduce Involvement in and Impact of Youth Violence, Criminal Activities and Exploitation.	3
Understand how Youth Work can Support Young People's Mental Health and Wellbeing	2
Understand how Youth Work can Support Young People who are Experiencing Poverty	3
Understand how Youth Work can Support Young People who Misuse Substances	3
Understand how Youth Work Supports Young People who are Lesbian, Gay, Bisexual, Transgender + (LGBT+)	2
Understand how to Manage Staff in a Youth Work Setting	3
Facilitating Youth Trips and Residentials	4
Young People's Participation in Youth Work	2
Managing Performance in a Youth Work Setting	3
Managing a Budget within a Youth Work Setting	2
Effective Outcomes-Based Youth Work	3
Anti-Discriminatory Practice in Youth Work	3
Supporting Young People with Disabilities and Additional Learning Needs within a Youth Work Setting	3
Supervision in the Youth Work Context	3
Exploring Values, Beliefs and Spiritual Development within a Youth Work Setting	3
Youth Work in Digital Spaces and Places	2
Trauma Informed Approaches to Youth Work	4
Social Action	3

## Level Two Award

### **Mandatory Units**

Note: These four mandatory units also form part of the Level 2 Certificate and the Level 3 Certificate

### **Theory of Youth Work – 4 Credits**

*This unit outlines the knowledge and skills underpinning Youth Work. Learners must have access to a real work environment.*

Understanding of the issues explored in this unit is essential. The UK-wide National Occupational Standards sets out the role of the youth worker as

‘Enabling young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society, and to reach their full potential’.

For England, the NYA document ‘*What is the Youth Service?*’ explores the purposes and principles of youth work. Under ‘purposes’ it states:

Youth Work is a **distinct educational process** adapted across a variety of settings to support a young person’s personal, social and educational development

- To explore their values, beliefs, ideas and issues
- To enable them to develop their voice, influence and place in society
- To acquire a set of practical or technical skills and competencies to realise their full potential.

For Wales, the [Principles and Purposes](#) document states that youth work has a value base which is grounded in respect for young people and in the principles of inclusion and equal opportunity. Through its voluntary relationship with young people it offers opportunities for learning that are: Educative; Expressive; Participative; Inclusive; and, Empowering.

In *Informal Education* [Education Now 1999] Jeffs and Smith set out five core values for informal educators:

Respect for Persons,  
The promotion of Well-being,  
Truth,  
Democracy  
Fairness and Equality.

All these documents provide a useful starting point for discussion.

[www.infed.org](http://www.infed.org) and [www.youthworkwales.org.uk](http://www.youthworkwales.org.uk) are other comprehensive resources

Legislation is a law or set of laws suggested by a government and made official by a parliament [Cambridge English Dictionary]. While detailed knowledge of the Law in relation to youth work and young people is not expected at Level 2, Learners should understand that

work with young people is covered by legislation and that from time to time new legislation is enacted.

Laws are likely to provide the basis for policies adopted by organisations.

A policy is a statement which sets out the rationale for a course of action and the procedures for its implementation.

The major pieces of legislation, official guidance and policy which have an impact on work with young people are:

**UK:**

- The Equality Act 2010
- Data Protection Legislation 2018
- Safeguarding and Child Protection Legislation
- National Occupational Standards 2019
- The UN Convention on the Rights of the Child 1989

**England:**

- Positive for Youth
- Transforming Youth Work 2002
- The Children Act 1989 / 2004
- Every Child Matters 2003
- Working Together to Safeguard Children
- NYA Code of Ethical Conduct

**Wales:**

- Social Services and Well-being (Wales) Act 2014
- Wellbeing of Future Generations Act 2015
- Learning and Skills Act
- Youth Work Strategy for Wales 2019
- Education Workforce Council Code of Conduct 2019
- Youth Work in Wales: Principles and Purposes 2018
- Children and Young People's National Participation Standards for Wales

Professional boundaries are an integral part of the worker/young person relationship. They are derived from the legal, ethical and professional standards set for the profession. Clarity about these is essential if the rights of young people and workers are to be protected. They will be largely determined by an organisation's code of conduct.

## Safeguarding in a youth work setting – 3 Credits

*This unit outlines knowledge and skills relating to the safeguarding of young people in a youth work setting. Learners must have access to a real work environment.*

Articles 6 and 19 of the UN Convention on the Rights of the Child require governments to do all they can to ensure that children survive and develop to their full potential [Article 6] and that they are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them [Article 19].

The health and safety of young people, therefore, is a fundamental responsibility of the worker role. This also applies to adults at risk, and work colleagues,

**Safeguarding** is the broader term used to describe all such activities and is defined as

- Protecting children from maltreatment
- Protecting adults from risk
- Preventing the impairment of children's health or development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care'

<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

<https://learning.nspcc.org.uk/safeguarding-child-protection>

**Child protection** is an essential part of this wider work and is specifically legislated for.

Relevant legislation and official guidance can be found in:

UK

- The Children Act 1989
- The Children Act 2004
- The Children, Schools and Family Act 2010
- The Munro Report 2011
- Government Guidance on 'Working Together to Safeguard Children 2013
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/779401/Working\\_Together\\_to\\_Safeguard-Children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf)

**Wales:**

- Social Services and Well-being (Wales) Act 2014
- National Safeguarding Board <http://safeguardingboard.wales/>
- <https://safeguarding.wales/>
- Wales Safeguarding Procedures (2019)
- Keeping Learners safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002 Welsh Government Circular No. 158/2015
- Safeguarding Children in Education: The role of local authorities and governing bodies under the Education Act 2002 Welsh Assembly Government Circular No: 005/2008 (2008)
- The All-Wales Child Protection Policy and Procedures (2008)

Learners need to be aware of the legal requirements placed on them, and in particular should be able to explain their own organisation's policies and procedure, including

limitations in relation to confidentiality, and the functions of other relevant agencies ie Social Services and the Police in relation to their work

As part of the unit they should demonstrate their ability to develop a risk assessment.

They should also have some understanding of safeguarding in relation to internet use.

- <https://swgfl.org.uk>

### **Young People's Development – 2 Credits**

*This unit outlines knowledge relating to young people's development and how youth work can support young people during adolescence. Learners must have access to a real work environment.*

Articles 6 of the UN Convention on the Rights of the Child requires governments to do all they can to ensure that children develop to their full potential.

This unit should provide a basic understanding of how young people change and develop during adolescence. It should touch on some theory but in the knowledge that this theme will reoccur and be further developed at all subsequent stages of learning. Connecting theory to practice is of central importance. Case studies, profiles and personal experiences may be particularly useful.

Learners should be aware of the range of organisations which support and help young people, particularly how access can be made to those in their own locality.

