

NVQ in Youth Work

Level 2 (9248)

Award Guidance and Record of Assessment



Publications and enquiries

City & Guilds publications are available from

Publications Sales
City & Guilds
1 Giltspur Street
London EC1A 9DD

Telephone 020 7294 2850

Facsimile 020 7294 2400

General information about City & Guilds may be obtained from the Customer Services Enquiries Unit at the above address, or on 020 7294 2800, or by e-mailing enquiry@city-and-guilds.co.uk.

Equal opportunities

City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material.

For a copy of our Equal Opportunities Policy statement please contact the Customer Services Enquiries Unit.

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

©2003 The City and Guilds of London Institute. All rights reserved.
City & Guilds is a trademark of the City and Guilds of London Institute.

1 Giltspur Street
London EC1A 9DD

Telephone 020 7294 2468

Facsimile 020 7294 2400

Web site www.city-and-guilds.co.uk

NVQ in Youth Work Level 2

Award guidance and record of assessment

9248-21

[This page is intentionally blank]

Contents

Your Award Guidance and Record of Assessment is in three sections

Section 1 deals with Award guidance (particularly important to the centre's quality assurance co-ordinators, internal verifiers and assessors)

- assessor and internal verifier requirements page 5
- simulation page 6
- independent assessment page 6
- list of reference documents page 6

Section 2 deals with evidence collection and assessment (important for NVQ candidates and all those involved in assessment and verification activities) page 7

- introduces National Vocational Qualifications page 7
- helps you to plan your route to an NVQ page 8
- shows you how to collect and record evidence page 20
- provides an exemplar of record completion page 26
- provides examples of forms you might use page 41
- explains terms used in the evidence requirements page 56
- key/core skills signposting page 59

Section 3 sets out the National Occupational Standards and Record of Assessment for the units (important for NVQ candidates and all those involved in assessment and verification activities)

Mandatory units – Candidates must complete ALL FOUR mandatory units

- A1 Establish relationships and maintain dialogue with young people page 73
- D1 Work as an effective and reflective partner page 89
- D2 Work in ways that promote equality of opportunity, participation and responsibility page 101
- D4 Work with young people to safeguard their welfare page 117

Optional units – Candidates must complete TWO units from the optional group

- A2 Enable young people to access and use information and make decisions page 133
- A3 Enable young people to be active citizens page 145
- A4 Support young people in tackling problems and taking action page 157
- A5 Advocate on behalf of young people page 173
- B2 Enable young people to develop awareness of their self-identity and being page 185
- C1 Work with young people to design and develop sessions page 197
- C2 Work with young people to manage resources for events, activities or projects page 213
- C3 Review progress and evaluate opportunities with young people. page 229

[This page is intentionally blank]

Section 1 Award guidance

The information contained in this section is for the NVQ assessment centre's Quality Assurance Co-ordinator (QAC), Internal Verifier Co-ordinator (IVC), Internal Verifiers (IVs) and Assessors. The requirements for assessors and verifiers occupational competence have been specified as part of the Assessment Strategy for the level 3 NVQ in Custodial Healthcare by the Custodial Care National Training Organisation (CCNTO).

It is important that this information is read alongside

'Providing City & Guilds Qualifications'

'Providing City & Guilds Qualification Affinity Annex', which replaces the document:

'Special Requirements for approval of centres applying to offer City & Guilds Affinity S/NVQs 1999'.

Assessors and Verifiers – Occupational competence and acceptable qualifications

Assessors must

- hold a Youth Work or related qualification and/or three years experience* of working in this area, recognised by the relevant body in one of the four countries eg youth work, youth and community work, community education or be able to demonstrate an equivalent level of training/experience within the voluntary community sector
- be working in the occupational area they are assessing and have a minimum of three years experience in a level 3** post or above
- have a sound understanding of the National Occupational Standards for Youth Work
- have a sound understanding of N/SVQ systems
- satisfy the qualification requirements for assessors of N/SVQs specified by the regulatory authorities
- have direct or related relevant experience in assessment
- be committed to further training and development

