



## **Level 3 Award/Certificate/Diploma in**

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## **Youth Work Practice**

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### **Mandatory and Optional Unit Specification**

#### **Ofqual Accreditation Number:**

Level 3 Award in Youth Work Practice (600/0601/8)  
Level 3 Certificate in Youth Work Practice (600/0603/1)  
Level 3 Diploma in Youth Work Practice (600/0151/3)  
Ofqual Accreditation Start Date: 01/01/2011  
Ofqual Accreditation End Date: 31/12/2013  
Ofqual Certification End Date: 31/12/2015

## ASCENTIS' MISSION STATEMENT

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### **'Building Partnerships to Advance and Accredit Lifelong Learning for All.'**

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#### **About Ascentis**

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

**Ascentis** is distinctive and unusual in that it is both:

- **a National Awarding Body (NAB)** approved by the office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

#### **Ascentis Contact Details**

Ascentis  
Office 4  
Lancaster Business Park  
Mannin Way  
Caton Road  
Lancaster  
LA1 3SW

Tel: 01524 845046

[www.ascentis.co.uk](http://www.ascentis.co.uk)

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**Rules of Combination**

<b>Level 3 Award in Youth Work Practice</b>				
<b>Minimum credits: 7</b>				
<b>Minimum credit value at level of qualification or above: 12</b>				
<b>Group 1- Mandatory units</b>		<b>Credit (from Group 1) Mandatory Units:7</b>		
<b>Title</b>	<b>Level</b>	<b>Credit Value</b>	<b>GLH</b>	<b>QCF Unit ref</b>
Understanding Principles, Knowledge and Skills in Work-Based Practice in Youth Work	3	7	55	[Y/602/6388]
<b>Group 2 – Optional Units</b>		<b>Minimum credit ( from Group 2) Optional units: 5</b>		
Understanding Youth Work Principles and Practice	3	10	75	[L/602/6386]
Understanding Intervention Strategies in Youth Work Settings	3	6	45	[R/602/6387]
Work-based practice in youth work	3	9	60	[D/602/6389]
Support Young People to Develop, Implement and Review a Plan of Action	3	3	25	[M/601/1329]
Provide Information and advice to Children and Young People	3	3	22	[A/601/1334]
Develop Interviewing Skills for Work With Children and Young People	3	3	21	[L/601/1337]
Caseload Management	3	3	21	[D/601/1343]
Support Young People to Move towards Independence and Manage their Lives	3	3	20	[F/601/1349]
Support Children and Young People to achieve their Learning Potential	3	3	20	[D/601/1357]
Support Children and Young People to Have Positive Relationships	3	3	20	[R/601/1369]
Understand the Needs Of Children and Young People Who are Vulnerable and Experiencing Poverty and Disadvantage	4	5	40	[F/600/9777]
Support Children or Young People In their Own Home	3	4	30	[K/601/0132]
Facilitate the Learning and Development Of Children and Young People Through Mentoring	3	4	30	[T/601/1381]
Support the Referral Process for Children and Young People	3	3	20	[R/601/1386]
Understand How to Safeguard the Well-Being Of Children and Young People	3	3	25	[Y/601/1695]
Working together for the Benefit Of Children and Young People	3	2	15	[K/601/1698]

<b>Group 2 – Optional Units - Continued</b>				
<b>Title</b>	<b>Level</b>	<b>Credit Value</b>	<b>GLH</b>	<b>QCF Unit ref</b>
Understand How to Support Positive Outcomes for Children and Young People	3	3	25	[M/601/1699]
Support Young People Who are Looked After or are Leaving Care	3	3	23	[A/502/5224]
Support Young People Who are Socially Excluded or Excluded from School	3	2	10	[R/502/5231]
Support Young People with Mental Health Problems	3	3	23	[T/502/5240]
Support Young People in Relation to Sexual Health and Risk of Pregnancy	3	2	10	[F/502/5242]
Support Young People who are not in Employment, Education or Training	3	2	10	[R/502/5259]
Support Young People who are Involved in Anti-Social and/or Criminal Activities	3	2	10	[L/502/5261]
Support Young People who are Asylum Seekers	3	3	23	[D/502/5278]
Understanding Exchange Programmes	3	6	24	[H/501/1544]
Implementing Exchange Programmes	3	9	12	[Y/501/1542]
Outreach and Detached Youth Work	3	9	27	[R/501/1538]
Community Development Within a Faith Context	2	2	16	[Y/501/9432]

**Rules of Combination**

<b>Level 3 Certificate in Youth Work Practice</b>				
<b>Minimum credits: 32</b>				
<b>Group 1- Mandatory units</b>		<b>Credit (from Group 1) Mandatory Units:32</b>		
<b>Title</b>	<b>Level</b>	<b>Credit Value</b>	<b>GLH</b>	<b>QCF Unit ref</b>
Understanding Youth Work Principles and Practice	3	10	75	[L/602/6386]
Understanding Principles, Knowledge and Skills in Work-Based Practice in Youth Work	3	7	55	[Y/602/6388]
Understanding Intervention Strategies in Youth Work Settings	3	6	45	[R/602/6387]
Work-Based Practice in Youth Work	3	9	60	[D/602/6389]

<b>Level 3 Diploma in Youth Work Practice</b>				
<b>Minimum credits: 44</b>				
<b>Group 1- Mandatory units</b>		<b>Credit (from Group 1) Mandatory Units:32</b>		
<b>Title</b>	<b>Level</b>	<b>Credit Value</b>	<b>GLH</b>	<b>QCF Unit ref</b>
Understanding Youth Work Principles and Practice	3	10	75	[L/602/6386]
Understanding Principles, Knowledge and Skills in Work-Based Practice in Youth Work	3	7	55	[Y/602/6388]
Understanding Intervention Strategies in Youth Work Settings	3	6	45	[R/602/6387]
Work-Based Practice in Youth Work	3	9	60	[D/602/6389]
<b>Group 2- Optional</b>		<b>Credit (from Group 2) Mandatory Units:12</b>		
Support Young People to Develop, Implement and Review a Plan of Action	3	3	25	[M/601/1329]
Provide Information and Advice to Children and Young People	3	3	22	[A/601/1334]
Develop Interviewing Skills for Work with Children and Young People	3	3	21	[L/601/1337]
Caseload Management	3	3	21	[D/601/1343]
Support Young People to Move Towards Independence and Manage their Lives	3	3	20	[F/601/1349]
Support Children and Young People to Achieve their Learning Potential	3	3	20	[D/601/1357]
Support Children and Young People to have Positive Relationships	3	3	20	[R/601/1369]
Understand the Needs of Children and Young People Who are Vulnerable and Experiencing Poverty and Disadvantage	4	5	40	[F/600/9777]

<b>Group 2- Optional. Units Continued</b>				
Support Children Or Young People in their Own Home	3	4	30	[K/601/0132]
Facilitate The Learning and Development of Children and Young People Through Mentoring	3	4	30	[T/601/1381]
Support the Referral Process for Children and Young People	3	3	20	[R/601/1386]
Understand How to Safeguard the Well-Being of Children and Young People	3	3	25	[Y/601/1695]
Working Together for the Benefit of Children and Young People	3	2	15	[K/601/1698]
Understand How to Support Positive Outcomes for Children and Young People	3	3	25	[M/601/1699]
Support Young People Who are Looked after or are Leaving Care	3	3	23	[A/502/5224]
Support Young People With Mental Health Problems	3	3	23	[T/502/5240]
Support Young People in Relation to Sexual Health and Risk of Pregnancy	3	2	10	[F/502/5242]
Support Young People Who are not in Employment, Education or Training	3	2	10	[R/502/5259]
Support Young People who are Involved in Anti-Social and/or Criminal Activities	3	2	10	[L/502/5261]
Support Young People who are Asylum Seekers	3	3	23	[D/502/5278]
Understanding Exchange Programmes	3	6	24	[H/501/1544]
Implementing Exchange Programmes	3	9	12	[Y/501/1542]
Outreach and Detached Youth Work	3	9	27	[R/501/1538]
Community Development within a Faith Context	2	2	16	[Y/501/9432]

## UNIT SPECIFICATIONS

### Understanding Principles, Knowledge and Skills for Work-Based Practice in Youth Work

**Credit Value of Unit: 7**

**GLH of Unit: 55**

**Level of Unit: 3**

#### Introduction

This unit explores and examines skills for undertaking a Youth Support Worker role within a youth work setting.

<b>Learning Outcomes</b> The Learner Will	<b>Assessment Criteria</b> The Learner Can
1 Be able to undertake reflective practice	1.1 Explain what is meant by reflective practice
	1.2 Analyse the rationale for reflective practice
	1.3 Examine methods that support effective reflective practice
	1.4 Analyse own skills and abilities, identifying areas for development
	1.5 Evaluate the influence of others on own values, attitudes and youth work practice
	1.6 Examine ways in which equality and diversity underpin all areas of own youth work practice
2 Understand how to communicate effectively with young people	2.1 Analyse the components of effective communication to assess impact on youth work practice
	2.2 Analyse the ways young people communicate verbally and non-verbally with others
	2.3 Evaluate own communication when working with young people identifying a minimum of three areas for development
3 Understand factors affecting adolescent development	3.1 Describe the effects and consequences of physical changes in adolescence
	3.2 Explain theories that underpin the emotional and social development of adolescence
4 Be able to use programme planning methods involving young people in the process	4.1 Explain the key stages of programme development demonstrating how young people will be involved
	4.2 Develop sessions using programme planning techniques
	4.3 Explain methods of monitoring and evaluating young peoples' progress



## Indicative Content

### **Purpose Method and Approaches to reflective practice in youth work.**

#### **Use of Analysis, Evaluation and Feedback in Reflective Practice in Youth Work, e.g.:**

- Personal Reflection
- Effectiveness of Methods
- Importance of Feedback from Young People and Others
- Achieving Learning Outcomes
- Effective Team Working

#### **Youth Work Obligations, Strategies and Methods to Address Discriminatory Practice and Behaviour e.g.:**

- Bullying
- Homophobia
- Racial Harassment
- Gender
- Stereotyping
- Age

#### **Effective Components of Communication Including:**

- Listening Skills
- Questioning Techniques
- Building Empathy
- Non-Verbal Communication
- Paraphrasing
- Reflecting
- Summarising

#### **Knowledge and Analysis of Young People's Communication Preferences Including:**

- Social Networking
- Texting
- Verbal
- Non Verbal

Evaluation of effectiveness of communication skills with young people to determine areas for development.

**Theories of Adolescent Development Including:** physical, emotional and social changes affecting young people.

Principles and models of youth participation and empowerment.

Plan effective activities with young people.

Session planning – establishing learning outcomes, methods, resources, activities, establishing a safe environment.

Evaluation methods and techniques – group reflection, individual

### **Mapping to National Occupational Standards**

LLUK Youth Work NOS

1.1 1.2, 1.3

2.2,2.3

3.1

4.4

5.1

CWDC Common Core

6, 10,13,16,18,22

## UNIT SPECIFICATIONS

### Understanding Youth Work Principles and Practice

**Credit Value of Unit: 10**

**GLH of Unit: 75**

**Level of Unit: 3**

#### Introduction

This unit explores and examines the values, core principles and current policy relating to youth work including engaging, maintaining and safeguarding professional relationships with young people and understanding the role that young people play within their own community

<b>Learning Outcomes</b> The Learner Will	<b>Assessment Criteria</b> The Learner Can
2 Understand the values and core principles of youth work	2.1 Summarise the core values and principles of youth work and how it may differ from other youth related services
	2.2 Summarise how current policies impact upon the delivery of youth work
	2.3 Summarise how the United Nations Convention for the Rights of the Children impacts upon youth work
	2.4 Compare own values, attitudes and interests with those required to perform at this level
5 Understand the issues that are important to young people and how they can be encouraged to express their needs	5.1 Identify issues that currently concern young people
	5.2 Explain the ways that young people can be encouraged to express their views, concerns and needs
	5.3 Explain the importance of respecting young people's expression of their values and aspirations
	5.4 Explain the factors that can motivate and demotivate young people
6 Understand how to make and sustain contact with young people and develop appropriate relationships with them	6.1 Analyse methods of youth work used to engage young people that demonstrate inclusive practice
	6.2 Explain the process of engaging and maintaining relationships with young people within the youth work context
	6.3 Explain boundaries of own role as a Youth Support Worker in relation to: <ul style="list-style-type: none"> <li>▪ Young People</li> <li>▪ Colleagues</li> </ul>

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The Learner Will	The Learner Can
7 Be able to access and communicate information to young people	7.1 Access relevant information from different sources
	7.2 Work with young people to utilise the information collected
8 Be able to reflect on the diversity of young people's experience within the community	8.1 Explain the meaning of community
	8.2 Explore the community in which they practice considering how this relates to the lives of the young people and the role of the youth work organisation where they work
	8.3 Analyse the diversity of experiences of the young people within the community in which they work
	8.4 Conduct an initial assessment of the needs of young people suggesting appropriate responses
9 Understand safeguarding young people in youth work practice	9.1 Identify legislation, organisational policies and procedures relevant to own role and setting in relation to safeguarding young people
	9.2 Describe the current requirements for risk assessments
	9.3 Describe key elements of own organisation's child protection policy and procedures
	9.4 Explain the principle of confidentiality when working with young people
	9.5 Apply one of the above policies to own youth work practice

### Indicative Content

#### **Core Values and Principles of Youth Work Including:**

- Cornerstones of Youth Work
- Communication
- Building Relationships

#### **Role and Purpose of a Range of Youth Related Services Including:**

- Youth Justice
- Youth Counselling
- Careers Advice
- Social Care
- Advocacy

#### **Key Features of Relevant Legislation and Impact on Youth Work Practice e.g.:**

- Equality & Diversity
- Health & Safety
- Common Core
- Safeguarding and National Codes of Practice,
- United Nations Convention for the Rights of the Child

## Indicative Content

### **National and Local Priorities and Targets for Youth Work e.g.:**

- Performance indicators
- Quality assurance
- SLA's

Impact of personal value base, experiences and bias on youth work practice and working with colleagues.