[https://www.who.int/maternal\\_child\\_adolescent/topics/adolescence/development/en/](https://www.who.int/maternal_child_adolescent/topics/adolescence/development/en/)

“On Adolescence (Tavistock Clinic Series)” *Margot Waddell, Routledge 2018*

### **Engaging and Communicating with Young People – 2 Credits**

*This unit outlines knowledge and skills relating to engaging and communicating with young people in a youth work setting. Learners must have access to a real work environment*

The ability to make trusting relationships lies at the heart of effective work with young people. Staff delivering this unit might find it useful to look at ‘readers’ recommended for first year undergraduates as these are likely to include a section on engagement and communicating.

For example:

*Youth Work: Preparation for Practice* by Jason Wood, Sue Westwood and Gill Thompson  
Routledge 2015.

*Work with Young People* edited by Jason Wood and Jean Hine Sage 2008

*Working with Young People* edited by Roger Harrison and Christine Wise OUP 2005  
Between 2000 and 2007 Vanessa Rogers wrote over 20 titles, some for the NYA, which include many

activities that youth workers can use with young people. Communicating and engaging with young people are key themes.

These include:

Work with Young Women

Art Unlimited

Soul – Spiritual Health and Well-being Activities

Mind- Emotional Health and Well-being Activities

Body – Physical Health and Well-being Activities

A Little Book of Alcohol

A little Book of Drugs

Ice Breakers

Good Games Book

Young People and Citizenship

## Level 2 Certificate

### **Level 2 Certificate – 8 Mandatory Units**

The guidance for the first four mandatory units at Level Two

**Theory of Youth Work**  
**Safeguarding in a Youth Work Setting**  
**Young People's Development**  
**Engaging and Communicating with Young People**

can be found on pages 10-14. Trainers are reminded that learners should be encouraged to be curious, to explore and reflect, and to seek ways forward for the young people they work with.

### **Group Work within a Youth Work Setting – 2 Credits**

*This unit outlines knowledge and skills relating to group work with young people in a youth work setting. Learners must have access to a real work environment.*

Much has been written on group work and the 'readers' mentioned above will provide some background knowledge.

*Tuckman's Model for group development - <https://www.businessballs.com/team-management/tuckman-forming-storming-norming-performing-model/>*

*John Adair – Action centred leadership - <https://www.businessballs.com/leadership-models/action-centred-leadership-john-adair/>*

*Belbin – roles in groups - <https://www.belbin.com/about/belbin-team-roles/>  
<https://www.cyc-net.org/cyc-online/cycol-0709-harte.html>*

All learners should have the opportunity to be part of an observed group while undertaking an activity. Observations and personal reflections can then contribute to discussion and analysis of the dynamics of group behaviour. This could include discussion of leadership, roles, communications, relationships and effectiveness.

Once the basics of group behaviour are understood, learners could be able to prepare a plan for a group session and implement this. They should be able to evaluate the effectiveness of their work on completion of the session.

## **Working with Behaviour that Challenges in Youth Work Settings – 2 Credits**

*This unit outlines knowledge and skills relating to dealing with challenging behaviour which may occur when working with young people in a youth work setting. Learners must have access to a real work environment.*

This unit should be delivered by an experienced practitioner with expertise in the subject area.

Challenging behaviour does not just happen – there are often underlying causes. If the youth worker is aware of the potential underlying causes, it is possible to empathise with young people and to find more constructive solutions.

Challenging behaviour is defined as:

“Culturally abnormal behaviour(s) of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit use of, or result in the person being denied access to, ordinary community facilities.” (Challenging Behaviour Foundation)

The Challenging Behaviour Foundation, a charity for people with severe learning difficulties, provides information, support and training. <https://www.challengingbehaviour.org.uk/>  
There is an NHS web-site which provides information on how to deal with challenging behaviour in adults.

## **Work-Based Practice in Youth Work – 6 Credits**

*This unit outlines knowledge and skills relating to work-based practice within a youth work setting. Learners must have access to a real work environment.*

For the Level 2 Certificate, practice hours will last a minimum of 40 hours across their learning programme. These must be completed regularly and cannot be front or back loaded. Learners should take part in one session per week or its equivalent.

These hours must include direct interaction with young people, and should also include supervision meetings, observations, planning, evaluation, report writing.

Learners would be expected to keep a work-based log of hours signed off by their supervisor.

They should also be expected to maintain

- A practice plan showing how time will be spent
- An evaluation of the effectiveness of the work set out in the plan
- An account of their development and learning during the practice

**The principle of participation by young people should be demonstrated throughout. At least three supervision sessions should be provided over this period. These sessions should focus on reflecting on and learning from the practice.**

## Reflective Practice in a Youth Work Setting – 2 Credits

*This unit outlines knowledge and skills relating to reflective practice in a youth work setting. Learners must have access to a real work environment.*

Reflective Practice is the ability to reflect on one's actions, to analyse them in order to learn from them, and thus to engage in a process of continuous learning. In practice, it links closely to the need to seek evidence before jumping to conclusions.

Much has been written across a range of professions about reflective practice. An internet search will produce many models of reflective practice but they all see it as a progressive process which forces the learner to stop and consider.

Reflective practice is not necessarily an individual and lonely activity. Supervision, peer review and appraisal provide opportunities for reflection and learning.

Reflection may well lead to a more organised form of working where planning, setting of objectives and evaluation are part of a managed process.

SMART is an acronym often used in setting objectives as it focuses on measuring outcomes.

**S**pecific  
**M**easurable  
**A**chievable  
**R**elevant  
**T**ime-bound

But not all objectives are quantifiable. Soft outcomes such as growth in confidence and development of self-esteem, while of considerable importance, do not lend themselves easily to measurement.

*Kolb's learning cycle* - <https://www.simplypsychology.org/learning-kolb.html>

## Level 2 Certificate – 8 available Optional Units

### Key Principles and Values for Working with Young People who Misuse Substances – 3 Credits

*This unit outlines knowledge and skills relating to working with young people who misuse substances.*

This unit should be delivered by an experienced practitioner with expertise in the subject area.

Reference back should be made to the relevant elements in the four mandatory units and in particular to youth work principles and values.

<https://www.talktofrank.com/https://www.nhs.uk/live-well/healthy-body/the-effects-of-drugs/>

The Medicines Act 1968, the Misuse of Drugs Act 1971 and the Psychoactive Substances Act 2016 are some major pieces of relevant legislation. The Misuse of Drugs Act 1971 provides the standard drug classification system but many changes and additions have been made over time.

### Supporting Young People with Disabilities and/or Diverse Learning Needs within a Youth Work Setting – 3 Credits

*This unit outlines knowledge and skills relating to supporting young people with disabilities and additional learning needs within a youth work setting.*

This unit should be delivered by an experienced practitioner with expertise in the subject area.