Internal Verifiers must

- hold a Youth Work, or related qualification and/or three years experience* of working in this area, recognised by the relevant body in one of the four countries, eg youth work, youth and community work, community education or be able to demonstrate an equivalent level of training/experience within the voluntary community sector
- have recent experience (within the last 3 years) and for a minimum of 3 years within the occupational area they are verifying
- have a sound understanding of the National Occupational Standards for Youth Work
- have a sound understanding of N/SVQ systems
- satisfy the qualification requirements for internal verifiers of N/SVQs specified by the regulatory authorities
- have direct or related relevant experience in assessment and verification
- be committed to further training and development

*Related qualification and/or three years experience will include: qualified teacher, social worker, community worker, and advice/guidance/counselling of young people. Qualifications related to the Connexions Service, ie personal adviser, learning mentor might be included in the near future.

**level 3 in this context relates to level 3 on the National Qualifications Framework. For an indication of the level required, and the type of role inferred, refer to the level 3 NVQ standards for Youth Work. In the context of NVQ assessment, level 3 does not refer to JNC levels nor does it refer to HE level 3.

Simulation and the nature of a realistic working environment

- Where simulation can be used, it is specified in the evidence requirements for the unit concerned.
- Centres must ensure that the demands on a candidate during simulation are neither more nor less than they would encounter in a real work situation.
- All simulations must be planned, developed and documented by the centre in a way which ensures the simulation correctly reflects what the standard seeks to assess.
- All simulations should follow these documented plans.
- Centres must develop an overall strategy for simulation which will be examined and approved by the external verifier.
- Centres should devise a range of simulations to cover the same aspect of the standard, to reduce the likelihood of the candidate having prior knowledge of the exact situation they are to encounter.
- The physical environment for the simulation must be real

Independent assessment

In accordance with the requirements of Paulo for the level 2 NVQ in Youth Work, centres will ensure that each candidate's assessment includes an element of independent assessment. This will be fulfilled by the use of an independent assessor, who is not directly involved with the training, management and/or supervision of the candidate. Independent assessment will be undertaken for **each** candidate for **one** mandatory unit of the award. Details of how the centre intends to manage the independent assessment process must be provided to the External Verifier, and records of independent assessment must be made available at each monitoring occasion.

Internal verifiers will be required to compare the outcomes of assessments made by independent assessors and those made by the candidates' regular assessor, and identify any trends that may indicate concerns about consistency. Where such concerns are identified, the internal verifier must take appropriate action to ensure that consistency is achieved. Information on comparisons of the assessments made by independent assessors and those made by 'regular' assessors must be made available to external verifiers.

Centres who experience difficulty with this requirement for independent assessment, should consult their external verifier.

List of reference documents

The following list is not exhaustive, but indicates the documents which are considered essential for centres in delivering NVQs

- *The Awarding Bodies Common Accord* (to be replaced by the *NVQ Code of Practice* and Scottish equivalent) (QCA)
- *Assessing NVQs* (QCA)
- *Internally Verifying NVQs* (QCA)
- *Joint Awarding Body Guidance on Internal Verification of NVQs* (DfES)
- *Providing City & Guilds Qualifications* (City & Guilds)
- *Special Requirements for approval of centres applying to offer Affinity City & Guilds S/NVQs* (City & Guilds Affinity)

City & Guilds occasional publications

- *Ensuring Quality* (latest edition EQ12)
- *Guidance update to City & Guilds Affinity centres: S/NVQ and VRQ Standards Assessment and Process Issues* (latest edition – Issue 4, March 2002)
- *Product Updates*

Section 2 Evidence collection and assessment

What is a National Vocational Qualification?

The information in this section is for the candidates and all those involved in their assessment and verification.

NVQs are made up of a number of different units. When you have successfully completed the relevant units, you get your NVQ. The certificate will be awarded by *City & Guilds*. However, even if you only complete some of the units, you can still get credit for this. You will get a formal record which will list all the units you have completed.

An NVQ is a certificate recognising achievement by an individual. The NVQ in Custodial Healthcare is based on national standards agreed by the Custodial Care National Training Organisation.

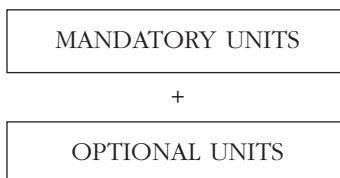
Each NVQ is made up of a number of different **units of competence**. Each **unit** describes the standard of a broad area of work. A detailed description with each unit tells you what is covered by that unit. Each unit is broken down into a number of **elements**. Taken together, the elements show what needs to be done to achieve the whole unit.