Influence of economic, social and personal factors in society affecting young people.

### **Knowledge of Diversity of Local Youth Culture, e.g.:**

- Meeting Places
- Young People's Activities
- Anti-Social Behaviour
- Gang Culture
- Volunteering
- Youth Councils

### **Theory of Community.**

**Knowledge of Local Community and Cultures, e.g.** compiling community profile of local groups, resources, places of worship

### **Methods to Enable Young People to Express Individual:**

- Views
- Aspirations
- Needs
- Concerns

Theories of motivation and factors that prevent young people from being actively involved in youth work.

### **Process and Techniques to Build Effective Relationships with Young People;**

- Trust
- Empathy
- Open Expression of Views
- Verbal and Non Verbal Communication
- Anti-Discriminatory Practice

Professional boundaries and limits to confidentiality working with young people and colleagues.

**Personal Development Plan including** an analysis of skills to build effectiveness relationships.

### **Sources of Professional Support, Including:**

- Supervision
- Coaching
- Mentoring
- Reflection
- Training
- Peer support

### Indicative Content

#### Knowledge and Safe Use of Information Sources e.g.:

- Local Agencies
- Internet
- Libraries
- Directories
- Leaflets
- Word of Mouth

Advising and supporting young people with safe and appropriate use of information.

#### Organisational and Workplace Policies and Procedures Including:

- Contractual and legal responsibilities for youth workers e.g. Off-site visits risk assessment, health and safety audit in the workplace
- Appropriate use of permission and consent forms, disclosure of harm or significant harm
- Range of risk assessment requirements and methods, to include safeguarding, health and safety and child protection in the workplace

#### Mapping to National Occupational Standards

LLUK Youth Work NOS

1.1,1.3,1.4

2.1, 2.2,2.3,2.4

3.1,3.2,3.3

5.4

CWDC Common Core

6,10,13,16,18,22

## UNIT SPECIFICATIONS

### Understanding Intervention Strategies in Youth Work Settings

Credit Value of Unit: 6

GLH of Unit: 45

Level of Unit: 3

#### Introduction

This unit explores and examines strategies for effective work with young people in a youth work setting.

<b>Learning Outcomes</b> The Learner Will	<b>Assessment Criteria</b> The Learner Can
1 Understanding intervention strategies in a youth work setting	1.1 Explain how interventions may be used in youth work <ul style="list-style-type: none"> <li>▪ With Individuals</li> <li>▪ With Groups</li> </ul>
2 Understand group work principles and practice in youth work settings	2.1 Explain the key principles of group work
	2.2 Explain the stages of group development in a group work situation
	2.3 Analyse the roles and dynamics in groups
	2.4 Explain: <ul style="list-style-type: none"> <li>▪ Why Groups Form</li> <li>▪ Why People Join Groups</li> </ul>
	2.5 Explore barriers to effective group work with young people and examining strategies to address these
3 Know how to overcome conflict in youth work settings	3.1 Explain own value sets in relation to those of young people
	3.2 Explain how conflict arises in youth work situations
	3.3 Explain how to manage personal feelings in a conflict situation
	3.4 Evaluate the various methods used to promote conflict resolution
4 Recognise opportunities and resources for youth work in own local area	4.1 Evaluate own youth work setting in relation to its engagement and appeal to young people
	4.2 Identify where young people meet outlining opportunities for youth work
	4.3 Identify organisations and agencies that can support own work with young people including the roles they might play
	4.4 Develop and maintain an up-to-date list of resource contacts

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The Learner Will	The Learner Can
5 Understand the key principles of partnership working	5.1 Describe the key principles of partnership working
	5.2 Explain the importance and relevance of working in partnership with colleagues and other agencies
	5.3 Evaluate the factors that support or deter effective partnership working in a youth work context
6 Understand effective leadership	6.1 Analyse various styles of leadership for effectiveness
	6.2 Analyse the application of leadership styles in day-to-day youth work situations
	6.3 Apply appropriate facilitation styles to three different youth work situations

### Indicative Content

#### Methods and Approaches to Youth Work, e.g.

- One-To-One
- Detached
- Group Work
- Mentoring
- Coaching
- Centre Based
- Activity Based

Purpose, principles and benefits of group work with young people.

#### Types of Groups in a Youth Work Setting, e.g.

- Peer Group
- Referred Group
- Drop-In
- Youth Forum

#### Stages of Group Development and Strategies to Address Barriers to Effective Group Work, e.g.

- Establishing Ground Rules and Norms
- Building Communication and Relationships
- Group Contracts
- Establishing Outcomes
- Evaluation
- Roles in Groups
- Group Dynamics

## Indicative Content

### **Knowledge of Situations Where Conflict Can Arise in Youth Work, for example:**

- Importance of Valuing and Respecting Individuals
- Poor Boundary Setting
- Inconsistent Use of Ground Rules
- Inappropriate Challenges to Behaviour

Awareness of extent to which personal history and perception and perception of others determines effectiveness of response to conflict situations.

### **Effective Methods for Conflict Resolution in Youth Work, e.g.:**

- Negotiation
- Conciliation
- Reparation

### **Knowledge and Record of Local Agencies and Roles Relevant to Young People and Youth Culture, e.g.:**

- Mapping Formal and Informal Meeting Places for Young People in the Community
- Directories
- Leaflets
- Networks

### **Methods of Consulting Young People to Gain their Views and Interests e.g.:**

- Survey
- Group Work
- Voting Box
- Video Diaries
- Text Voting

### **Principles and Importance of Partnership Working Including:**

- Statutory Requirements for Integrated Working
- Information Sharing
-



## Indicative Content

### Factors That Support Effective Partnership Working Including

- Communication
- Trust
- Sharing Resources
- Shared Goals
- Outcomes

### Leadership And Facilitation Styles and Their Application for Working With Young People in a Range of Settings e.g.:

- Autocratic
- Supportive
- Democratic
- Hierarchical

### Mapping to National Occupational Standards

LLUK Youth Work NOS

1.1 1.4

2.2,2.3

3.1,3.3,3.3

5.1

CWDC Common Core

6, 10,13,16,18,22

## UNIT SPECIFICATIONS

### Work-Based Practice in Youth Work

**Credit Value of Unit: 9**

**GLH of Unit: 60**

**Level of Unit: 3**

#### Introduction

This unit requires learners to plan, deliver and evaluate a programme for young people in work based practice within a youth work setting.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The Learner Will	The Learner Can
1 Understanding intervention strategies in a youth work setting	1.1 Provide examples of how participation underpins the analysis of young people's needs
	1.2 Engage with young people to determine their needs
	1.3 Plan and deliver ten sessions over a period of 20 hours, to include <ul style="list-style-type: none"> <li>▪ Description of Activities Appropriate to the Curriculum</li> <li>▪ Justification for the Resources Required</li> <li>▪ Rationale for the Curriculum Development Model</li> <li>▪ Key Personnel</li> <li>▪ Session Plans</li> <li>▪ Consultation With Young People</li> <li>▪ Health and Safety/Safeguarding Requirements</li> <li>▪ Venue/Location</li> <li>▪ Sources of Finance</li> </ul>
2 Be able to deliver a youth work programme	2.1 Apply group work principles and practice to create an environment promoting participation and learning
	2.2 Identify and use facilitation styles that are appropriate for the group
	2.3 Develop resources in a format appropriate to the needs and capabilities of the young people
	2.4 Identify any additional needs of the group during the programme and make changes where necessary
	2.5 Work within the organisation/agency's policies and procedures

Learning Outcomes The Learner Will	Assessment Criteria The Learner Can
<b>3</b> Be able to evaluate youth work programmes with young people	3.1 Critically reflect on areas of own practice on the programme 3.2 Evaluate the implementation of own programme plan in consultation with young people to identify: <ul style="list-style-type: none"> <li>▪ Strengths</li> <li>▪ Improvements</li> <li>▪ Changes Required</li> </ul> 3.3 Critically reflect on own practice outlining a plan for future self development

<b>Indicative Content</b>
<p><b>Example of Activities with Young People to Gain Their Views, e.g.</b></p> <ul style="list-style-type: none"> <li>▪ Surveys</li> <li>▪ Records of Group Work</li> <li>▪ Voting</li> <li>▪ Video</li> <li>▪ Diaries</li> </ul> <p><b>Session and Programme Plans.</b></p> <p>Delivery of effective group work sessions using a variety of facilitation styles with young people</p> <p><b>Programme Resources for Work With Young People Which Reflect a Range of Learning Styles, Abilities, Needs and Interests e.g.:</b></p> <ul style="list-style-type: none"> <li>▪ Handouts</li> <li>▪ Worksheets</li> <li>▪ Games</li> <li>▪ Videos</li> <li>▪ Music</li> <li>▪ Drama</li> <li>▪ Internet</li> </ul> <p>Appropriate to Visual, Auditory and Kinaesthetic Learning Styles</p>

### Indicative Content

#### Application of Key Features of Organisation's Policies and Procedures Including:

- Health And Safety
- Risk Assessment
- Equal Opportunities
- Safeguarding
- Lone Working
- Un Convention on Rights of Child
- Information Sharing
- Confidentiality

Use of a range of evaluation methods and techniques with young people to critically review delivery of planned programme.

Produce a personal development plan reflecting on strengths and weaknesses with identified areas for development

#### Mapping to National Occupational Standards

LLUK Youth Work NOS

1.1 1.2, 1.3

2.1,2.2,2.3,2.4

3.1,3.3

4.4

5.1

CWDC Common Core

6, 10,13,16,18,22

## UNIT SPECIFICATIONS

### Support Young People to Develop Implement and Review a Plan of Action

**Credit Value of Unit: 9**

**GLH of Unit: 60**

**Level of Unit: 3**

#### Introduction

The purpose of this unit is to provide learners with the skills and knowledge to enable them to work with individual young people to help them develop an action plan.

<b>Learning Outcomes</b> The Learner Will	<b>Assessment Criteria</b> The Learner Can
1 Understand the importance for young people of developing a personal action plan for their future development needs	1.1 Explain why young people should be encouraged to develop a personal action plan to support their future development
	1.2 Evaluate the role of the support worker in encouraging young people to develop the action plan
2 Be able to support young people to develop an action plan	2.1 Explain the preliminary and preparatory actions to take when supporting young people to develop an action plan
	2.2 Demonstrate how young people are encouraged to identify their needs and aspirations p
	2.3 Demonstrate in own practice work with young people to identify and evaluate the range of options available to them
	2.4 Demonstrate in own practice work with young people to develop an action plan
3 Be able to support young people to work towards implementation of their action plan	3.1 Give examples from own practice of support required by young people implementing actions within their plan
	3.2 Demonstrate how to give practical support for young people working towards implementation of actions within their plan
4 Be able to support young people to review and revise their action plan	4.1 Explain why it is important for young people to review their progress against their action plan
	4.2 Demonstrate in own practice how to review the action plan with young people
5 Be able to review own role in supporting the development and implementation of the young person's action plan	5.1 Explain why it is important to review own contribution to the development and implementation of the young person's action plan
	5.2 Evaluate own contribution to the process

#### Mapping to National Occupational Standards

There are links with: Legal advice NOS Unit (Skills for Justice)