#### Definitions

- Disability – An impairment that may be cognitive, developmental, intellectual, mental. Physical, sensory or some combination of these
- Neuro diversity - The range of differences in individual brain function and behavioural traits regarded as part of variation in the human population
- Additional Learning Needs -learning, physical or sensory needs that make it harder to learn than most children of the same age

Inclusion, participation, safeguarding and child protection are clearly important issues here. Some specialist input to help understanding will be important as well as experience of practice.

*The Equality Act, and the statutory duty to make adjustments -*

<https://www.citizensadvice.org.uk/law-and-courts/discrimination/what-are-the-different-types-of-discrimination/duty-to-make-reasonable-adjustments-for-disabled-people/>.

## Supporting Young People’s Recreation and Leisure Within a Youth Work Setting – 3 Credits

*This unit outlines knowledge and skills relating to supporting young people’s recreation and leisure within a youth work setting.*

The United Nations’ Convention of the Rights of the Child states that every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Working alongside young people as they participate in recreational and leisure activities can provide opportunities to get to know young people better, to develop relationships and to understand individual needs.

There are opportunities here for young people to plan and take responsibility. Roger Hart’s *Ladder of Participation* provides useful material for information and exploration.

Learners will need to know the significance of safeguarding and how to undertake a risk assessment.

***“Creators not Consumers” Mark Smith – the skating trip illustrates how leisure activities can be used by youth workers as a developmental tool rather than an end in themselves***  
<https://infed.org/mobi/mark-smith-creators-not-consumers-rediscovering-social-education/>

## Anti-discriminatory Practice in Youth Work – 3 Credits

*This unit outlines knowledge and skills relating to anti-discriminatory practice in youth work.*

Anti-discriminatory practice is youth work practice that challenges and counters **discrimination** in the UK. Such discrimination, in law, is based on the protected characteristics specified within the Equality Act 2010.

This unit focuses solely on anti-discriminatory practice. It may be seen to follow a four stage model:

1. Exploring and understanding the issues
2. Examining self and one’s own behaviour
3. Understanding the significance of the worker as a role model
4. Learning how to respond to and challenge discriminatory behaviour.

prejudice	Preconceived opinion that is not based on reason or actual experience
stereotyping	Having a set idea or set of characteristics about a particular person or thing
stigma	A mark of disgrace associated with a particular circumstance, quality or person
labelling	Describing someone as something in a word or short phrase

discrimination	The unjust or prejudicial treatment of different categories of people, especially on grounds of race, age or gender
equality	The state of being equal especially in status, rights or opportunities
diversity	The state of being diverse, containing many different elements
direct discrimination	This occurs when someone is treated differently to others because of some characteristic
indirect discrimination	A policy, rule or procedure that is applied to everyone but puts some individuals or groups at a disadvantage.
discrimination by association	A situation where an individual is discriminated against through association with another individual
perception discrimination	Discrimination based on the perception that someone is a member of a relevant protected group
harassment	Unwanted behaviour which you find to be offensive or which makes you feel intimidated or humiliated
third party harassment	Harassment caused by a person or group of people who work outside the control of the employer
victimisation	The act of singling someone out for cruel or unjust treatment
hate speech	Abusive or threatening speech or writing that expresses prejudice against a particular group
hate crime	A crime, typically one of violence, that is motivated by prejudice on the basis of race, religion, sexual orientation or other grounds
Institutional discrimination	Macpherson report...[add link & definition]

### Exploring Values, Beliefs and Spiritual Development within a Youth Work Setting – 3 Credits

*This unit outlines knowledge and skills relating to the exploration of values, beliefs and spiritual development of young people and youth work in faith communities (NOS YW06)*

The purposes and principles of youth work should be used as a background against which to explore values, beliefs and spiritual development.

This unit should be delivered by an experienced practitioner with expertise in the subject area.

Amongst resources available are:

Glimpses - Youth Work and Spirituality By Steve Bullock and Nigel Pimlott NYA 2008  
Soul – Spiritual Health and Well-being Activities for Young People Vanessa Rogers NYA 2007

## Youth Work in Digital Spaces and Places – 2 Credits

*This unit outlines the knowledge and skills needed for youth workers to engage young people through digital spaces and places.*

This unit should be delivered by an experienced practitioner with expertise in the subject area.

It is important in this unit to distinguish between the ways in which young people use different types of digital communities and how youth workers and Youth services might use digital means in order to engage with young people.

Youth and community organisations by now should have their own safeguarding policies and strategies in place. Examples are available on the Internet.

Guidelines for Digital Youth Work - <https://www.digitalyouthwork.eu/wp-content/uploads/sites/4/2019/09/european-guidelines-for-digital-youth-work-web.pdf>

European Commission report on Digital Youth Work - <https://op.europa.eu/en/publication-detail/-/publication/fbc18822-07cb-11e8-b8f5-01aa75ed71a1>

<https://www.saferinternet.org.uk/>

## Trauma Informed Approaches to Youth Work – 3 Credits

*This unit outlines the knowledge and skills related to working with young people using trauma informed approaches.*

This unit should be delivered by an experienced practitioner with expertise in the subject area.

Trauma can be defined as a ‘deeply distressing and disturbing experience’ or as an ‘emotional shock following a stressful event or a physical injury which may lead to long term neurosis’.

The acronym ACE stands for an **A**dverse **C**hildhood **E**xperience – an experience which harms children’s developing brains and leads to changing how they respond to stress and damaging their immune systems so profoundly that the effects show up decades later.

Early trauma can cause long-lasting changes within the brain which can affect an individual for the rest of their lives.

<https://www.youtube.com/watch?v=XHgLYI9KZ-A>

Relational working is the ability to create, sustain and effectively manage relationships with other people.

Resilience is the capacity to recover quickly from difficulties.

Young Minds – [www.youngminds.org.uk](http://www.youngminds.org.uk)

<https://www.centreformentalhealth.org.uk/>

## Social Action – 2 Credits

This unit outlines the knowledge and skills relating to identifying and planning social action projects with young people. Learners must have access to a real work environment.

This unit should be delivered by an experienced practitioner with expertise in the subject area.

The Office for Civil Society defines social action as follows:

‘Social action is about people coming together to help improve their lives and solve the problems that are important in their communities. It can broadly be defined as practical action in the service of others, which is (i) carried out by individuals or groups of people working together, (ii) not mandated and not for profit, (iii) done for the good of others – individuals, communities and/or society, and (iv) bringing about social change and or value.’