To gain an NVQ in Custodial Healthcare you must complete the required number of units. The structure of qualifications falls into one or other of three types:

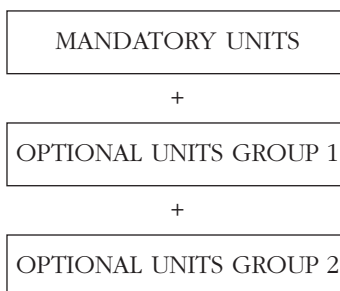
Type 1 (example: level 2 Operating Department Support)



Type 2 (example: level 2 Youth Work)



Type 3 (example: level 3 Youth Work)




The structure for the Level 2 NVQ in Youth Work is described on pages 68 and 69.

Looking at a unit

How can I find units and elements in my NVQ?

Look through the NVQ in Youth Work assessment recording documents and find the title of a unit and element. Write one unit and an element in that unit on the form below.

Finding your way around a unit

Parts of an NVQ	 Fill in your answers here
Unit title	
Element title	
Performance criteria	
Notes on this element	
Knowledge specification	
Evidence requirements	

You will see that there are some gaps on your form. Look again at the element you have chosen. Write down:

- one of the performance criteria
- an example of range
- an example of knowledge, understanding and skills
- the main headings of the evidence requirements

Each element has a number of parts to it. The box below describes how the parts fit together.

Parts of an element	Description
Element title	this describes a work task
Performance criteria	these are detailed descriptions of how the work should be done – your assessor will use them to judge your work
Notes on this element	these are the situations in which you have to be able to show your skills
Knowledge specification	the important things you need to know to do your work the list of knowledge may cover the whole unit, rather than just one element
Evidence requirements	these describe the way evidence can be gathered to show competence

Evidence collecting



How do you plan for assessment?

It is for you and your assessor to decide how you will prove you are competent. You will need to collect evidence to do this. You have responsibility for achieving your own NVQ, with support and advice from others. You can fill in the names of the people helping you on the form below.

Who's who and what they do

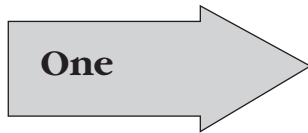


Fill in the names

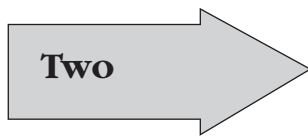
Who	What they do
You the candidate	You will already have expertise in the area you have chosen to do an NVQ, or you will be on a training programme. You will be registered by your assessment centre with an awarding body.
The name of my Assessor(s) is/are: _____ _____ _____ Telephone:	<ul style="list-style-type: none"> • help plan assessment • is/are qualified to assess candidates • may be your supervisor or line manager in the workplace or an individual from a local assessment centre • will assess you by a range of methods, which may include observation, questions, looking at products of your work • will record the results of any assessments and update your action plan • will judge your work and decide whether your skills and knowledge meet the level required by the NVQ
The name of my Internal Verifier is: _____ Telephone:	<ul style="list-style-type: none"> • signs off your individual units • checks the work of your assessor • makes sure that standards are kept up • may talk to you about your evidence
The name of my Adviser is: (optional) _____ Telephone:	In some centres, you may be given another contact to go to for advice about your NVQ. Your adviser can help you to: <ul style="list-style-type: none"> • understand the qualification • decide on types of evidence to include in your portfolio • keep in touch with your assessor

Steps to planning

There are three key steps to planning how to tackle your NVQ. These are outlined below.



Matching your skills



**Making decisions about
assessment and learning**




Planning the detail



Matching your skills

How do you match your work to the units?

To do this self-assessment you may find it helpful to ask yourself these questions:

Questions	Sample answers	 Your own answers
Why do I want to do an NVQ or a unit?	I want my skills recognised I am aiming for promotion	
Do I understand the NVQ?	No, but I can look up information about it in this introduction and ask my assessor	
What skills and knowledge do I have?	I have been doing this job for 3 years I have attended some in house training courses	
What qualifications have I got?	I have a qualification in Health & Safety	

Using the skills match form

The form shown on the following page is to help you make a list of areas where you are already skilled and those where you need more help. Your assessment centre may provide you with their own version of this form.