Support clients to plan, implement and review action

## UNIT SPECIFICATIONS

### Provide Information and Advice to Children and Young People

**Credit Value of Unit: 3**

**GLH of Unit: 22**

**Level of Unit: 3**

#### Introduction

The aim of this unit is to provide the learner with the skills and knowledge to enable them to provide accurate, up to date and impartial information and advice to children and young people, to enable them to make an informed choice about their future.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The Learner Will	The Learner Can
1 Understand the role of practitioners in providing information and advice to children and young people	1.1 Explain the importance of providing accurate and up to date information and advice to children and young people
	1.2 Explain the role of practitioners in providing impartial information and advice to children and young people
2 Be able to establish and address the information and advice needs of children and young people	2.1 Encourage the participation of and engagement with children and young people to establish their information and advice needs
	2.2 Select information from appropriate sources that will best meet the needs of the young person
	2.3 Verify the accuracy and currency of information before presenting it to the young person
	2.4 Explain approaches to managing situations when the child and young person's choices are different to those of their carers
3 Be able to provide children and young people with appropriate information and advice to enable them to make informed choices	3.1 Explain why it is important to provide opportunities for children and young people to make informed choices
	3.2 Evaluate with the young person the choices available to them
	3.3 Demonstrate in own practice how to check that the young person has understood the range of options available to them
	3.4 Record the interaction with the young person following all organisational procedures and legal requirements

#### Mapping to National Occupational Standards

There are links with

#### ENTO Unit

**AG2:** Support Clients to Make Use of the Advice and Guidance Service

## UNIT SPECIFICATIONS

### Develop Interviewing Skills for Work with Children and Young People

**Credit Value of Unit: 3**

**GLH of Unit: 21**

**Level of Unit: 3**

#### Introduction

The aim of this unit is to provide the learner with the skills and knowledge to enable them to conduct effective interviews with children and young people in the context of supporting their learning and development.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The Learner Will	The Learner Can
1 Understand the process of preparing for and planning the interviews	1.1 Identify why it is important to plan for the interview
	1.2 Explain the components of the interview planning process
2 Be able to conduct the interview with individual children or young people	2.1 Use appropriate communication skills to encourage the participation of and engagement with the child or young person
	2.2 Provide any relevant information about the interview to the child or young person
	2.3 Conduct the interview to achieve the desired outcomes
	2.4 Record the details of the interview according to confidentiality and information sharing protocols
3 Be able to implement interview follow up procedures	3.1 Identify the interview follow up procedures
	3.2 Implement interview follow up procedures

#### Mapping to National Occupational Standards

There are links with

#### ENTO

**R7:** Conduct Interviews to Support the Recruitment Process

**AG2:** Support Clients to Make Use of the Advice and Guidance Service

## UNIT SPECIFICATIONS

### Caseload Management

**Credit Value of Unit: 3**

**GLH of Unit: 21**

**Level of Unit: 3**

#### Introduction

This unit aims to provide the learner with the skills and knowledge to enable them to manage their caseload effectively and efficiently, making best use of their own time and promoting improved outcomes for children, young people, their families and carers.

<b>Learning Outcomes</b> The Learner Will	<b>Assessment Criteria</b> The Learner Can
1 Understand the importance of managing personal case load	1.1 Explain the importance of managing personal case load
	1.2 Give examples from own practice of pressures on the management of caseloads
2 Be able to prioritise cases in personal case load	2.1 Explain the criteria for prioritising personal case load
	2.2 Review and prioritise existing and new cases against specified criteria
	2.3 Process cases according to priority
	2.4 Explain how to use supervision and other support systems to recognise when additional personal support is required s
3 Understand how to review and evaluate the effectiveness of the case management process	3.1 Explain the importance of reviewing and evaluating the effectiveness of the case management process
	3.2 Identify and implement improvements in the case management process based on the evaluation

#### Mapping to National Occupational Standards

There are links with

#### ENTO

**AG14:** Manage Personal Case Load



## UNIT SPECIFICATIONS

### Support Young People to Move towards Independence and Manage Their Lives

**Credit Value of Unit: 3**

**GLH of Unit: 20**

**Level of Unit: 3**

#### Introduction

This unit provides understanding and competence to support young people to move towards independence. This should ideally be undertaken over a period of time so that young people are well prepared as they grow older are ready to be independent adults. This unit is equally important whether young people are leaving care, foster care or family home.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The Learner Will	The Learner Can
1 Understand the way that young people move from dependence to independence	1.1 Explain the reasons why some young people may find it difficult to move to independence
	1.2 Explain the concept that independence is relative to each individual young person's stage of development and level of understanding and ability
	1.3 Explain the reasons why independence is not always permanent and that some young people may go through transitions and move between dependence and independence at various times
2 Be able to prepare young people for the practical challenges of independence	2.1 Demonstrate how to work with young people to ensure that they can shop, store and prepare food that will provide a healthy, balanced diet
	2.2 Prepare plans with young people that will assist them in maintaining their own health and well-being
	2.3 Provide young people with information to prepare them to manage and maintain accommodation and to find advice if necessary
	2.4 Provide young people with information about how to manage personal finances
	2.5 Explain why practical support and advice for independence is a long term project

<b>Learning Outcomes</b> The Learner Will	<b>Assessment Criteria</b> The Learner Can
3 Be able to prepare young people for the emotional challenges of independence	3.1 Demonstrate how to encourage young people to recognise the importance of society norms of acceptable behaviour and interaction 3.2 Provide young people with information about where to find support if they feel isolated or lonely 3.3 Explain how to support young people who may feel worried and ambivalent about becoming independent 3.4 Demonstrate how to support young people to develop resilience in order to face challenges and disappointments 3.5 Explain the importance of having somewhere that is 'home'
4 Be able to prepare young people to assess personal risks and protect themselves	4.1 Explain to young people how to assess risks in day to day situations 4.2 Demonstrate how to prepare young people to minimise risks 4.3 Provide young people with information and skills to protect themselves and know when to seek help

**Mapping to National Occupational Standards**

HSC NOS Units 38 and 310

## UNIT SPECIFICATIONS

### Support Children and Young People to Achieve Their Learning Potential

**Credit Value of Unit: 3**

**GLH of Unit: 20**

**Level of Unit: 3**

#### Introduction

This unit provides basic knowledge and competence to work with children and young people to ensure that they take every possible opportunity to make the most of learning.

<b>Learning Outcomes</b> The Learner Will	<b>Assessment Criteria</b> The Learner Can
1 Understand the legislation and policies that underpin education and learning for children and young people	1.1 Describe the legislation that affects children and young people's access to education and learning opportunities
	1.2 Explain how policies have influenced access to learning opportunities for children and young people
2 Be able to support children and young people to work out what they want to learn and achieve	2.1 Demonstrate how to encourage children or young people to recognise how their interests, talents and abilities can help to achieve their aspirations
	2.2 Work with a child or young person to help them to see how they can build on their interests, talents and abilities
3 Be able to work with children and young people to make the most of learning opportunities	3.1 Demonstrate how to work with children or young people to set and monitor progress towards goals and targets
	3.2 Support children or young people's learning activities
	3.3 Demonstrate how to support children or young people to recognise and deal with attitudes or behaviour that may undermine learning opportunities
	3.4 Provide encouragement to children or young people to see how their learning experiences can be applied in other areas of life
	3.5 Provide children or young people with enthusiastic feedback to celebrate achievement

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The Learner Will	The Learner Can
4 Know how to work with others to support children and young people to achieve the best possible outcomes from learning opportunities	4.1 Explain the importance of engaging carers in children and young people's learning
	4.2 Identify key professionals and their roles in supporting and developing children and young people's learning
	4.3 Explain the importance of effective communication between all those involved in a child or young person's learning

**Mapping to National Occupational Standards**

HSC NOS Unit 39

LDSS NOS Unit 317

Professional Practice in Residential Child Care

Standard: 4.6

Training, Support and Development Standards for Foster Care. Standard 4.5

## UNIT SPECIFICATIONS

### Support Children and Young People to Have Positive Relationships

**Credit Value of Unit: 3**

**GLH of Unit: 20**

**Level of Unit: 3**

#### Introduction

This unit provides a basic knowledge and competence to support children and young people in the relationships they have with family, friends or professionals.

<b>Learning Outcomes</b> The Learner Will	<b>Assessment Criteria</b> The Learner Can
1 Understand the importance of positive relationships for the development and well-being of children and young people	1.1 Identify the different relationships children and young people may have
	1.2 Explain the importance of positive relationships for development and wellbeing
	1.3 Explain the possible effects of children having restricted, or supervised contact in order to maintain relationships
2 Be able to support children and young people to make and maintain positive relationships	2.1 Demonstrate how to support children or young people to maintain relationships with carers or professionals who are important to them
	2.2 Explain how to support children or young people to make new relationships
	2.3 Provide practical and emotional support to encourage children or young people to commit to and enjoy positive relationships
3 Understand how to support children and young people when there are relationship difficulties	3.1 Explain why it is important to encourage children or young people to resolve conflict for themselves if possible
	3.2 Explain how to support a child or young person who is distressed by relationship difficulties
	3.3 Explain how to support a child or young person to end relationships that are making them unhappy
	3.4 Describe the circumstances that would result in a relationship causing concern and the actions that should follow
	3.5 Explain how to support children or young people to recognise and take action when they are involved in abusive or exploitative relationships

#### Mapping to National Occupational Standards

HSC NOS Unit 311

CCLD NOS Unit 301

Professional Practice in Residential Child Care

Standard: 4.7

Training, Support and Development Standards for Foster Care. Standard 2.3

Units need to be Assessed In Line With the Skills for Care and Development QCF

## UNIT SPECIFICATIONS

### Understand the Needs of Children and Young People Who Are Vulnerable and Experiencing Poverty and Disadvantage

**Credit Value of Unit: 5**

**GLH of Unit: 40**

**Level of Unit: 4**

#### Introduction

To provide learners, with an in depth understanding of the effects of poverty and disadvantage on children and young people.

<b>Learning Outcomes</b> The Learner Will	<b>Assessment Criteria</b> The Learner Can
1 Understand the factors that may impact on the outcomes and life chances of children and young people	1.1 Identify the factors that impact on outcomes and life chances for children and young people
	1.2 Explain the critical importance of poverty in affecting outcomes and life chances
	1.3 Analyse a strategic national or local policy that has positive impact on outcomes and life chances for children and young people
	1.4 Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children and young people and young people
2 Understand how poverty and disadvantage affect children and young people's development	2.1 Analyse how poverty and disadvantage may affect children and young people's: <ul style="list-style-type: none"> <li>▪ Physical Development</li> <li>▪ Social and Emotional Development</li> <li>▪ Communication Development</li> <li>▪ Intellectual Development Learning</li> </ul>
3 Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable	3.1 Explain what is meant by both disadvantage and vulnerability
	3.2 Explain the importance of early intervention for disadvantaged and/or vulnerable children and young people
	3.3 Evaluate the impact of early intervention
4 Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage	4.1 Research the policy and guidance impacting on support services at national level, and evaluate how this operates at local level
	4.2 Explain how carers can be engaged in the strategic planning of services
	4.3 Analyse how practitioners can encourage carers to support children and young people's learning and development
	4.4 Explain how the interface with adult services is structured so that the needs of children and young people whose carers are users of services are taken into account

<b>Learning Outcomes</b> The Learner Will	<b>Assessment Criteria</b> The Learner Can
5 Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage	5.1 Explain how positive practice with children and young people who are experiencing poverty and disadvantage may increase resilience and self confidence
	5.2 Explain why it is important for practitioners to have high expectations of, and ambitions for, all children and young people regardless of their circumstances and background
	5.3 Analyse how and why practitioners should act as agents and facilitators of change in own work setting

**Mapping to National Occupational Standards**

DCSF: Narrowing the Gap Guidance 2008

## UNIT SPECIFICATIONS

### Support Children or Young People in Their Own Home

**Credit Value of Unit: 4**

**GLH of Unit: 30**

**Level of Unit: 3**

#### Introduction

This unit is aimed at support workers who work with children or young people and their carers in the community. It provides the understanding and competence about working in someone else's home in order to support the achievement of positive outcomes.

<b>Learning Outcomes</b> The Learner Will	<b>Assessment Criteria</b> The Learner Can
1 Understand roles and responsibilities in relation to supporting children or young people in their own home	1.1 Outline the policies and procedures and codes of practice that set out responsibilities in supporting children or young people in their home
	1.2 Explain why it is important to be reliable and dependable when working with children or young people in their own home
	1.3 Explain how both formal and informal risk assessments are carried out when working with children or young people in their own home
	1.4 Explain what needs to be recorded when working with children or young people in their own home
	1.5 Give examples of any areas that may give cause for concern when working with children or young people in their own home and the actions that should be taken in each case
2 Be able to build positive relationships with children or young people and their carers when working in their home	2.1 Explain the importance of gathering information about the needs and preferences of children or young people
	2.2 Demonstrate methods of gathering information about the needs and preferences of children or young people
	2.3 Evaluate the complexities of developing relationships with children or young people in their own home as a professional worker
	2.4 Explain why a sensitive approach is needed when working with children or young people in their own home
	2.5 Explain steps that can be taken to resolve conflicts or difficulties with children, young people or carers



<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The Learner Will	The Learner Can
3 Understand how poverty and disadvantage affect children and young people's development	3.1 Demonstrate how activities with children or young people are planned to include <ul style="list-style-type: none"> <li>▪ Preparation of the Environment</li> <li>▪ Preparation of Resources</li> <li>▪ Consideration of the Level of Support Required</li> </ul>
	3.2 Demonstrate how children or young people are supported to engage in activities that meet their needs and preferences
	3.3 Reflect on the success of activities carried out with children or young people and how planning and implementation of these are reviewed as a result

**Mapping to National Occupational Standards**

HSC NOS Unit 319

## UNIT SPECIFICATIONS

### Facilitate the Learning and Development of Children and Young People through Mentoring

**Credit Value of Unit: 4**

**GLH of Unit: 30**

**Level of Unit: 3**

#### Introduction

This unit describes the skills and knowledge required to identify the learning and development needs of children and young people and help them express their goals and aspirations. It also describes the application of those skills and knowledge to the practice of mentoring individual children or young people to enable them to achieve identified and agreed outcomes. Reviewing the effectiveness of the mentoring process is also an important outcome of the unit.