Social Action in a youth work setting presents a wide range of opportunities for the development of skills, learning and empowerment for young people. Good social action projects will enable young people to learn about their community, and the mechanisms and structures through which change can be made. They can introduce young people to research techniques, project planning and management, evaluation, teamwork, and, if well executed, should be truly participative and empowering.

There are a range of organisations and resources available to support young people in learning about, and developing social action;

A description of Social Action -

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591797/A\\_description\\_of\\_social\\_action.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591797/A_description_of_social_action.pdf)

Gov.UK policy paper on Social Action -

<https://www.gov.uk/government/publications/centre-for-social-action/centre-for-social-action>

iWill - <https://www.iwill.org.uk/>

The Duke of Edinburgh’s Award scheme – [www.dofe.org](http://www.dofe.org)

Social Action Solutions - <http://socialaction.info/wp/>

## Level Three Certificate and Diploma

### **Level 3 Certificate – 8 Mandatory Units**

The guidance for the first four mandatory units at Level Two

**Theory of Youth Work**  
**Safeguarding in a Youth Work Setting**  
**Young People's Development**  
**Engaging and Communicating with Young People**

can be found on pages 10-14. Trainers are reminded that learners should be encouraged to be curious, to explore and reflect, and to seek ways forward for the young people they work with.

### **Group Work within a Youth Work Setting – 4 Credits**

*This unit outlines knowledge and skills relating to working with young people in groups within a youth work setting. Learners must have access to a real work environment.*

This unit builds on the foundation established at Level 2. Learners are expected to have a deeper understanding of youth work theory and practice, with a particular focus on leadership in a group work setting. Learners should also have experience of managing a group, and understand how to deal with conflict when this arises.

Learners are expected to be able to plan and deliver a programme of learning as well as planning and delivering a single session. They should also be able to use a range of methods for evaluating the effectiveness of their group work and to assess their own performance.

A plan for their own development should be prepared.

Most undergraduate readers will have a section on working with groups which provide useful background material.

The following guidance drawn from the Level Two Unit with this title may also be useful:

Much has been written on group work and the following 'readers' will provide some background knowledge:

*Youth Work: Preparation for Practice* by Jason Wood, Sue Westwood and Gill Thompson Routledge 2015.

*Work with Young People* edited by Jason Wood and Jean Hine Sage 2008

*Working with Young People* edited by Roger Harrison and Christine Wise OUP 2005

*Tuckman's Model for group development* - <https://www.businessballs.com/team-management/tuckman-forming-storming-norming-performing-model/>

*John Adair – Action centred leadership* - <https://www.businessballs.com/leadership-models/action-centred-leadership-john-adair/>

*Belbin – roles in groups* - <https://www.belbin.com/about/belbin-team-roles/>  
<https://www.cyc-net.org/cyc-online/cycol-0709-harte.html>

All learners should have the opportunity to be part of a tutor observed group while undertaking an activity. Observations and personal reflections can then contribute to discussion and analysis of the dynamics of group behaviour. This could include discussion of leadership, roles, communications, relationships and effectiveness.

Once the basics of group behaviour are understood, learners could be able to prepare a plan for a group session and implement this. They should be able to evaluate the effectiveness of their work on completion of the session.

### **Working with Behaviour that Challenges in Youth Work Settings – 2 Credits**

This unit outlines knowledge and skills relating to working with challenging behaviour in youth work settings. Learners must have access to a real work environment.

This unit should be delivered by an experienced practitioner with expertise in the subject area.

The following guidance drawn from the Level Two Unit with this title may also be useful:

The Royal College of Psychiatrists, the British Psychological Society, and the Royal College of Speech and Language Therapists jointly developed the following definition of challenging behaviour:

*Behaviour can be described as challenging when it is of such an intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and is likely to lead to responses that are restrictive, aversive or result in exclusion.*

The Challenging Behaviour Foundation [01634 838739], a charity for people with severe learning difficulties, provides information, support and training. There is an NHS web-site which provides information on how to deal with challenging behaviour in adults.

### **Reflective Practice in a Youth Work Setting – 2 Credits**

This unit outlines knowledge and skills relating to reflective practice in a youth work setting. Learners must have access to a real work environment.

The following guidance drawn from the Level Two Unit with this title may be useful:

Reflective Practice is the ability to reflect on one's actions, to analyse them in order to learn from them, and thus to engage in a process of continuous learning. In practice, it links closely to the need to seek evidence before jumping to conclusions.

Much has been written across a range of professions about reflective practice. An internet search will produce many models of reflective practice but they all see it as a progressive process which forces the learner to stop and consider.

Reflective practice is not necessarily an individual and lonely activity. Supervision, peer review and appraisal provide opportunities for reflection and learning.

Reflection may well lead to a more organised form of working where planning, setting of objectives and evaluation are part of a managed process.

SMART is an acronym often used in setting objectives as it focuses on measuring outcomes.

Specific  
Measurable  
Achievable  
Relevant  
Time-bound

But not all objectives are quantifiable. Soft outcomes such as growth in confidence and development of self-esteem, while of considerable importance, do not lend themselves easily to measurement.

*Kolb's learning cycle* - <https://www.simplypsychology.org/learning-kolb.html>

## **Work-based Practice in Youth Work – 6 Credits**

This unit outlines knowledge and skills relating to work-based practice in youth work. Learners must have access to a real work environment.

Trainers are advised to take account of the guidance in the Level Two Unit with this title.

Learners completing the Level 3 Certificate should complete a minimum of 60 hours work based practice with young people.

Learners completing the Level 3 Diploma should complete a minimum of 80 hours work based practice with young people.

As per the guidance for Level 2, these hours should be completed throughout the delivery and engagement with this qualification rather than be front or back loaded.

**At least six supervision sessions should be provided over this period. These sessions should focus on reflecting on and learning from the practice.**

This Unit takes learners well beyond the knowledge and understanding required at Level Two. They not only need to be able to plan a detailed youth work programme, but they

should also be able to identify how it relates to youth work principles. They should plan how young people will evaluate their experience of the programme and should themselves be able to evaluate the effectiveness of their work, demonstrating understanding of impact and outcomes evaluation.

It will be advantageous for learners to have completed the group work unit prior to commencing this unit.

## Level 3 Certificate – 27 available Optional Units

### Detached and Outreach Youth Work – 6 Credits

This unit outlines understanding, knowledge and skills relating to the practice of detached and outreach youth work. Learners must have access to a real detached or outreach work environment.

This unit should be delivered by an experienced practitioner with expertise in the subject area.

Detached youth work is a model of youth work practice targeted at vulnerable young people, which takes place on young people's own territory such as streets, cafes, parks and pubs at times that are appropriate to them and on their own terms

Outreach youth work, while similar in some respects to detached youth work, focuses more on making contact with young people and their communities, in order to draw them into existing provision.