Either on your own, or with your assessor, list the units of elements of the NVQ you are doing using the assessment recording document (page 14). Under the questions *How often do you do this activity?* and *How strong are your skills in this activity?* Tick the statements which most apply to you.

When you have filled in these columns you can use the information to decide with your assessor which units to start with. This will help you to plan how to get your NVQ.

Some hints for where to start

Look at all the units in a qualification

Start with the units where:

- there is a good match with the work you normally do
- you do these tasks often
- your skills are strong

Don't start where you find:

- the units are not like your day to day work
- you never do these tasks
- your skills need more development

You should ask your assessor for some advice about more training.

Now you know where to start you can fill in the *ready for assessment* column. Reading the next section will help you with this.

Skills match form


Candidate:			Sheet no				
NVQ title:							
Unit Number	How often do you do this activity? ✓			How strong are your skills in this activity? ✓			Ready for assessment ✓
	often	sometimes	never	strong	fair	need development	
<p>Training and development I need (see page 16)</p> <p>Description</p>							Date
Candidate's signature				Date			
Assessor's signature				Date			



Making decisions about assessment and learning

How do you make decisions about assessment?

Ask yourself these questions:

Questions	Sample answers	 Your own answers
Which units should I begin with?	The three units where I already have experience in most of the elements	
When do I start?	I can start being observed now	
What evidence of my skills can I collect myself?	Any records of my work. I could write or tape a diary of my work to discuss with my assessor	
Who else can give me evidence ?	Colleagues, my supervisor, service users and their relatives	
When do I review my progress?	After my first observation, with my assessor. Then at regular intervals after that	

 If you want to know more about **evidence** see pages 20 to 23.


How do you make decisions about learning?

There might be reasons why you need to develop additional skills to achieve a particular unit or element. These could include:

- the tasks described are not part of your normal work role
- you need to improve your skills to achieve the standard described in the unit.

NVQs are not a pass or fail test. Your assessor will judge you 'competent' or 'not yet competent'. If you are judged not yet competent, you will need to get help from your assessor and your assessment centre. They will know of ways to help you to improve your skills. If you have someone else working with you on the NVQ, such as an adviser, they will also be able to help you.

Answering these questions will help you decide what to do:

Questions	Sample answers	 Your own answers
Which are the elements or units where I need training?	The two elements which are not like the work I normally do	
What sort of training will I get?	I should ask my assessor. I think that I could learn by watching and working with a colleague who does a slightly different job to me.	
When will I be able to learn these skills?	I can arrange to shadow my colleague from next week.	

Now you have answered these questions you can finish the **skills match form**. You have the answers for the section on **training and development I need**.




Planning the detail

How do you agree a plan for assessment?

You are now a long way towards a plan with deadlines for achieving the NVQ. You and your assessor will now need to record how you are going to be assessed. You may think that this is all up to your assessor, but in fact you know best what you do in your daily routines. So it is important that you work out your assessment plan together.

Some more questions to ask yourself:

Questions	Sample answers	 Your own answers
Do I understand what happens when I'm assessed?	I think so, but I'll check the diagram ' How are NVQs assessed? ' at the end of this guide, on page 24; or I'll ask my assessor	
Am I clear about what I do and what my assessor will help me with?	I know my assessor will help me plan, observe me, ask me questions and look at any other evidence I can provide. The table ' who's who and what they do ' shown earlier on page 19 gives me a list of what everyone does	
Which assessment methods will be used?	I thought I'd need to be observed, but I see that there are other ways of being assessed as well. The list is on page 20 of this guide.	

Writing your plan

Now that you have thought about your assessments, you and your assessor will need to start writing a plan and record your assessment process. An example of a candidate assessment record is shown on page 31. Your assessor will explain what it is for and how it is used.

There are different ways of writing a plan and your assessor may choose to use different methods at different times or for different units. Often you will be planning for the whole unit, sometimes for smaller parts of it, for example, elements or even the range. Yet again depending on your work you might be able to plan for a group of units. The candidate assessment record can be used in all these ways. Don't be afraid to make planning or progress notes on the text of the standards.