<b>Learning Outcomes</b> The Learner Will	<b>Assessment Criteria</b> The Learner Can
1 Understand how to facilitate the learning and development needs of children and young people through mentoring	1.1 Explain the interpersonal and communication skills required to facilitate the learning and development needs of children and young people
	1.2 Explain how different learning styles and methods impact on the learning and development of children and young people
2 Be able to support children and young people to address their individual learning and development needs	2.1 Support children or young people to express their goals and aspirations
	2.2 Support children or young people to identify ways of removing barriers to achievement
	2.3 Develop an action plan to address individual learning and development needs of children or young people
3 Be able to promote the wellbeing, resilience and achievement of individual children and young people through mentoring	3.1 Explain the importance of promoting the wellbeing, resilience and achievement of children and young people through mentoring
	3.2 Demonstrate mentoring strategies and activities with children or young people that support their well-being and resilience
4 Be able to review the effectiveness of the mentoring process	4.1 Assess the progress of individual children or young people against their action plans, suggesting improvements
	4.2 Evaluate the effectiveness of the mentoring process in facilitating the learning and development of the individual children or young people

#### Mapping to National Occupational Standards

There are links with

CCLD NOS Unit:

311: Facilitate Individual Learning and Development through Mentoring

## UNIT SPECIFICATIONS

### Support the Referral Process for Children and Young People

**Credit Value of Unit: 3**

**GLH of Unit: 20**

**Level of Unit: 3**

#### Introduction

The aim of this unit is to provide the skills and knowledge to enable learners to provide appropriate referral opportunities for children and young people as required in a Connexions service.

<b>Learning Outcomes</b> The Learner Will	<b>Assessment Criteria</b> The Learner Can
1 Understand the referral options that are available for children and young people	1.1 Explain the services provided by individuals and agencies that children and young people can be referred to
	1.2 Explain how to identify the most appropriate referral opportunity for children and young people
2 Be able to work with children and young people in order to encourage their participation in the referral process	2.1 Demonstrate in own practice how to encourage participation of children or young people during the referral process
	2.2 Demonstrate in own practice how to support children or young people to make realistic and appropriate choices in terms of their referral options
3 Be able to support children and young people through the referral process	3.1 Explain how children and young people are supported through difficult decisions and conflict situations
	3.2 Facilitate the referral process between the child or young person and the referral opportunity
4 Be able to evaluate the effectiveness of the referral process suggesting improvements	4.1 Evaluate the referral process
	4.2 Suggest improvements to the referral process in the light of the evaluation

#### Mapping to National Occupational Standards

There are links with

LDSS NOS Unit: 308/

**ENTO:** AG 13

Enable Clients to Access Referral Opportunities

## UNIT SPECIFICATIONS

### Understand How to Safeguard the Well-Being of Children and Young People

**Credit Value of Unit: 3**

**GLH of Unit: 25**

**Level of Unit: 3**

#### Introduction

This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.

<b>Learning Outcomes</b> The Learner Will	<b>Assessment Criteria</b> The Learner Can
1 Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people	1.1 Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people 1.2 Explain child protection within the wider concept of safeguarding children and young people 1.3 Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people 1.4 Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice 1.5 Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing
2 Understand the importance of working in partnership with other organisations to safeguard children and young people	2.1 Explain the importance of safeguarding children and young people 2.2 Explain the importance of a child or young person centred approach 2.3 Explain what is meant by partnership working in the context of safeguarding 2.4 Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed

<b>Learning Outcomes</b> The Learner Will	<b>Assessment Criteria</b> The Learner Can
3 Understand the importance of ensuring children and young people's safety and protection in the work setting	3.1 Explain why it is important to ensure children and young people are protected from harm within the work setting 3.2 Explain policies and procedures that are in place to protect children and young people and adults who work with them 3.3 Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected 3.4 Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits
4 Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	4.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding 4.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting 4.3 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged
5 Understand how to respond to evidence or concerns that a child or young person has been bullied	5.1 Explain different types of bullying and the potential effects on children and young people 5.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place 5.3 Explain how to support a child or young person and/or their family when bullying is suspected or alleged

Learning Outcomes	Assessment Criteria
The Learner Will	The Learner Can
6 Understand how to work with children and young people to support their safety and well-being	6.1 Explain how to support children and young people's self-confidence and self-esteem 6.2 Analyse the importance of supporting resilience in children and young people 6.3 Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety 6.4 Explain ways of empowering children and young people to make positive and informed choices that support their well-being and safety
7 Understand the importance of e-safety for children and young people	7.1 Explain the risks and possible consequences for children and young people of being online and of using a mobile phone 7.2 Describe ways of reducing risk to children and young people from: <ul style="list-style-type: none"> <li>▪ Social Networking</li> <li>▪ Internet Use</li> <li>▪ Buying Online</li> <li>▪ Using a Mobile Phone</li> </ul>

#### Mapping to National Occupational Standards

There are links with:

**CCLD 305:** Protect and Promote Children's Rights

**LDSS NOS Unit 1:** Contribute To the Protection of Children and Young People from Abuse

**HSC 34:** Promote the Well-Being and Protection of Children and Young People

**CWDC:** Training, Support and Development Standards for Foster Care. Standard 6: Safeguard Children and Young People

UK Codes of Practice for Social Care Workers

## UNIT SPECIFICATIONS

### Working Together for the Benefit of Children and Young People

**Credit Value of Unit: 2**

**GLH of Unit: 15**

**Level of Unit: 3**

#### Introduction

The unit is designed to enable the learner to understand the importance of multi agency and integrated working and to develop the skills of effective communication for professional purposes. It includes and assesses competence in information sharing between those involved in work with children and young people.

<b>Learning Outcomes</b> The Learner Will	<b>Assessment Criteria</b> The Learner Can
1 Understand integrated and multi agency working	1.1 Explain the importance of multi agency working and integrated working 1.2 Analyse how integrated working practices and multi agency working in partnership deliver better outcomes for children and young people 1.3 Describe the functions of external agencies with whom your work setting or service interacts 1.4 Explain common barriers to integrated working and multi agency working and how these can be overcome 1.5 Explain how and why referrals are made between agencies 1.6 Explain the assessment frameworks that are used in own UK Home Nation
2 Be able to communicate with others for professional purposes	2.1 Select appropriate communication methods for different circumstances 2.2 Demonstrate use of appropriate communication methods selected for different circumstances 2.3 Prepare reports that are accurate, legible, concise and meet legal requirements

Learning Outcomes The Learner Will	Assessment Criteria The Learner Can
3 Be able to support organisational processes and procedures for recording, storing and sharing information	3.1 Demonstrate own contribution to the development or implementation of processes and procedures for recording, storing and sharing information
	3.2 Demonstrate how to maintain secure recording and storage systems for information: <ul style="list-style-type: none"> <li>▪ Paper Based</li> <li>▪ Electronic</li> </ul>
	3.3 Analyse the potential tension between maintaining confidentiality with the need to disclose information <ul style="list-style-type: none"> <li>▪ Where abuse of a child or young person is suspected</li> <li>▪ When it is suspected that a crime has been/may be committed</li> </ul>

**Mapping to National Occupational Standards**

There are links with

**CCLD 301:** Promote Children's' Development

**CCLD 431:** Contribute to Leadership and Management of Integrated Childcare Provision.

**CCLD 323:** Manage Multi Agency Working Arrangements

**HSC 31:** Promote Effective Communication With, For and About Individuals

**CWDC:** Training, Support And Development Standards For Foster Care, Standard 4: Know How to Communicate Effectively

UK Codes of Practice for Social Care Workers



## UNIT SPECIFICATIONS

### Understand How To Support Positive Outcomes for Children and Young People

**Credit Value of Unit: 3**

**GLH of Unit: 25**

**Level of Unit: 3**

#### Introduction

This unit aims to provide members of the children and young people's workforce with an understanding of the factors that can impact, both negatively and positively, on the outcomes and life chances of children and young people. It includes approaches to supporting positive outcomes including disability and specific requirements (additional needs).

<b>Learning Outcomes</b> The Learner Will	<b>Assessment Criteria</b> The Learner Can
1 Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people	1.1 Describe the social, economic and cultural factors that will impact on the lives of children and young people 1.2 Explain the importance and impact of poverty on outcomes and life chances for children and young people 1.3 Explain the role of children and young people's personal choices and experiences on their outcomes and life chances
2 Understand how practitioners can make a positive difference in outcomes for children and young people	2.1 Identify the positive outcomes for children and young people that practitioners should be striving to achieve 2.2 Explain the importance of designing services around the needs of children and young people 2.3 Explain the importance of active participation of children and young people in decisions affecting their lives 2.4 Explain how to support children and young people according to their age, needs and abilities to make personal choices and experiences that have a positive impact on their lives

Learning Outcomes	Assessment Criteria
The Learner Will	The Learner Can
3 Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people	3.1 Explain the potential impact of disability on the outcomes and life chances of children and young people 3.2 Explain the importance of positive attitudes towards disability and specific requirements 3.3 Explain the social and medical models of disability and the impact of each on practice. 3.4 Explain the different types of support that are available for disabled children and young people and those with specific requirements
4 Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people	4.1 Explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people 4.2 Compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes

### Mapping to National Occupational Standards

There are links with

**CCLD 308:** Promote Children's Wellbeing and Resilience

**HSC38:** Support Children and Young People to Manage their Lives

**HSC310:** Work with Children and Young People to prepare them for Adulthood, Citizenship and Independence

UK Codes of Practice for Social Care Workers

## UNIT SPECIFICATIONS

### Support Young People Who Are Looked After or Are Leaving Care

**Credit Value of Unit: 3**

**GLH of Unit: 23**

**Level of Unit: 3**

#### Introduction

This unit aims to enable learners to understand and support young people who are looked after or leaving care to know about the relevant statutory and legal frameworks

<b>Learning Outcomes</b> The Learner Will	<b>Assessment Criteria</b> The Learner Can
1 Understand the issues affecting young people who are looked after or leaving care	1.1 Explain the social, emotional and personal issues that might arise for young people who are looked after or are leaving care 1.2 Explain the key factors that may be relevant to the needs of these young people, for example, employment and/or education status, their health and well-being, existing care plans, potential risks for themselves or others
2 Understand how to support young people who are looked after or leaving care	2.1 Describe the sources of information and support services which are available to support young people who are looked after or leaving care 2.2 Enable young people to explore their views, choices and perceptions of their care situation or change of situation and to understand the potential consequences of their choices 2.3 Encourage young people to maintain positive relationships and contact with family, carers and/or significant others
3 Know about the statutory and legal frameworks in relation to young people who are looked after or leaving care	3.1 Describe the statutory and legal frameworks for protecting young people who are looked after or leaving care 3.2 Explain how to give support in a way that balances the interests of the young person, inherent risks and legal duties of care

## Mapping to National Occupational Standards

### Skills for Justice:

- B301:** Establish, Sustain and Disengage From Relationships with the Families and Carers of Children and Young People
- B601:** Assess the Health and Wellbeing, and Related Needs and Issues, of Children and Young People Who Have Offended
- B606:** Contribute To Promoting Health and Social Well-Being of Children and Young People
- GA7:** Communicate and Engage With Children, Young People, and Their Families and Carers
- A503:** Help Children and Young People in Secure Environments to Maintain and Develop Relationships
- A204:** Develop Plans to Manage the Risk of Harm of Releasing and Resettling Children and Young People in the Community Following Sentences Served In Secure Environments

### Skills for Care and Development:

- HSC313:** Work with children and young people to promote their own physical and mental health needs (Level 3)
- PQCCB** Work with Parents, Families, Carers and Significant Others to achieve Optimal Outcomes for Children and Young People

### CWDC Common Core:

- 1 Effective communication and engagement with children, young people, their families and carers
- 2 Child and young person development
- 3 Safeguarding and promoting the welfare of the child
- 4 Supporting transitions
- 5 Multi-agency working

## UNIT SPECIFICATIONS

### Support Young People Who Are Socially Excluded or Excluded From School

**Credit Value of Unit: 3**

**GLH of Unit: 10**

**Level of Unit: 3**

#### Introduction

This unit aims to enable learners to understand the issues affecting young people who are socially excluded or excluded from school and provide support to them

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The Learner Will	The Learner Can
1 Understand the issues affecting young people who are socially excluded or excluded from school	1.1 Explain the issues that may affect young people who are excluded, including: <ul style="list-style-type: none"> <li>▪ Access to Services or Amenities,</li> <li>▪ Crime or Anti-Social Behaviour</li> <li>▪ Isolation or Stigmatisation</li> </ul>
	1.2 Explain the potential effects of exclusion on the health, safety and well-being of these young people
2 Understand how to support young people who are socially excluded or excluded from school	2.1 Enable these young people to reflect on their own beliefs, concerns and priorities to maintain their health, safety and well-being
	2.2 Describe the information, support and community services which are available to support excluded young people
	2.3 Encourage excluded young people to explore options which are achievable and to discuss the implications or consequences of those options for self, family and significant others

#### Mapping to National Occupational Standards

Skills for Justice

**BA4:** Raise Awareness to Promote Community Safety and Social Inclusion

**BA8:** Contribute to Development of Priorities and Objectives for Promoting Community Justice and Social Inclusion

**BA12:** Address Problems Identified with Community Safety and Social Inclusion

**BA14:** Enable Individuals and Families to Address Factors Which Affect Their Safety, Well-Being and Social Inclusion

#### CWDC Common Core

- 1 Effective Communication and Engagement With Children, Young People, Their Families and Carers
- 2 Child and Young Person Development
- 3 Safeguarding and Promoting the Welfare of the Child
- 4 Supporting Transitions
- 5 Multi-Agency Working

## UNIT SPECIFICATIONS

### Support Young People with Mental Health Problems

**Credit Value of Unit: 3**

**GLH of Unit: 23**

**Level of Unit: 3**

#### Introduction

This unit aims to enable learners to understand the issues affecting young people with mental health problems, how to support them and know about the relevant statutory and legal frameworks.