The Federation for Detached Youth Work exists to improve the quality of detached work, to advance the training of detached youth workers and to improve understanding of detached work. It is a useful resource for youth workers.

Federation for Detached Youth Work - [www.fdyw.org.uk](http://www.fdyw.org.uk)

***Dynamo International – Travailderue.org – is another useful network with a comprehensive resources page***

### Facilitate the Learning and Development of Young People through Mentoring – 3 Credits

This unit outlines knowledge and skills relating to facilitating the learning and development of young people through mentoring.

Mentoring is a relationship in which a more experienced or knowledgeable person helps to guide a less knowledgeable or less experienced person.

Organisations involved in mentoring will have their own ways of recording initial assessments and progress but a number of frameworks have been developed that utilise mentoring theories for young people.

In place of learning styles theory trainers should consider exploring how to more effectively help learners use what they already know to learn more

Case studies, learner profiles and other materials can be contributed by learners themselves.

## Principles of Supporting Young People with regard to Relationships and Sexual Health – 2 Credits

This unit outlines knowledge and skills relating to supporting young people with regard to relationships and sexual health.

This unit should be delivered by an experienced practitioner with expertise in the subject area.

Age of Consent - the Gillick Competency refers to a case in 1982 when Mrs. Victoria Gillick took a case to court in an attempt to stop doctors from giving contraceptive advice or treatment to under 16 year olds without parental consent. The case was dismissed, but then the Court of Appeal reversed the decision. The case went to the House of Lords in 1985 where the original decision was upheld. From this came the 'Fraser Guidelines' from the original ruling:

*'whether or not a child is capable of giving the necessary consent will depend on the child's maturity and understanding and the nature of the consent required. The child must be capable of making a reasonable assessment of the advantages and disadvantages of the treatment proposed, so the consent if given, can be fairly and truly described as true consent.'*

England's sexual health strategy is under review. After a House of Commons Health and Social Care Committee report on Sexual health (Fourteenth Report of Session 2017–19) the UK government has committed to the development of a new sexual health strategy, the details of which can be found here;

<https://www.parliament.uk/documents/commons-committees/Health/Correspondence/2019-20/Government-response-to-the-committee-fourteenth-report-of-Session-2017%e2%80%9319-on-sexual-health.pdf>

The Association for Young People's Health published this report into young people's sexual health in 2014

<https://www.youngpeopleshealth.org.uk/wp-content/uploads/2015/07/Sexual-health.pdf>

Learners completing this unit should demonstrate understanding of the rights of young people to good quality relationships and sexual health information, along with the cultural competency challenges that may be faced by working with young people from a wide range of communities.

When Wales' new curriculum is in place in 2022, Relationships and Sexuality Education (RSE) will become statutory from the age of 5 to 16.

<https://gov.wales/curriculum-and-assessment>

The age of sexual consent in the United Kingdom is 16.

<https://www.brook.org.uk/https://www.fpa.org.uk/professionals/resources/leaflet-and-booklet-downloads>

### **Support Young People who are Refugees or Seeking Asylum – 3 Credits**

This unit outlines knowledge and skills relating to supporting young people who are asylum seekers.

This unit should be delivered by an experienced practitioner with expertise in the subject area.

An asylum seeker is a person who, from fear of persecution for reasons of race, religion, social group or political opinion, has left their country and sought protection as a refugee but whose claim for refugee status has not yet been assessed.

A refugee is a displaced person who has been forced to cross national boundaries and who cannot return home safely. Refugees are entitled to international protection and assistance.

Unaccompanied children who may be asylum seekers merit particular attention.

Young people who are refugees or asylum seekers are protected in law in the same way as other young people in that country [Article 22]. There are statutory and legal frameworks to protect them. They have access to the same legal protections as children that were born in the host country, including social care, health care and education. They experience additional barriers to accessing support including youth work because of their unique experiences, and often speaking English as a second language if at all.

There are several projects in the UK that offer support and expertise around working with unaccompanied young people, including Safe Passage, Help Refugees, Refugee Youth Service, and the Welsh Refugee Council.

Resources include:

Out of Exile – Developing work with young refugees Norton and Cohen Youth Work Press 2000.

### **Support Young People to Achieve their Learning Potential – 3 Credits**

This unit outlines knowledge and skills relating to supporting young people to achieve their learning potential.

Article 28 of the UNCRC [United Nations Convention on the Rights of the Child] states that children and young people have the right to education no matter who they are, regardless of race, gender, or disability; if they are in detention or if they are a refugee.

The right of children and young people to an education in the United Kingdom is enshrined in legislation including the opportunity for home education.

In Wales, the Youth Engagement and Progression Framework aims to reduce the number of young people who are not in education, employment or training (NEET).

<https://gov.wales/youth-engagement-and-progression-framework-implementation-plan>

### **Support Young People who are Looked After or are Leaving Care – 3 Credits**

This unit outlines knowledge and skills relating to supporting young people who are looked after or are leaving care.

This unit should be delivered by an experienced practitioner with expertise in the subject area.

A child [or young person] who has been in Local Authority care for more than 24 hours is known as a 'looked after child'. The term 'children in care' is also used.

Examples of supports systems would be family, carers and /or significant other where appropriate.

Significant Others – in this context, trusted people who can provide support to young people in care and act on their behalf, particularly when family members are not allowed contact.

In England, the 1989 Childrens Act and The Children [Leaving Care] Act 2000 are the major pieces of legislation which govern the care of children looked after by local authorities. They also creates duties in relation to planning for children whose status as looked after children will be ending.

Further UK government guidance relating to looked after children can be found here:

<https://www.gov.uk/topic/schools-colleges-childrens-services/looked-after-children>

In Wales, the [Social Services and Well-being \(Wales\) Act 2014](#) places duties on a local authority to provide support for children and young persons leaving care.

<https://learning.nspcc.org.uk/children-and-families-at-risk/looked-after-children>

<https://www.gov.uk/childcare-parenting/looked-after-children-children-in-care>

### **Support Young People's Transition to Independence – 2 Credits**

This unit outlines knowledge and skills relating to support young people's transition to independence.

This unit should be delivered by an experienced practitioner with expertise in the subject area.

Key ways to support young people as they move towards independent living are helping them to develop interpersonal skills, resilience skills, lifeskills and ways to reduce transition anxiety.

A number of organisations have produced materials which relate to this theme. These organisations include Shelter England and Shelter Cymru, Childline, MEIC, The BBC, Rees Foundation, Belong.

### **Referrals and Signposting in Youth Work Settings – 2 Credits**

This unit outlines knowledge and skills relating to referrals and signposting in youth work settings. Learners must have access to a real work environment

Knowledge of local services available and their location and quality are essential for this module. This might involve developing a community profile, a database of contacts and agencies, and an understanding of networking and how to use these contacts effectively.