Remember, your assessor and assessment centre will know all about plans and how to record them and will have their own tried and tested way of doing things. They will have agreed all this with the external verifier who works for the awarding body (see page 56). Helping you plan and review your work is an important part of your assessor's job and they will use the candidate assessment record to outline these activities and your progress.

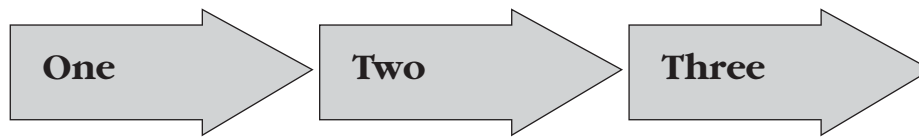
Review

You will meet regularly with your assessor to discuss progress, review your plan and decide next steps. Your assessor will write down the next steps on your candidate assessment record so that it becomes an active record of your work towards the NVQ.

Feedback

Your assessor will give you feedback on your evidence and how it is contributing to the assessment. This will be written on your candidate assessment record.

Summary



You have now **completed** the **three steps to assessment planning**.

To plan successfully, remember to consider the following questions:

what? who? how? when? where?

An assessment plan should answer:

What are you going to do?

Who will be involved, eg, service users, colleagues etc?

How are you going to be assessed, or collect your evidence?

When will it take place and when will it be reviewed?

Where it will take place

Assessors and candidates must sign and date plans.

 There are forms for recording the names and signatures of assessors and other people involved in your work (Participants) on page 44.

Collecting evidence

You may use a variety of types of evidence to demonstrate that you have met the standards for Youth Work. For most units, you must provide **performance evidence** – this means evidence that has been generated from real work activities, such as:

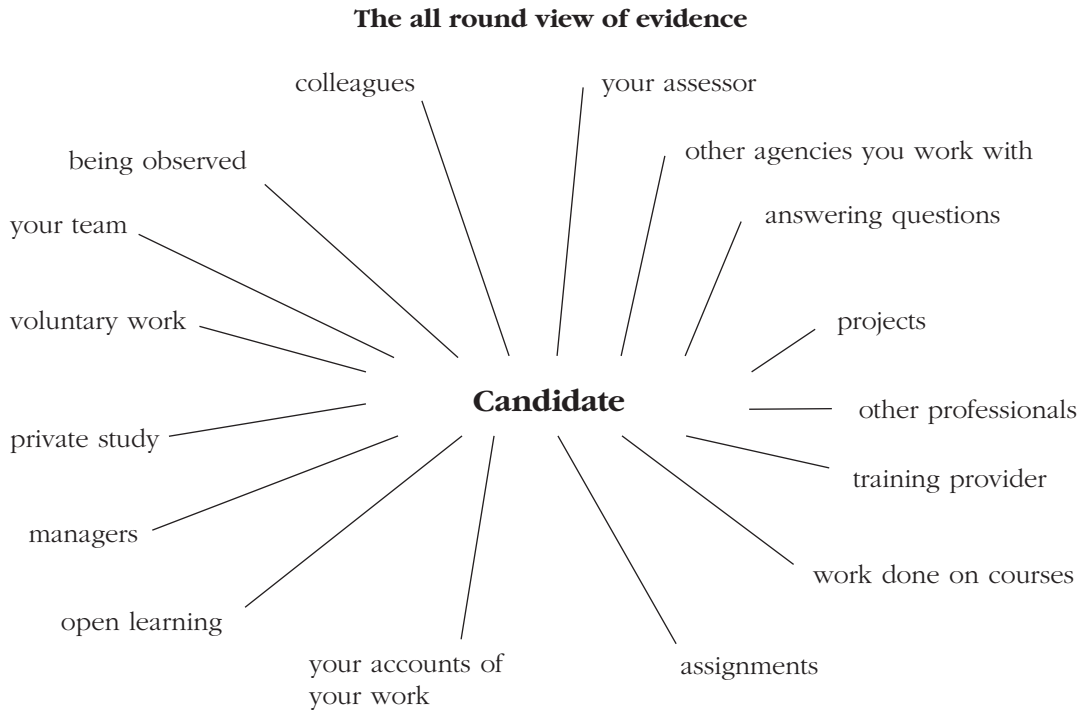
- Direct observations by your assessor
- Witness testimonies (statements from other people who have observed your work)
- Notes from meetings
- Correspondence
- Records
- Printouts

In addition, you may also provide evidence of questioning by your assessor, case studies, assignments or projects and simulations – although simulations are only permitted in certain situations and, where this is the case, it will be specified within the particular unit of the award.