<b>Learning Outcomes</b> The Learner Will	<b>Assessment Criteria</b> The Learner Can
1 Understand the issues affecting young people with mental health problems	1.1 Explain the social, emotional and psychological issues that may affect the well-being of young people with mental health problems 1.2 Explain the factors that may affect the needs of these young people, such as physical, medical and mental health care, social and sexual well-being or harmful behaviours
2 Understand how to support young people with mental health problems	2.1 Describe the sources of information, agencies and support services which are available to help young people with mental health problems 2.2 Explain how to help build self-confidence, independence and self-esteem in young people with mental health problems 2.3 Enable young people with mental health problems to express their views, anxieties and feelings about their support needs, without fear of pressure or judgement
3 Know about the statutory and legal frameworks in relation to young people with mental health problems	3.1 Describe the statutory and legal frameworks for protecting young people with mental health problems 3.2 Explain how to work in partnership with families, parents, carers or significant others in a way that balances the rights and interests of these young people against any limitations required for their protection

## **Mapping to National Occupational Standards**

### **Skills for Justice**

**B601:** Assess the Health and Wellbeing, and Related Needs and Issues, of Children and Young People Who Have Offended

**B606:** Contribute to Promoting Health and Social Well-Being of Children and Young People Skills for Care and Development

**HSC313:** Work with children and young people to promote their own physical and mental health needs (Level 3)

### **CWDC Common Core**

- 1 Effective communication and engagement with children, young people, their families and carers
- 2 Child and young person development
- 3 Safeguarding and promoting the welfare of the child
- 4 Supporting transitions
- 5 Multi-agency working

## UNIT SPECIFICATIONS

### Support Young People in Relation to Sexual Health and Risk of Pregnancy

**Credit Value of Unit: 3**

**GLH of Unit: 10**

**Level of Unit: 3**

#### Introduction

This unit aims to enable learners to understand the issues affecting young people in relation to sexual health and risk of pregnancy and how to provide support to them.

<b>Learning Outcomes</b> The Learner Will	<b>Assessment Criteria</b> The Learner Can
1 Understand the issues affecting young people in relation to sexual health and risk of pregnancy	1.1 Explain the issues affecting young people in relation to sexual health and risk of pregnancy, including <ul style="list-style-type: none"> <li>▪ Peer Pressure</li> <li>▪ Consensual Relationships</li> <li>▪ Readiness for Sexual Activity</li> <li>▪ Contraception,</li> <li>▪ Sexually Transmitted Infections</li> <li>▪ Pregnancy Options</li> </ul>
	1.2 Explain how : <ul style="list-style-type: none"> <li>▪ Age</li> <li>▪ Maturity</li> <li>▪ Ethnicity</li> <li>▪ Culture</li> <li>▪ Gender</li> <li>▪ Beliefs</li> </ul> can affect attitudes and behaviour in relation to sexual activity, sexual health and pregnancy
	1.3 Explain the: <ul style="list-style-type: none"> <li>▪ Social,</li> <li>▪ Health</li> <li>▪ Educational</li> </ul> risk factors associated with early sexual activity or teenage pregnancy



Learning Outcomes	Assessment Criteria
The Learner Will	The Learner Can
<p>2 Understand how to support young people in relation to sexual health and risk of pregnancy</p>	<p>2.1 Describe relevant sources of information, guidance and support and the range of health services available for these young people</p>
	<p>2.2 Explain how to support young people to identify their needs and priorities in relation to their sexual health and risk of pregnancy, in a way that is confidential, non-judgemental and sensitive to their individual situation</p>
	<p>2.3 Enable young people to make informed choices in relation to their identified needs and priorities</p>
	<p>2.4 Describe the codes of practice, relevant professional guidance and/or organisational policies within which they are working and explain their implications for professional conduct, confidentiality and gaining consent</p>

### Mapping to National Occupational Standards

#### Skills for Justice

- B601:** Assess the Health and Well-Being, and Related Needs and Issues, of Children and Young People Who Have Offended
- GD10:** Deliver Interventions towards Enhancing Health and Social Well-Being
- B602:** Enable Children and Young People Who Have Offended to be supported by Healthcare Services

#### Lifelong Learning UK

- O30NYW2.2:** Address the health and well-being of young people

### CWDC Common Core

- 1 Effective Communication and Engagement With Children, Young People, their Families and Carers
- 2 Child and Young Person Development
- 3 Safeguarding and Promoting the Welfare of the Child
- 4 Supporting Transitions
- 5 Multi-Agency Working

## UNIT SPECIFICATIONS

### Support Young People Who Are Not In Employment, Education or Training

**Credit Value of Unit: 3**

**GLH of Unit: 10**

**Level of Unit: 3**

#### Introduction

This unit aims to enable learners to understand the issues affecting young people who are NEET and how to give them support

<b>Learning Outcomes</b> The Learner Will	<b>Assessment Criteria</b> The Learner Can
1 Understand the issues affecting young people who are not in employment, education or training	1.1 Explain the social, behavioural and personal issues and barriers that may affect young people who are not in employment, education or training
	1.2 Explain how these issues can affect young people's opportunities for accessing employment, education or training
2 Understand how to support young people who are not in employment, education or training	2.1 Enable young people to identify and access relevant sources of information, advice and guidance about their employment and training options, rights and responsibilities
	2.2 Explain how to encourage young people to explore their needs, wishes and options
	2.3 Encourage young people to recognise the positive alternatives that employment, education or training opportunities may offer them
	2.4 Assist individuals to assess their preferred options and draw up a realistic plan to achieve them, including actions, resources, and timescales

#### Mapping to National Occupational Standards

##### Skills for Justice

**YOJB596 (B506):** Enable Children and Young People Who Have Offended or Who Are Likely To Offend To Maximise Their Employment Opportunities

**CMJD402 (GG2):** Enable Individuals Who Have Offended or Who Are Likely To Offend To Maximise Their Employment Opportunities

##### CWDC Common Core

- 1 Effective Communication and Engagement With Children, Young People, Their Families and Carers
- 2 Child and Young Person Development
- 3 Safeguarding and Promoting The Welfare of The Child
- 4 Supporting Transitions
- 5 Multi-Agency Working

## UNIT SPECIFICATIONS

### Support Young People Who Are Involved In Anti-Social and/or Criminal Activities

**Credit Value of Unit: 3**

**GLH of Unit: 10**

**Level of Unit: 3**

#### Introduction

This unit aims to enable learners to understand the issues contributing to anti-social and/or criminal activity in young people and provide support to them.

<b>Learning Outcomes</b> The Learner Will	<b>Assessment Criteria</b> The Learner Can
1 Understand the underlying issues contributing to the anti-social and/or criminal activity of young people	1.1 Explain the causes and circumstances that may contribute to the anti-social and/or criminal activity of young people including personal, physical, psychological and social factors 1.2 Explain the factors and tensions that may affect the ability of young people and significant others involved with them to address their anti-social and/or criminal behaviour
2 Understand how to support young people who are involved in anti-social and/or criminal activities	2.1 Explain how to enable young people to express their views and understanding of their own behaviour and the effects of their behaviour on significant others 2.2 Explain how to draw up and record a support plan which will benefit the young person and which secures a commitment from those who will be working with the young person 2.3 Describe the types of support and support agencies that may be available for these young people and explain the nature of the relationship between own and other agencies

## **Mapping to National Occupational Standards**

### **Skills for Justice**

- YOJA301:** Develop and review contracts with children and young people to address the harm done by their offending behaviour and preventing re-offending
- YOJA411:** Enable others to support children and young people to address their offending and anti-social behaviour and develop positive alternatives

### **Lifelong Learning UK**

- O30N2.3.3:** Challenge Oppressive Behaviour in Young People

### **CWDC Common Core**

- 1 Effective Communication and Engagement With Children, Young People, Their Families and Carers
- 2 Child and Young Person Development
- 3 Safeguarding and Promoting The Welfare Of The Child
- 4 Supporting Transitions
- 5 Multi-Agency Working

## UNIT SPECIFICATIONS

### Support Young People Who Are Asylum Seekers

Credit Value of Unit: 3

GLH of Unit: 23

Level of Unit: 3

#### Introduction

This unit aims to enable learners to understand the issues affecting young people who are asylum seekers, how to support them and know about the relevant statutory and legal frameworks.

Learning Outcomes The Learner Will	Assessment Criteria The Learner Can
1 Understand the issues affecting young people who are asylum seekers	1.1 Describe the issues which may affect the daily lives of young people who are asylum seekers
	1.2 Explain the impact of the broader social and legal environment on the needs of young asylum seekers
2 Understand how to support young people who are asylum seekers	2.1 Describe the information, advice, agencies, charities and support services which are available to asylum seekers
	2.2 Enable young people to identify their concerns, priorities and realistic options
	2.3 Encourage these young people to consider the options of daily life, identifying potential obstacles and how to address them
3 Know about the statutory and legal frameworks in relation to young people who are asylum seekers	3.1 Describe the statutory and legal frameworks for protecting the rights of young people who are asylum seekers
	3.2 Describe the stages of the legal process for Asylum Seekers including the process for applications for children and the appeal process
	3.3 Explain how to give support to asylum seekers in a way that balances the interests of the young person, inherent risks and any legal duties of care

#### Mapping to National Occupational Standards

#### Skills for Justice

027NLA61: First Line Asylum Legal Advice

## UNIT SPECIFICATIONS

### Understanding Exchange Programmes

**Credit Value of Unit: 3**

**GLH of Unit: 24**

**Level of Unit: 3**

#### Introduction

This unit aims to enable learners to understand the role and purpose of exchange programmes, to apply reflective learning practice within exchange work and to understand the professional ethics, principles and practice of working with young people in exchange programmes. They will recognise the rationale and principles of child protection and health and safety policy and practice in relation to school and youth exchange programmes, understand the process of planning and designing an exchange programme and demonstrate the skills required for facilitating an exchange programme.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The Learner Will	The Learner Can
1 Demonstrate an understanding of the role and purpose of exchange programmes	1.1 Critically evaluate the role and purpose of exchange programme within a national or international dimension
2 Demonstrate an ability to apply reflective learning practice within the context of exchange work	2.1 Identify key ways in which reflective practice is educational, professional, systematic and ethical
	2.2 Critically analyse the importance and benefits of reflective practice for exchange programmes
	2.3 Apply reflective practice to own situation
3 Demonstrate an understanding of the professional ethics, principles and practice of working with young people in exchange programmes	3.1 Critically analyse how professional ethics, principles and practice should impact on own practice and procedures
	3.2 Identify key factors that encourage respect for young people's diversity and social inclusion
	3.3 Identify key factors that promote young people's rights to make own decision and choices
	3.4 Identify key factors that ensure the welfare and safety of young people
	3.5 Explain the importance of accountability and recognising the boundaries between personal and professional life
4 Recognise the rationale and principles of child protection and health and safety policy and practice in relation to school and youth exchange programmes	4.1 Explain and justify appropriate measures to ensure child protection
	4.2 Explain and justify appropriate measures to ensure health and safety and risk assessment

<b>Learning Outcomes</b> The Learner Will	<b>Assessment Criteria</b> The Learner Can
5 Understand the process of planning and designing an exchange programme	5.1 Explain the purpose of an exchange programme 5.2 Explain the management of the financial, physical and human resources of a programme 5.3 Describe and evaluate ways to ensure the participation of young people on a programme 5.4 Describe and evaluate how to address the views, needs and concerns of the participants 5.5 Assess health and safety protection issues 5.6 Describe the responsibilities of leaders, facilitation roles and methods of working in partnership 5.7 Evaluate the effectiveness of the intercultural learning programme
6 Examine and demonstrate the skills required for facilitating an exchange programme with a partner organisation	6.1 Critically evaluate various facilitation and partnership roles and comment on their appropriate usage 6.2 Explain the skills required for facilitation, co-facilitation and working in partnership within an exchange programme 6.3 Identify and explain the implications of different working practices between the formal and informal education sectors in the context of exchange programmes
7 Demonstrate familiarity with appropriate methods of evaluating exchange programmes	7.1 Critically assess methods of evaluating exchange programmes

**Mapping to National Occupational Standards****Youth Work Standards**

A1.1, A3, 3.2, 4.3, 5.1, 5.2

B1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

C1.1, 1.2, 1.3, 2.1, 3.1, 3.2

D1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3

E1.1, 2.1, 2.2, 3.2, 6.1, 6.3,

F3.1, 3.2

## UNIT SPECIFICATIONS

### Implementing Exchange Programmes

**Credit Value of Unit: 9**

**GLH of Unit: 12**

**Level of Unit: 3**

#### Introduction

This unit aims to enable learners to implement an exchange programme, encourage and support the participation of young people in the planning and implementation and evaluate the programme.