### **Support Young People who are not in Employment, Education Training or Excluded from School – 2 Credits**

This unit outlines knowledge and skills relating to supporting young people who are not in employment, education training or have been excluded from school.

NEET is an acronym for not in education, employment or training. ‘NEET young people’ is often used as a disparaging term. *It was used in the Government paper “Transforming Youth Work” which placed the focus of youth services in England on supporting young people into education, training and employment.*

Two other groups of young people need to be recorded here:

- Those who have been excluded from school. Local Authorities are required to make provision for their continuing education but some barely attend alternative provision or are lost altogether
- There are also the off-rolled. Off-rolling is the practice of removing a pupil from the school roll without using a permanent exclusion, when the removal is in the best interest of the school rather than in the best interests of the pupil.

Also see guidance for the ‘Support Young People to Achieve their Learning Potential’ Unit

In Wales, the Youth Engagement and Progression Framework aims to reduce the number of young people who are not in education, employment or training (NEET).

<https://gov.wales/youth-engagement-and-progression-framework-implementation-plan>

### **Work with Young People Involved in or Impacted by Youth Violence, Criminal Activities and Exploitation – 3 Credits**

This unit outlines knowledge and skills relating to working with young people to reduce their involvement in anti-social and/or criminal activities.

This unit should be delivered by an experienced practitioner with expertise in the subject area.

Factors which could involve young people in violence, crime or exploitation could include:

- Marginalisation
- Psychosocial factors
- Environment
- Child Criminal Exploitation [CCE]
- Social factors
- Culture
- Country Lines
- Sexual Exploitation

Desistance Theory seeks to explain the process by which offenders come to live life free from criminality. Among theoretical causes are finding employment, settling down with a partner, or other social bonds.

Among the consequences of involvement in criminal and other such activities are:

- Mental Health
- Physical Health
- Relationships
- Life Chances

Approaches might include:

- Early Intervention
- Referral to the Youth Justice Agencies
- Referral to Health Care Agencies
- Guidance Services

<http://yvcommission.com/literature-reports/>

## **Understand how Youth Work can Support Young People's Mental Health and Wellbeing – 2 Credits**

This unit outlines knowledge and skills relating to understanding how youth work can support young people with mental health problems or to develop positive wellbeing.

This unit should be delivered by an experienced practitioner with expertise in the subject area.

The Mental Health Foundation suggests that positive mental health is characterised by a person's ability to fulfil a number of key functions and activities including the ability to learn, the ability to feel, express and manage a range of positive and negative emotions, the ability

to form and maintain good relationships with others and the ability to cope with and manage change and uncertainty.

CAMHS stands for Child and Adolescent Mental Health Services. These are the NHS Services which that assess and treat young people with emotional, behavioural or mental health difficulties.

CAMHS support covers:

- Depression
- Problems with food
- Self-harm
- Abuse
- Anger
- Bipolar disorder
- Schizophrenia
- And others

<http://implementingthrive.org/> - The IThrive programme – Useful context

<https://youngminds.org.uk/> (England)

<https://www.meiccymru.org/>

<https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2017/2017>

## **Understand how Youth Work can Support Young People who are Experiencing Poverty – 2 Credits**

This unit outlines knowledge and skills relating to understanding how youth work can support young people who are experiencing poverty.

Dictionaries define poverty as the ‘state of being very poor’ but in an advanced economy like that of the United Kingdom poverty is defined relative to the standards of living in a society at a given time. The World Bank’s poverty definition says ‘A person is considered poor if his or her income level fall below some minimum level necessary to meet basic needs.

The World Bank has calculated a global poverty line at one dollar ninety per day. In the UK the Joseph Rowntree Foundation defines the poverty line as households earning less than 60% of the median income which was £425 a week after housing costs in 2016-17 [£22,100 per year]. The Conservative Government abolished this as the official measure in England in 2015 but it has been retained in Wales, Scotland and Northern Ireland.

A new measure in England has been set by the Social Metrics Commission [SMC]. It includes core living costs such as housing, childcare and the extra costs of disability. It gives a poverty threshold of 55% of median total available resources. A key principle of the measure is that *‘poverty should be related to the extent to which people have the resources to engage adequately in a life regarded as the norm in society’*.

However, there is currently no formal UK-wide measure but statistics are available across the nations in relation to poverty and can be accessed through national government websites.

The Welsh Government, in its Child Poverty Strategy, defines poverty as a long-term state of not having sufficient resources to afford food, reasonable living conditions or amenities or to participate in activities (such as access to attractive neighbourhoods and open spaces) that are taken for granted by others in their society. The Welsh Index of Multiple Deprivation (WIMD) is the Welsh Government's official measure of relative deprivation for small areas in Wales.

<https://statswales.gov.wales/Catalogue/Community-Safety-and-Social-Inclusion/Welsh-Index-of-Multiple-Deprivation>

In considering local or national policies that have an impact on poverty, it should be remembered that some can have negative as well as positive effects.

### **Understand how Youth Work can Support Young People who Misuse Substances – 3 Credits**

This unit outlines knowledge and skills relating to understanding how youth work can support young people who misuse substances.

This unit should be delivered by an experienced practitioner with expertise in the subject area.

The following guidance drawn from the Level Two Unit with this title may also be useful:

Reference back should be made to the relevant elements in the four mandatory units and in particular to youth work principles and values.

The Medicines Act 1968, the Misuse of Drugs Act 1971 and the Psychoactive Substances Act 2016 are the major pieces of legislation. The Misuse of Drugs Act 1971 provides the standard drug classification system but many changes and additions have been made over time.

<https://www.talktofrank.com/>

### **Understand how Youth Work Supports Young People who are Lesbian, Gay, Bisexual or Transgender + – 2 Credits**

This unit outlines knowledge and skills relating to understanding how youth work supports young people who are lesbian, gay, bisexual, transgender, questioning [LGBT+].

This unit should be delivered by an experienced practitioner with expertise in the subject area.

#### Definitions

- Homophobia – Fear and hatred of people who are gay
- Transphobia – Fear and hatred of transgender people
- Heterosexism – Discrimination or prejudice against homosexuals on the assumption that heterosexuality is the only sexual orientation

<https://www.theproudtrust.org/>

### **Understand how to Manage Staff in a Youth Work Setting – 3 Credits**

This unit outlines knowledge and skills relating to understanding how to manage staff in a youth work setting.

While Level 3 qualified youth workers are not expected to undertake substantial management roles, there are some management activities which from time to time will fall their way. Examples would include managing and supporting the work of volunteers, planning programmes, managing small budgets.