<b>Learning Outcomes</b> The Learner Will	<b>Assessment Criteria</b> The Learner Can
1 Implement an exchange Programme	1.1 Plan and implement an exchange programme
	1.2 Explain the purpose of the programme
	1.3 Manage the financial, physical and human resources of the programme
	1.4 Negotiate the participation of young people
	1.5 Assess, through risk assessment, the health and safety and child protection issues
	1.6 Describe the responsibilities of leaders as facilitators working in partnership
	1.7 Evaluate the effectiveness of the intercultural learning in the programme
2 Encourage and support the participation of young people in the planning and implementation of an exchange programme	2.1 Identify key factors to consistently involve young people at all stages of the exchange programme
	2.2 Assess how the professional ethics, principles and practice approaches involved in working with young people were applied
	2.3 Identify how the programme addressed the views, needs and concerns of the young people
	2.4 Assess what facilitation roles and participative techniques where utilised
3 Evaluate the Exchange programme	3.1 Critically evaluate the exchange programme
	3.2 Evaluate the role of reflective learning in the implementation of the programme

#### Mapping to National Occupational Standards

##### Youth Work Standards

B.3.1.c,d, B.3.2.b, B.3.3.i, B.3.2.g, B.4.1.h

C.1.2.a, C.1.2.b, C.1.2.d, C.1.2.f, C.1.3.h, C.3.2.a,b,c,d, C.3.2.e,j

D.3.3.a,b,c,d,e, D.3.1.b,d,e,f

F.3.1.i,j,o, F.4.2.d



## UNIT SPECIFICATIONS

### Outreach and Detached Youth Work

Credit Value of Unit: 9

GLH of Unit: 27

Level of Unit: 3

#### Introduction

This unit aims to enable learners to understand outreach and detached youth work including information gathering, safety considerations, ethical and professional considerations for engaging with young people and the skills and techniques for initial engagement with them. They will understand how to identify the needs of young people and understand the application of recording, monitoring, evaluating and critical reflection in outreach and detached youth work.

Learning Outcomes The Learner Will	Assessment Criteria The Learner Can
1 Understand the rationale and nature of outreach and detached youth work	1.1 Differentiate between outreach and detached youth work 1.2 Describe the aims and objectives of outreach and detached youth work 1.3 Explain the values and principles of outreach and detached youth work 1.4 Relate outreach and detached youth work to the youth work curriculum
2 Understand the strategic importance of preparation and information gathering for the development of outreach and detached youth work	2.1 Evaluate the use of a variety of methods to collect information on young people 2.2 Conduct a community mapping/audit exercise 2.3 Inform organisations in the catchment area of own work 2.4 Use the information gathered on young people to inform the planning and preparation of outreach/detached youth work
3 Understand safety considerations in outreach and detached youth work	3.1 Explain the legislative framework which necessitates risk assessment 3.2 Adapt a risk assessment framework and use it to inform own practice 3.3 Detail practical personal safety considerations prior to conducting an outreach/detached youth work project 3.4 Analyse the working context with young people on the streets to identify potentially dangerous or illegal situations as they unfold 3.5 Demonstrate a variety of exit strategies for safely removing self from potentially dangerous or illegal situations

<b>Learning Outcomes</b> The Learner Will	<b>Assessment Criteria</b> The Learner Can
4 Understand the ethical and professional considerations for engaging with young people in an outreach/detached youth work situation	4.1 Outline to young people the ethical and professional boundaries of own role
	4.2 Work within organisational policies and procedures
5 Understand issues of personal management in relation to outreach/detached youth work	5.1 Identify and make use of appropriate support structures within own organisation
	5.2 Agree practical arrangements for outreach/detached youth work
	5.3 Apply effective co-working relationships in an outreach/detached youth work setting
6 Understand the skills and techniques for initial engagement with young people in an outreach/detached youth work setting	6.1 Establish young people's current positions and identify opportunities for development
	6.2 Use appropriate interpersonal skills to build effective relationships with young people
	6.3 Demonstrate how and when to disengage from a group
	6.4 Analyse the working context with young people on the streets to identify potentially dangerous or illegal situations as they unfold
7 Understand young people's needs and identify ways to address them	7.1 Explain the importance of helping young people to communicate their needs and interests
	7.2 Work with young people to identify their needs and interests and decide how best to meet these
	7.3 Provide appropriate information relevant to young people's expressed needs
	7.4 Explain own role as an outreach/detached youth worker to young people
	7.5 Display empathy, respect, support and acceptance of young people in an outreach/detached youth work setting
8 Understand the application of recording, monitoring, evaluating and critical reflection in outreach and detached youth work	8.1 Explain the value of recording, monitoring and evaluation as an aid to developing outreach and detached youth work
	8.2 Adapt and use recording, monitoring and evaluation tools for own practice in line with organisational and legislative frameworks
	8.3 Critically reflect with colleagues on own practice

### Mapping to National Occupational Standards

#### Youth Work Standards

A1.1, A1.2, A1.3,  
 C3.1, C3.2,  
 D1.1, D1.2, D2.1 D2.2, D2.3, D3.1, D3.2, D3.3, D4.1, D4.2,  
 E1.1, E1.2, E1.3, E2.1, E2.2, E3.1, E3.2, E4.2, E5.2, E6.1, E6.3,  
 F1.1, F1.2, F2.2, F2.3,  
 F3.1, F3.2, F3.3,  
 F4.2,  
 F5.1

## UNIT SPECIFICATIONS

### Community Development within a Faith Context

**Credit Value of Unit: 2**

**GLH of Unit: 16**

**Level of Unit: 2**

#### Introduction

This unit aims to enable learners to understand the different meanings of 'community' and the values and practice principles of community development work. They will understand the key purpose of development work within a faith community and the reasons for people's involvement in community activities and the pros and cons of working in groups.

<b>Learning Outcomes</b> The Learner Will	<b>Assessment Criteria</b> The Learner Can
1 Understand the different meanings of 'community'	1.1 Compare three different meanings of the word 'community'
2 Understand the values and practice principles of community development work	2.1 Describe the main values of community development work
	2.2 Identify and relate three practice principles to an example of work within a faith community
3 Understand the key purpose of development work within a faith community	3.1 Assess what community development work within a faith community can achieve
4 Understand why people get involved in community activities and the barriers to their participation	4.1 Describe the issues around inclusion and exclusion within own faith community group
	4.2 Describe how a faith community group can work more inclusively
5 Understand why groups are necessary and the pros and cons of working in groups	5.1 Describe the purpose of own faith community group
	5.2 Give positive and negative points of working in groups

#### Mapping to National Occupational Standards

National Occupational Standards for Community Development Work – updated January 2003



**APPENDIX 1**  
**Summary Record of Achievement**

Learner Name \_\_\_\_\_

Minimum Credit Value of Qualification \_\_\_\_\_

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Moderator Signature (if sampled)

Minimum Credit Value at Level being Claimed \_\_\_\_\_

Level Claimed \_\_\_\_\_

Total Credit Value at Level being claimed \_\_\_\_\_

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature \_\_\_\_\_

Internal Moderator Signature (if sampled) \_\_\_\_\_



## APPENDIX 2

### Tracking Sheet

#### Understanding Youth Work Principles and Practice

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Summarise the core values and principles of youth work and how it may differ from other youth related services				
1.2 Summarise how current policies impact upon the delivery of youth work				
1.3 Summarise how the United Nations Convention for the Rights of the Children impacts upon youth work				
1.4 Compare own values, attitudes and interests with those required to perform at this level				
4.1 Identify issues that currently concern young people				
4.2 Explain the ways that young people can be encouraged to express their views, concerns and needs				
4.3 Explain the importance of respecting young people's expression of their values and aspirations				
4.4 Explain the factors that can motivate and demotivate young people				
3.1 Analyse methods of youth work used to engage young people that demonstrate inclusive practice				
3.2 Explain the process of engaging and maintaining relationships with young people within the youth work context				
3.3 Explain boundaries of own role as a Youth Support Worker in relation to <ul style="list-style-type: none"> <li>▪ Young People</li> <li>▪ Colleagues</li> </ul>				
3.4 Evaluate own skills in developing appropriate relationships with young people				
3.5 Identify the sources of support and development for self				

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
4.1 Access relevant information from different sources				
4.2 Work with young people to utilise the information collected				
5.1 Explain the meaning of community				
5.2 Explore the community in which they practice considering how this relates to the lives of the young people and the role of the youth work organisation where they work				
5.3 Analyse the diversity of experiences of the young people within the community in which they work				
5.4 Conduct an initial assessment of the needs of young people suggesting appropriate responses				
6.1 Identify legislation, organisational policies and procedures relevant to own role and setting in relation to safeguarding young people				
6.2 Describe the current requirements for risk assessments				
6.3 Describe key elements of own organisation's child protection policy and procedures				
6.4 Explain the principle of confidentiality when working with young people				
6.5 Apply one of the above policies to own youth work practice				

**The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.**

Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Moderator Signature (if sampled) \_\_\_\_\_ Date \_\_\_\_\_



## APPENDIX 2

### Tracking Sheet

#### Understanding Principles, Knowledge and Skills in Work-Based Practice Youth Work

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain what is meant by reflective practice				
1.2 Analyse the rationale for reflective practice				
1.3 Examine methods that support effective reflective practice				
1.4 Analyse own skills and abilities, identifying areas for development				
1.5 Evaluate the influence of others on own values, attitudes and youth work practice				
1.6 Examine ways in which equality and diversity underpin all areas of own youth work practice				
2.1 Analyse the components of effective communication to assess impact on youth work practice				
2.2 Analyse the ways young people communicate verbally and non-verbally with others				
2.3 Evaluate own communication when working with young people identifying a minimum of three areas for development				
3.1 Describe the effects and consequences of physical changes in adolescence				
3.2 Explain theories that underpin the emotional and social development of adolescence				
4.1 Explain the key stages of programme development demonstrating how young people will be involved				
4.2 Develop sessions using programme planning techniques				
4.3 Explain methods of monitoring and evaluating young peoples' progress				

**The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.**

Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Moderator Signature (if sampled) \_\_\_\_\_



## APPENDIX 2

### Tracking Sheet

#### Understanding Intervention Strategies Youth Work Settings

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain how interventions may be used in youth work <ul style="list-style-type: none"> <li>▪ With Individuals</li> <li>▪ With Groups</li> </ul>				
2.1 Explain the key principles of group work				
2.2 Explain the stages of group development in a group work situation				
2.3 Analyse the roles and dynamics in groups				
2.4 Explain <ul style="list-style-type: none"> <li>▪ Why Groups Form</li> <li>▪ Why People Join Groups</li> </ul>				
2.5 Explore barriers to effective group work with young people and examining strategies to address these				
3.1 Explain own value sets in relation to those of young people				
3.2 Explain how conflict arises in youth work situations				
3.3 Explain how to manage personal feelings in a conflict situation				
3.4 Evaluate the various methods used to promote conflict resolution				
4.1 Evaluate own youth work setting in relation to its engagement and appeal to young people				
4.2 Identify where young people meet outlining opportunities for youth work				
4.3 Identify organisations and agencies that can support own work with young people including the roles they might play				
4.4 Develop and maintain an up-to-date list of resource contacts				



Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
5.1 Describe the key principles of partnership working				
5.2 Explain the importance and relevance of working in partnership with colleagues and other agencies				
5.3 Evaluate the factors that support or deter effective partnership working in a youth work context				
6.1 Analyse various styles of leadership for effectiveness				
6.2 Analyse the application of leadership styles in day-to-day youth work situations				
6.3 Apply appropriate facilitation styles to three different youth work situations				

**The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.**

Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Moderator Signature (if sampled) \_\_\_\_\_ Date \_\_\_\_\_



## APPENDIX 2 Tracking Sheet

### Work Based Practice in Youth Work

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Provide examples of how participation underpins the analysis of young people's needs				
1.2 Engage with young people to determine their needs				
1.3 Plan and deliver ten sessions over a period of 20 hours, to include: <ul style="list-style-type: none"> <li>▪ Description Of Activities Appropriate To The Curriculum</li> <li>▪ Justification For The Resources Required</li> <li>▪ Rationale For The Curriculum Development Model</li> <li>▪ Key Personnel</li> <li>▪ Session Plans</li> <li>▪ Consultation With Young People</li> <li>▪ Health And Safety/Safeguarding Requirements</li> <li>▪ Venue/Location</li> <li>▪ Sources Of Finance</li> </ul>				
2.1 Apply group work principles and practice to create an environment promoting participation and learning				
2.2 Identify and use facilitation styles that are appropriate for the group				
2.3 Develop resources in a format appropriate to the needs and capabilities of the young people				
2.4 Identify any additional needs of the group during the programme and make changes where necessary				
2.5 Work within the organisation/agency's policies and procedures				

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
3.1 Critically reflect on areas of own practice on the programme				
3.2 Evaluate the implementation of own programme plan in consultation with young people to identify: <ul style="list-style-type: none"> <li>▪ Strengths</li> <li>▪ Improvements</li> <li>▪ Changes Required</li> </ul>				
33 Critically reflect on own practice outlining a plan for future self development				

**The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.**

Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

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Internal Moderator Signature (if sampled) \_\_\_\_\_ Date \_\_\_\_\_



## APPENDIX 2

### Support Young People to Develop, Implement and Review a Plan of Action

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain why young people should be encouraged to develop a personal action plan to support their future development				
1.2 Evaluate the role of the support worker in encouraging young people to develop the action plan				
2.1 Explain the preliminary and preparatory actions to take when supporting young people to develop an action plan				
2.2 Demonstrate how young people are encouraged to identify their needs and aspirations				
2.3 Demonstrate in own practice work with young people to identify and evaluate the range of options available to them				
2.4 Demonstrate in own practice work with young people to develop an action plan				
2.5 Apply group work principles and practice to create an environment promoting participation and learning				
3.1 Give examples from own practice of support required by young people implementing actions within their plan				
3.2 Demonstrate how to give practical support for young people working towards implementation of actions within their plan				

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
4.1 Explain why it is important for young people to review their progress against their action plan				
4.2 Demonstrate in own practice how to review the action plan with young people				
5.1 Explain why it is important to review own contribution to the development and implementation of the young person's action plan				
5.2 Evaluate own contribution to the process				

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Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

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## APPENDIX 2

### Provide Information and Advice to Children and Young People

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain the importance of providing accurate and up to date information and advice to children and young people				
1.2 Explain the role of practitioners in providing impartial information and advice to children and young people				
2.1 Encourage the participation of and engagement with children and young people to establish their information and advice needs				
2.2 Select information from appropriate sources that will best meet the needs of the young person				
2.3 Verify the accuracy and currency of information before presenting it to the young person				
2.4 Explain approaches to managing situations when the child and young person's choices are different to those of their carers				
3.1 Explain why it is important to provide opportunities for children and young people to make informed choices				
3.2 Evaluate with the young person the choices available to them				
3.3 Demonstrate in own practice how to check that the young person has understood the range of options available to them.				
3.4 Record the interaction with the young person following all organisational procedures and legal requirements				

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## APPENDIX 2

### Develop Interviewing Skills for Work with Children and Young People

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify why it is important to plan for the interview				
1.2 Explain the components of the interview planning process				
2.1 Use appropriate communication skills to encourage the participation of and engagement with the child or young person				
2.2 Provide any relevant information about the interview to the child or young person				
2.3 Conduct the interview to achieve the desired outcomes				
2.4 Record the details of the interview according to confidentiality and information sharing protocols				
3.1 Identify the interview follow up procedures				
3.2 Implement interview follow up procedures				

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## APPENDIX 2

### Caseload Management

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain the importance of managing personal case load				
1.2 Give examples from own practice of pressures on the management of caseloads				
2.1 Explain the criteria for prioritising personal case load				
2.2 Review and prioritise existing and new cases against specified criteria				
2.3 Process cases according to priority				
2.4 Explain how to use supervision and other support systems to recognise when additional personal support is required				
3.1 Explain the importance of reviewing and evaluating the effectiveness of the case management process				
3.2 Identify and implement improvements in the case management process based on the evaluation				

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## APPENDIX 2

### Support Young People to Move towards Independence and Manage their Lives

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain the reasons why some young people may find it difficult to move to independence				
1.2 Explain the concept that independence is relative to each individual young person's stage of development and level of understanding and ability				
1.3 Explain the reasons why independence is not always permanent and that some young people may go through transitions and move between dependence and independence at various times				
2.1 Demonstrate how to work with young people to ensure that they can shop, store and prepare food that will provide a healthy, balanced diet				
2.2 Prepare plans with young people that will assist them in maintaining their own health and well-being				
2.3 Provide young people with information to prepare them to manage and maintain accommodation and to find advice if necessary				
2.4 Provide young people with information about how to manage personal finances				
2.5 Explain why practical support and advice for independence is a long term project				

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
3.1 Demonstrate how to encourage young people to recognise the importance of society norms of acceptable behaviour and interaction				
3.2 Provide young people with information about where to find support if they feel isolated or lonely				
3.3 Explain how to support young people who may feel worried and ambivalent about becoming independent				
3.4 Demonstrate how to support young people to develop resilience in order to face challenges and disappointments				
3.5 Explain the importance of having somewhere that is 'home'				
4.1 Explain to young people how to assess risks in day to day situations				
4.2 Demonstrate how to prepare young people to minimise risks				
4.3 Provide young people with information and skills to protect themselves and know when to seek help				

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## APPENDIX 2

### Support Children and Young People to Achieve their Learning Potential

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe the legislation that affects children and young people's access to education and learning opportunities				
1.2 Explain how policies have influenced access to learning opportunities for children and young people				
2.1 Demonstrate how to encourage children or young people to recognise how their interests, talents and abilities can help to achieve their aspirations				
2.2 Work with a child or young person to help them to see how they can build on their interests, talents and abilities				
3.1 Demonstrate how to work with children or young people to set and monitor progress towards goals and targets				
3.2 Support children or young people's learning activities				
3.3 Demonstrate how to support children or young people to recognise and deal with attitudes or behaviour that may undermine learning opportunities				
3.4 Provide encouragement to children or young people to see how their learning experiences can be applied in other areas of life				
3.5 Provide children or young people with enthusiastic feedback to celebrate achievement				

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
4.1 Explain the importance of engaging carers in children and young people's learning				
4.2 Identify key professionals and their roles in supporting and developing children and young people's learning				
4.3 Explain the importance of effective communication between all those involved in a child or young person's learning				

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## APPENDIX 2

### Support Children and Young People to Have Positive Relationships

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify the different relationships children and young people may have				
1.2 Explain the importance of positive relationships for development and wellbeing				
1.3 Explain the possible effects of children having restricted, or supervised contact in order to maintain relationships				
2.1 Demonstrate how to support children or young people to maintain relationships with carers or professionals who are important to them				
2.2 Explain how to support children or young people to make new relationships				
2.3 Provide practical and emotional support to encourage children or young people to commit to and enjoy positive relationships				
3.1 Explain why it is important to encourage children or young people to resolve conflict for themselves if possible				
3.2 Explain how to support a child or young person who is distressed by relationship difficulties				
3.3 Explain how to support a child or young person to end relationships that are making them unhappy				
3.4 Describe the circumstances that would result in a relationship causing concern and the actions that should follow				
3.5 Explain how to support children or young people to recognise and take action when they are involved in abusive or exploitative relationships				

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## APPENDIX 2

### Understand the Needs of Children and Young People Who are Vulnerable and Experiencing Poverty and Disadvantage

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify the factors that impact on outcomes and life chances for children and young people				
1.2 Explain the critical importance of poverty in affecting outcomes and life chances				
1.3 Analyse a strategic national or local policy that has positive impact on outcomes and life chances for children and young people				
1.4 Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children and young people and young people				
2.1 Analyse how poverty and disadvantage may affect children and young people's <ul style="list-style-type: none"> <li>▪ Physical Development</li> <li>▪ Social and Emotional Development</li> <li>▪ Communication Development</li> <li>▪ Intellectual Development</li> <li>▪ Learning</li> </ul>				
3.1 Explain what is meant by both disadvantage and vulnerability				
3.2 Explain the importance of early intervention for disadvantaged and/or vulnerable children and young people				
3.3 Evaluate the impact of early intervention				

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
4.1 Research the policy and guidance impacting on support services at national level, and evaluate how this operates at local level				
4.2 Explain how carers can be engaged in the strategic planning of services				
4.3 Analyse how practitioners can encourage carers to support children and young people's learning and development				
4.4 Explain how the interface with adult services is structured so that the needs of children and young people whose carers are users of services are taken into account				
5.1 Explain how positive practice with children and young people who are experiencing poverty and disadvantage may increase resilience and self confidence				
5.2 Explain why it is important for practitioners to have high expectations of, and ambitions for, all children and young people regardless of their circumstances and background				
5.3 Analyse how and why practitioners should act as agents and facilitators of change in own work setting				

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## APPENDIX 2

### Support Children or Young People in their Own Home.

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Outline the policies and procedures and codes of practice that set out responsibilities in supporting children or young people in their home				
1.2 Explain why it is important to be reliable and dependable when working with children or young people in their own home				
1.3 Explain how both formal and informal risk assessments are carried out when working with children or young people in their own home				
1.4 Explain what needs to be recorded when working with children or young people in their own home				
1.5 Give examples of any areas that may give cause for concern when working with children or young people in their own home and the actions that should be taken in each case				
2.1 Explain the importance of gathering information about the needs and preferences of children or young people				
2.2 Demonstrate methods of gathering information about the needs and preferences of children or young people				
2.3 Evaluate the complexities of developing relationships with children or young people in their own home as a professional worker				
2.4 Explain why a sensitive approach is needed when working with children or young people in their own home				
2.5 Explain steps that can be taken to resolve conflicts or difficulties with children, young people or carers				

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
3.1 Demonstrate how activities with children or young people are planned to include: <ul style="list-style-type: none"> <li>▪ Preparation of the Environment</li> <li>▪ Preparation of Resources</li> <li>▪ Consideration of the Level of Support Required</li> </ul>				
3.2 Demonstrate how children or young people are supported to engage in activities that meet their needs and preferences				
3.3 Reflect on the success of activities carried out with children or young people and how planning and implementation of these are reviewed as a result				

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## APPENDIX 2

### Facilitate the Learning and Development of Children and Young People Through Mentoring.

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain the interpersonal and communication skills required to facilitate the learning and development needs of children and young people				
1.2 Explain how different learning styles and methods impact on the learning and development of children and young people				
2.1 Support children or young people to express their goals and aspirations				
2.2 Support children or young people to identify ways of removing barriers to achievement				
2.3 Develop an action plan to address individual learning and development needs of children or young people				
3.1 Explain the importance of promoting the wellbeing, resilience and achievement of children and young people through mentoring				
3.2 Demonstrate mentoring strategies and activities with children or young people that support their well-being and resilience				
4.1 Assess the progress of individual children or young people against their action plans, suggesting improvements				
4.2 Evaluate the effectiveness of the mentoring process in facilitating the learning and development of the individual children or young people				

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Internal Moderator Signature (if sampled) \_\_\_\_\_ Date \_\_\_\_\_



## APPENDIX 2

### Support the Referral Process for Children and Young People

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain the services provided by individuals and agencies that children and young people can be referred to				
1.2 Explain how to identify the most appropriate referral opportunity for children and young people				
2.1 Demonstrate in own practice how to encourage participation of children or young people during the referral process				
2.2 Demonstrate in own practice how to support children or young people to make realistic and appropriate choices in terms of their referral options				
3.1 Explain how children and young people are supported through difficult decisions and conflict situations				
3.2 Facilitate the referral process between the child or young person and the referral opportunity				
4.1 Evaluate the referral process				
4.2 Suggest improvements to the referral process in the light of the evaluation				

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Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

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## APPENDIX 2

### Understand How to Safeguard the Wellbeing of Children and Young People

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people				
1.2 Explain child protection within the wider concept of safeguarding children and young people				
1.3 Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people				
1.4 Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice				
1.5 Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing				
2.1 Explain the importance of safeguarding children and young people				
2.2 Explain the importance of a child or young person centred approach				
2.3 Explain what is meant by partnership working in the context of safeguarding				
2.4 Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed				