Leading and Managing Youth Work and Youth Services for Young People by Kevin Ford, Rob Hunter, Bryan Merton and Deirdre Waller NYA 2005 is a useful background reader for trainers. Also Just about Managing by S Adirondack 2006 is a useful source of information for the planning and delivery of this unit, and useful reading for learners.

### **Facilitating Youth Trips and Residential – 4 Credits**

This unit outlines knowledge and skills relating to facilitating youth trips and residential.

This unit should be delivered by an experienced practitioner with expertise in the subject area.

Trainers are advised to take account of the guidance in the Level Two Units concerned with Safeguarding and Working with Groups.

The application of youth work principles needs to be a key element in this Unit. The involvement of young people in planning and preparing, as well as the activities on the trip or residential provides a considerable opportunity for learning.

Learners should demonstrate their competence and understanding of local safeguarding and health and safety policies and procedures, including those within their organisation.

<https://infed.org/mobi/mark-smith-creators-not-consumers-1-the-ice-skating-trip/>

## Young People's Participation in Youth Work – 2 Credits

This unit outlines knowledge and skills relating to young people's participation in youth work.

The United Nations Convention on the Rights of the Child [Article 12] states that every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Two useful resources are:

- Roger Hart's Ladder of Participation which sets out 8 'rungs' of participation starting at the bottom with 'Manipulation' and ending at the top with 'Youth initiated shared decisions with adults'
- The 'Seven Golden Rules for Participation' available from the Children and Young People's Commissioner Scotland

This extract from the UK-wide National Occupational Standards identifies a key purpose of youth work as 'Enabling young people to .... develop their voice, influence and place in society' demonstrating the importance of young people's participation.

In the broader context of contributing to active engagement of young people in their organisations, communities and society, the NYA developed an organisational development tool, '**Hear by Right**', built on a framework of standards and indicators that describe best practice, supporting organisations to plan, develop and evaluate their participation practices and provision. It fosters a culture of development, a continual journey for keeping young people at the heart of decision making.

**'Act by Right'** is a toolkit for those who want to work with young people to bring about change. There are three versions all of which are available on line. The original version has a general focus while the second and third versions focus on community action and on climate change.

In Wales, Children and Young People's National Participation Standards have been developed - <https://www.childreninwales.org.uk/our-work/participation/> and there is a Welsh Youth Parliament - <https://www.youthparliament.wales/>

## Managing Performance in a Youth Work Setting – 3 Credits

This unit outlines knowledge and skills relating to managing performance in a youth work setting.

Youth workers with a Level 3 qualification should not be expected to manage large projects with lots of staff, but they may be expected to line manage part time workers or volunteers. This unit creates the opportunity to develop the knowledge needed to be able to do this.

Leading and Managing Youth Work and Youth Services for Young People by Kevin Ford, Rob Hunter, Bryan Merton and Deirdre Waller NYA 2005 is a useful background reader for

trainers and has a section on 'Managing for High Performance'. This explores what needs to be in place to create a culture of high performance in a youth work context and explains some of the key concepts and tools that can be used to drive up quality .

## **Managing a Budget in a Youth Work Setting – 2 Credits**

This unit outlines knowledge and skills relating to managing a budget within a youth work setting.

A budget is a formal statement of estimated income and expenses based on future plans and objectives. It is a document which forecasts revenues and expenses for an upcoming period or for a specific project.

A number of appropriate guides to budgeting can be found on the Internet, depending on the nature of the project or programme.

Learners who are operating at Level 3 may be required to prepare or manage budgets for projects or programmes of work. This might include preparing budgets to accompany funding bids.

## **Effective Outcomes Based Youth Work – 3 Credits**

This unit outlines knowledge and skills relating to effective outcomes-based youth work. The unit is informed by recent work by the Centre for Youth Impact and others to assist youth workers to understand and measure/evaluate the outcomes of their work with young people.

<https://www.youthimpact.uk/>

Key concepts include:

- Aims: the overall purpose of the activity/organisation
- Outcomes: specific skills/knowledge/capabilities/achievements gained by young people (and communities) as a result of engaging with the activity
- Outputs: quantifiable measures of the organisation's activities
- Impact: the difference that is made as a result of young people achieving outcomes and/or of the organisation's activities in an area/with a group or community

The Outcomes Framework for Young People (2019) commissioned by Local Government Association and produced by Centre for Youth Impact explains how young people achieve positive 'social and emotional learning' skills (outcomes) and helps youth organisations plan for assisting young people develop these skills.

[https://www.youthimpact.uk/uploads/1/1/4/1/114154335/outcomes\\_framework\\_report\\_final.pdf](https://www.youthimpact.uk/uploads/1/1/4/1/114154335/outcomes_framework_report_final.pdf)

It shows youth workers how to plan 'outcomes-based' practice by developing a Theory of Change and understanding the 'mechanisms of change' that create the opportunities for young people to gain positive outcomes and learning.

Learners should be able to use a planning model (e.g. NAOMIE - in which the O is for outcomes - or Theory of Change) to plan a project.

Learners should have a basic knowledge of the kinds of tools that they could use to measure young people's outcomes The Outcomes Framework above gives some guidance on this, as does the accompanying 'technical report'

[https://www.youthimpact.uk/uploads/1/1/4/1/114154335/framework\\_of\\_outcomes\\_2.0\\_technical\\_report.pdf](https://www.youthimpact.uk/uploads/1/1/4/1/114154335/framework_of_outcomes_2.0_technical_report.pdf)

They should also be able to consider ways in which the outcomes from their work can be presented to relevant stakeholders. This NPC report for England charities is helpful

<https://www.thinknpc.org/resource-hub/the-principles-of-good-impact-reporting/>

In Wales, the Council for Wales of Voluntary Youth Services (CWVYS) and the Wales Council for Voluntary Action (WCVA) provide information on impact and evaluation

<https://www.cwvys.org.uk/our-work/measuring-impact/> <https://wcva.cymru/impact-evaluation/>

### Anti-Discriminatory Practice in Youth Work – 3 Credits

This unit outlines knowledge and skills relating to anti-discriminatory practice in youth work.

The following guidance drawn from the Level Two Unit with this title may also be useful:

Jason Wood in *Youth Work: Preparation for Practice* makes an important distinction between two phrases which are often used interchangeably. He says: 'While anti-discriminatory practice is concerned with challenging specific forms of discrimination, anti-oppressive practice is concerned with minimising the power differences in society'.