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
3.1 Explain why it is important to ensure children and young people are protected from harm within the work setting				
3.2 Explain policies and procedures that are in place to protect children and young people and adults who work with them				
3.3 Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected				
3.4 Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits				
4.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding				
4.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting				
4.3 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged				
5.1 Explain different types of bullying and the potential effects on children and young people				
5.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place				
5.3 Explain how to support a child or young person and/or their family when bullying is suspected or alleged				

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
6.1 Explain how to support children and young people's self-confidence and self-esteem				
6.2 Analyse the importance of supporting resilience in children and young people				
6.3 Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety				
6.4 Explain ways of empowering children and young people to make positive and informed choices that support their well-being and safety				
7.1 Explain the risks and possible consequences for children and young people of being online and of using a mobile phone				
7.2 Describe ways of reducing risk to children and young people from: <ul style="list-style-type: none"> <li>▪ Social Networking</li> <li>▪ Internet Use</li> <li>▪ Buying Online</li> <li>▪ Using a Mobile Phone</li> </ul>				

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## APPENDIX 2

### Working together for the Benefit of Children and Young People

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain the importance of multi agency working and integrated working				
1.2 Analyse how integrated working practices and multi agency working in partnership deliver better outcomes for children and young people				
1.3 Describe the functions of external agencies with whom your work setting or service interacts				
1.4 Explain common barriers to integrated working and multi agency working and how these can be overcome				
1.5 Explain how and why referrals are made between agencies				
1.6 Explain the assessment frameworks that are used in own UK Home Nation				
2.1 Select appropriate communication methods for different circumstances				
2.2 Demonstrate use of appropriate communication methods selected for different circumstances				
2.3 Prepare reports that are accurate, legible, concise and meet legal requirements				



Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
3.1 Demonstrate own contribution to the development or implementation of processes and procedures for recording, storing and sharing information				
3.2 Demonstrate how to maintain secure recording and storage systems for information; <ul style="list-style-type: none"> <li>▪ paper based</li> <li>▪ electronic</li> </ul>				
3.3 Analyse the potential tension between maintaining confidentiality with the need to disclose information: <ul style="list-style-type: none"> <li>▪ Where Abuse Of A Child or Young Person Is Suspected</li> <li>▪ When It Is Suspected That a Crime Has Been/May be committed</li> </ul>				

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## APPENDIX 2

### Understand How to Support Positive Outcomes for Children and Young People

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe the social, economic and cultural factors that will impact on the lives of children and young people				
1.2 Explain the importance and impact of poverty on outcomes and life chances for children and young people				
1.3 Explain the role of children and young people's personal choices and experiences on their outcomes and life chances				
2.1 Identify the positive outcomes for children and young people that practitioners should be striving to achieve				
2.2 Explain the importance of designing services around the needs of children and young people				
2.3 Explain the importance of active participation of children and young people in decisions affecting their lives				
2.4 Explain how to support children and young people according to their age, needs and abilities to make personal choices and experiences that have a positive impact on their lives				
3.1 Explain the potential impact of disability on the outcomes and life chances of children and young people				
3.2 Explain the importance of positive attitudes towards disability and specific requirements				
3.3 Explain the social and medical models of disability and the impact of each on practice				

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
3.4 Explain the different types of support that are available for disabled children and young people and those with specific requirements				
4.1 Explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people				
4.2 Compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes				

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## APPENDIX 2

### Support Young People Who Are Looked After or Are Leaving Care

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain the social, emotional and personal issues that might arise for young people who are looked after or are leaving care				
1.2 Explain the key factors that may be relevant to the needs of these young people, for example, employment and/or education status, their health and well-being, existing care plans, potential risks for themselves or others				
2.1 Describe the sources of information and support services which are available to support young people who are looked after or leaving care				
2.2 Enable young people to explore their views, choices and perceptions of their care situation or change of situation and to understand the potential consequences of their choices				
2.3 Encourage young people to maintain positive relationships and contact with family, carers and/or significant others				
3.1 Describe the statutory and legal frameworks for protecting young people who are looked after or leaving care				
3.2 Explain how to give support in a way that balances the interests of the young person, inherent risks and legal duties of care				

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## APPENDIX 2

### Support Young People who are Socially Excluded and Excluded from School

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain the issues that may affect young people who are excluded, including access to services or amenities, crime or anti-social behaviour, isolation or stigmatisation				
1.2 Explain the potential effects of exclusion on the health, safety and well-being of these young people				
2.1 Enable these young people to reflect on their own beliefs, concerns and priorities to maintain their health, safety and well-being				
2.2 Describe the information, support and community services which are available to support excluded young people				
2.3 Encourage excluded young people to explore options which are achievable and to discuss the implications or consequences of those options for self, family and significant others				

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## APPENDIX 2

### Support Young People with Mental Health Problems

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain the social, emotional and psychological issues that may affect the well-being of young people with mental health problems				
1.2 Explain the factors that may affect the needs of these young people, such as physical, medical and mental health care, social and sexual well-being or harmful behaviours				
2.1 Describe the sources of information, agencies and support services which are available to help young people with mental health problems				
2.2 Explain how to help build self-confidence, independence and self-esteem in young people with mental health problems				
2.3 Enable young people with mental health problems to express their views, anxieties and feelings about their support needs, without fear of pressure or judgement				
3.1 Describe the statutory and legal frameworks for protecting young people with mental health problems				
3.2 Explain how to work in partnership with families, parents, carers or significant others in a way that balances the rights and interests of these young people against any limitations required for their protection				

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## APPENDIX 2

### Support Young People who are not in Employment, Education or Training

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain the social, behavioural and personal issues and barriers that may affect young people who are not in employment, education or training				
1.2 Explain how these issues can affect young people's opportunities for accessing employment, education or training				
2.1 Enable young people to identify and access relevant sources of information, advice and guidance about their employment and training options, rights and responsibilities				
2.2 Explain how to encourage young people to explore their needs, wishes and options				
2.3 Encourage young people to recognise the positive alternatives that employment, education or training opportunities may offer them				
2.4 Assist individuals to assess their preferred options and draw up a realistic plan to achieve them, including actions, resources, and timescales				

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## APPENDIX 2

### Support Young People Who are Involved in Anti-Social and/or Criminal Activity

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain the causes and circumstances that may contribute to the anti-social and/or criminal activity of young people including personal, physical, psychological and social factors				
1.2 Explain the factors and tensions that may affect the ability of young people and significant others involved with them to address their anti-social and/or criminal behaviour				
2.1 Explain how to enable young people to express their views and understanding of their own behaviour and the effects of their behaviour on significant others				
2.2 Explain how to draw up and record a support plan which will benefit the young person and which secures a commitment from those who will be working with the young person				
2.3 Describe the types of support and support agencies that may be available for these young people and explain the nature of the relationship between own and other agencies				

**The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.**

Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

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Internal Moderator Signature (if sampled) \_\_\_\_\_ Date \_\_\_\_\_





## APPENDIX 2

### Support Young People Who are Asylum Seekers

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe the issues which may affect the daily lives of young people who are asylum seekers				
1.2 Explain the impact of the broader social and legal environment on the needs of young asylum seekers				
2.1 Describe the information, advice, agencies, charities and support services which are available to asylum seekers				
2.2 Enable young people to identify their concerns, priorities and realistic options				
2.3 Encourage these young people to consider the options of daily life, identifying potential obstacles and how to address them				
3.1 Describe the statutory and legal frameworks for protecting the rights of young people who are asylum seekers				
3.2 Describe the stages of the legal process for Asylum Seekers including the process for applications for children and the appeal process				
3.3 Explain how to give support to asylum seekers in a way that balances the interests of the young person, inherent risks and any legal duties of care				

**The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.**

Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

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Internal Moderator Signature (if sampled) \_\_\_\_\_ Date \_\_\_\_\_



## APPENDIX 2

### Understanding Exchange Programmes

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Critically evaluate the role and purpose of exchange programme within a national or international dimension				
2.1 Identify keys ways in which reflective practice is educational, professional, systematic and ethical				
2.2 Critically analyse the importance and benefits of reflective practice for exchange programmes				
2.3 Apply reflective practice to own situation				
3.1 Critically analyse how professional ethics, principles and practice should impact on own practice and procedures				
3.2 Identify key factors that encourage respect for young people's diversity and social inclusion				
3.3 Identify key factors that promote young people's rights to make own decision and choices				
3.4 Identify key factors that ensure the welfare and safety of young people				
3.5 Explain the importance of accountability and recognising the boundaries between personal and professional life				

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
4.1 Explain and justify appropriate measures to ensure child protection				
4.2 Explain and justify appropriate measures to ensure health and safety and risk assessment				
5.1 Explain the purpose of an exchange programme				
5.2 Explain the management of the financial, physical and human resources of a programme				
5.3 Describe and evaluate ways to ensure the participation of young people on a programme				
5.4 Describe and evaluate how to address the views, needs and concerns of the participants				
5.5 Assess health and safety protection issues				
5.6 Describe the responsibilities of leaders, facilitation roles and methods of working in partnership				
5.7 Evaluate the effectiveness of the intercultural learning programme				
6.1 Critically evaluate various facilitation and partnership roles and comment on their appropriate usage				
6.2 Explain the skills required for facilitation, co-facilitation and working in partnership within an exchange programme				
6.3 Identify and explain the implications of different working practices between the formal and informal education sectors in the context of exchange programmes				
7.1 Critically assess methods of evaluating exchange programmes				

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## APPENDIX 2

### Implementing Exchange Programmes

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Plan and implement an exchange programme				
1.2 Explain the purpose of the programme				
1.3 Manage the financial, physical and human resources of the programme				
1.4 Negotiate the participation of young people				
1.5 Assess, through risk assessment, the health and safety and child protection issues				
1.6 Describe the responsibilities of leaders as facilitators working in partnership				
1.7 Evaluate the effectiveness of the intercultural learning in the programme				
2.1 Identify key factors to consistently involve young people at all stages of the exchange programme				
2.2 Assess how the professional ethics, principles and practice approaches involved in working with young people were applied				
2.3 Identify how the programme addressed the views, needs and concerns of the young people				
2.4 Assess what facilitation roles and participative techniques were utilised				
3.1 Critically evaluate the exchange programme				
3.2 Evaluate the role of reflective learning in the implementation of the programme				

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## APPENDIX 2

### Outreach and Detached Youth Work

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Differentiate between outreach and detached youth work				
1.2 Describe the aims and objectives of outreach and detached youth work				
1.3 Explain the values and principles of outreach and detached youth work				
1.4 Relate outreach and detached youth work to the youth work curriculum				
2.1 Evaluate the use of a variety of methods to collect information on young people				
2.2 Conduct a community mapping/audit exercise				
2.3 Inform organisations in the catchment area of own work				
2.4 Use the information gathered on young people to inform the planning and preparation of outreach/detached youth work				
3.1 Explain the legislative framework which necessitates risk assessment				
3.2 Adapt a risk assessment framework and use it to inform own practice				
3.3 Detail practical personal safety considerations prior to conducting an outreach/detached youth work project				
3.4 Analyse the working context with young people on the streets to identify potentially dangerous or illegal situations as they unfold				
3.5 Demonstrate a variety of exit strategies for safely removing self from potentially dangerous or illegal situations				

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
4.1 Outline to young people the ethical and professional boundaries of own role				
4.2 Work within organisational policies and procedures				
5.1 Identify and make use of appropriate support structures within own organisation				
5.2 Agree practical arrangements for outreach/detached youth work				
5.3 Apply effective co-working relationships in an outreach/detached youth work setting				
6.1 Establish young people's current positions and identify opportunities for development				
6.2 Use appropriate interpersonal skills to build effective relationships with young people				
6.3 Demonstrate how and when to disengage from a group				
7.1 Explain the importance of helping young people to communicate their needs and interests				
7.2 Work with young people to identify their needs and interests and decide how best to meet these				
7.3 Provide appropriate information relevant to young people's expressed needs				
7.4 Explain own role as an outreach/detached youth worker to young people				
7.5 Display empathy, respect, support and acceptance of young people in an outreach/detached youth work setting				

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
8.1 Explain the value of recording, monitoring and evaluation as an aid to developing outreach and detached youth work				
8.2 Adapt and use recording, monitoring and evaluation tools for own practice in line with organisational and legislative frameworks				
8.3 Critically reflect with colleagues on own practice				

**The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.**

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## APPENDIX 2

### Community Development within a Faith Context

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Compare three different meanings of the word 'community'				
2.1 Describe the main values of community development work				
2.2 Identify and relate three practice principles to an example of work within a faith community				
3.1 Assess what community development work within a faith community can achieve				
4.1 Describe the issues around inclusion and exclusion within own faith community group				
4.2 Describe how a faith community group can work more inclusively				
5.1 Describe the purpose of own faith community group				
5.2 Give positive and negative points of working in groups				

**The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.**

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