This unit focuses solely on anti-discriminatory practice. It may be seen to follow a four stage model:

1. Exploring and understanding the issues
2. Examining self and one's own behaviour
3. Understanding the significance of the worker as a role model
4. Learning how to respond to and challenge discriminatory behaviour.

prejudice	Preconceived opinion that is not based on reason or actual experience
stereotyping	Having a set idea or set of characteristics about a particular person or thing
stigma	A mark of disgrace associated with a particular circumstance, quality or person
labelling	Describing someone as something in a word or short phrase
discrimination	The unjust or prejudicial treatment of different categories of people, especially on grounds of race, age or gender
equality	The state of being equal especially in status, rights or opportunities
diversity	The state of being diverse, containing many different elements
direct discrimination	This occurs when someone is treated differently to others because of some characteristic
indirect discrimination	A policy, rule or procedure that is applied to everyone in a certain but ultimately puts some individuals or groups at a disadvantage.

discrimination by association	A situation where an individual is discriminated against through association with another individual
perception discrimination	Discrimination based on the perception that someone is a member of a relevant protected group
harassment	Unwanted behaviour which you find to be offensive or which makes you feel intimidated or humiliated
third party harassment	Harassment caused by a person or group of people who work outside the control of the employer
victimisation	The act of singling someone out for cruel or unjust treatment
hate speech	Abusive or threatening speech or writing that expresses prejudice against a particular group
hate crime	A crime, typically one of violence, that is motivated by prejudice on the basis of race, religion, sexual orientation or other grounds
Institutional Discrimination	The Macpherson Report

## Supporting Young People with Disabilities and/or Diverse Learning Needs in a Youth Work Setting – 3 Credits

This unit outlines knowledge and skills relating to supporting young people with disabilities and/or diverse learning needs within a youth work setting.

This unit should be delivered by an experienced practitioner with expertise in the subject area.

The following guidance drawn from the Level Two Unit with this title may also be useful:

### Definitions

- Disability – An impairment that may be cognitive, developmental, intellectual, mental. Physical, sensory or some combination of these
- Neuro diversity - The range of differences in individual brain function and behavioural traits regarded as part of variation in the human population
- Additional Learning Needs -learning, physical or sensory needs that make it harder to learn than most children of the same age

Inclusion, participation, safeguarding and child protection are clearly important issues here.

Some specialist input to help understanding will be important as well as experience of practice.

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

<https://www.gov.uk/rights-disabled-person>

<https://enil.eu/enil-youth/about-the-enil-youth-network/>

## **Supervision in a Youth Work Context – 3 Credits**

This unit outlines knowledge and skills relating to supervision in a youth work context.

Supervision in a youth work context does not just relate to line management, but a reflective developmental process designed to enhance the professional practice of the supervisee.

Supervision in youth and community work is defined as:

‘A process of critical reflection in which youth workers discuss ongoing work and professional development issues with a more experienced youth worker, whether a manager or peer. Professional supervision focuses on the core values of youth work in order to support good practice and learning from experience.

Sapin 2009

Kadushin’s [1976] model of social work supervision suggests that there are three components of effective supervision:

Administrative Supervision  
Educational Supervision  
Supportive Supervision.

## **Exploring Values, Beliefs and Spiritual Development within a Youth Work Setting – 3 Credits**

This unit outlines knowledge and skills relating to the exploration of values, beliefs and spiritual development of young people and youth work in faith communities.

This unit should be delivered by an experienced practitioner with expertise in the subject area.

The following guidance drawn from the Level Two Unit with this title may also be useful:

The purposes and principles of youth work should be used as a background against which to explore values, beliefs and spiritual development

Amongst resources available are:

Glimpses - Youth Work and Spirituality By Steve Bullock and Nigel Pimlott NYA 2008  
Soul – Spiritual Health and Well-being Activities for Young People Vanessa Rogers  
NYA 2007

## Youth Work in Digital Spaces and Places – 2 Credits

This unit outlines the knowledge and skills needed for youth workers to engage young people through digital spaces and places.

This unit should be delivered by an experienced practitioner with expertise in the subject area.

The following guidance drawn from the Level Two Unit with this title may also be useful:

It is important in this unit to distinguish between the ways in which young people use different types of digital communities and how youth workers and Youth services might use digital means in order to engage with young people.

Youth and community organisations by now should have their own safeguarding policies and strategies in place. Examples are available on the Internet.

European Commission report on Digital Youth Work - <https://op.europa.eu/en/publication-detail/-/publication/fbc18822-07cb-11e8-b8f5-01aa75ed71a1>

Guidelines for Digital Youth Work - <https://www.digitalyouthwork.eu/wp-content/uploads/sites/4/2019/09/european-guidelines-for-digital-youth-work-web.pdf>

## Trauma Informed Approaches to Youth Work – 4 Credits

This unit outlines the knowledge and skills related to working with young people using trauma informed approaches.

This unit should be delivered by an experienced practitioner with expertise in the subject area.

The following guidance drawn from the Level Two Unit with this title may also be useful:

Trauma can be defined as a ‘deeply distressing and disturbing experience’ or as an ‘emotional shock following a stressful event or a physical injury which may lead to long term neurosis’.

The acronym ACE stands for an **A**dverse **C**hildhood **E**xperience - an experience which harms children’s developing brains and leads to changing how they respond to stress and damaging their immune systems so profoundly that the effects show up decades later.

Relational working is the ability to create, sustain and effectively manage relationships with other people

Resilience is the capacity to recover quickly from difficulties

<https://www.mind.org.uk/>

<https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2017/2017>

<https://www.themix.org.uk/>

<https://youngminds.org.uk/>

### **Social Action – 3 Credits**

This unit outlines the knowledge and skills relating to identifying and planning social action projects with young people. Learners must have access to a real work environment.

This unit should be delivered by an experienced practitioner with expertise in the subject area.

The Office for Civil Society defines social action as follows:

‘Social action is about people coming together to help improve their lives and solve the problems that are important in their communities. It can broadly be defined as practical action in the service of others, which is (i) carried out by individuals or groups of people working together, (ii) not mandated and not for profit, (iii) done for the good of others – individuals, communities and/or society, and (iv) bringing about social change and or value.’

Social Action in a youth work setting presents a wide range of opportunities for the development of skills, learning and empowerment for young people. Good social action projects will enable young people to learn about their community, and the mechanisms and structures through which change can be made. They can introduce young people to research techniques, project planning and management, evaluation, teamwork, and, if well executed, should be truly participative and empowering.

There are a range of organisations and resources available to support young people in learning about, and developing social action;

A description of Social Action -

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591797/A\\_description\\_of\\_social\\_action.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591797/A_description_of_social_action.pdf)

Gov.UK policy paper on Social Action -

<https://www.gov.uk/government/publications/centre-for-social-action/centre-for-social-action>

iWill - <https://www.iwill.org.uk/>

The Duke of Edinburgh’s Award scheme – [www.dofe.org](http://www.dofe.org)

Social Action Solutions - <http://socialaction.info/wp/>