More information about the sources of evidence of your performance and knowledge can be found on pages 56-58. (Terms used in relation to assessment: types of evidence and evidence collection methods).

What can you do to collect evidence?

You have seen on the previous page that there are a number of ways to collect your evidence for your NVQ. As a candidate you are surrounded by a wide range of possible sources of evidence. The diagram below shows you some examples



Selecting your evidence

As well as using all of the opportunities you can to collect your evidence, you will need to be selective. You will not necessarily want to put a copy of everything you've done into your collection of evidence; it is better to select the best pieces of evidence and only those which relate to your NVQ. A good way of thinking about this is to compare it to putting your holiday photographs in an album; although you might keep all of your photographs, you would select only the best ones to put into the album.

You may find it useful to keep a separate file or folder for other reference documents. For example, you might have handouts or notes from a training course, or kept a copy of a relevant newspaper article which helps you with your NVQ. As this is not your own work it is not evidence to put into your collection.

Recording your evidence

When you made your plan you will have looked at the work you do normally and at the variety of people, situations and settings. You will have thought about what you will be doing over the next few weeks and how the work links to the NVQ. You will have decided with your assessor how the evidence will be collected and made an assessment plan. So how is the evidence recorded?

If you want to know more about the ways of collecting evidence, revisit pages 56-58.



Your file, collection of evidence or portfolio

Evidence, which is produced by you and your assessor, is added to your own file or collection of items of evidence. Sometimes people refer to this file or collection of evidence as a **portfolio**. You do not need to start again with each new element or unit. Evidence collected for one element can also be used for another, so long as it is relevant to the new element. One of the reasons that items of evidence are given a number is that they could be tracked across a number of units if that is part of your plan. Your assessor or assessment centre will be able to explain to you how this is done. NVQs are not a test of your ability to organise and track evidence. However, it will be easier to assess a file or portfolio that is clearly organised.

Your centre will advise you about how to keep a list of the evidence and may give you a form to do this. This list or index is very useful to help you and your assessor keep track of what you have in your collection of evidence.

Notes will be made about observations and any questioning or discussion. The **candidate performance evidence record sheets** are shown on pages 33 and 35. You will work out with your assessor how these sheets are going to be completed. If you write notes on the sheet, your assessor may add comments and they will sign it to indicate that they agree with your record.

Evidence items are given a number and entered in the right-hand column of the candidate assessment record. All your evidence items should be titled and numbered, and recorded on the Element Evidence Location Summary Sheet.

Please photocopy the blank forms on page 49 and 52 as often as you wish.

When a unit has been completed, the assessor(s) signs it off on the unit summary sheet. The assessor's signature shows that you have demonstrated your competence through the evidence indicated in the evidence item column.

Here are some tips to help you with your evidence collection



Be efficient in getting your evidence, use one piece of evidence to match as many of the performance criteria, parts of the range and elements as possible. This is known as **cross-referencing** your evidence, your assessor can help you with this. This also helps to keep your portfolio to a manageable size; quality is more important than quantity.



Make sure the evidence you use is **your own work**. You must be able to prove to your assessor that the evidence in your portfolio is yours. It is very important that the work you do as part of a team is recorded as your own – use the word 'I' rather than 'we'. Any handouts etc. from training you have attended should **not** form part of your portfolio, although they are useful reference documents – keep them separately.



You can get a better understanding of what is required in the knowledge specification by looking at the relevant performance criteria.



Only use evidence which relates directly to your NVQ and don't be tempted to put in other evidence just because you have it.



Relating your evidence to a number of different areas shows your assessor that you can be consistent in what you do.



Keep records of what you have done as you go along. This includes noting down dates, the people involved and to which part of the NVQ (unit) your evidence relates.



Any paper or product evidence should be labelled clearly with the unit, element and performance criteria numbers and details of the range of performance evidence to which it relates. Your assessor will check that this evidence was produced by you.

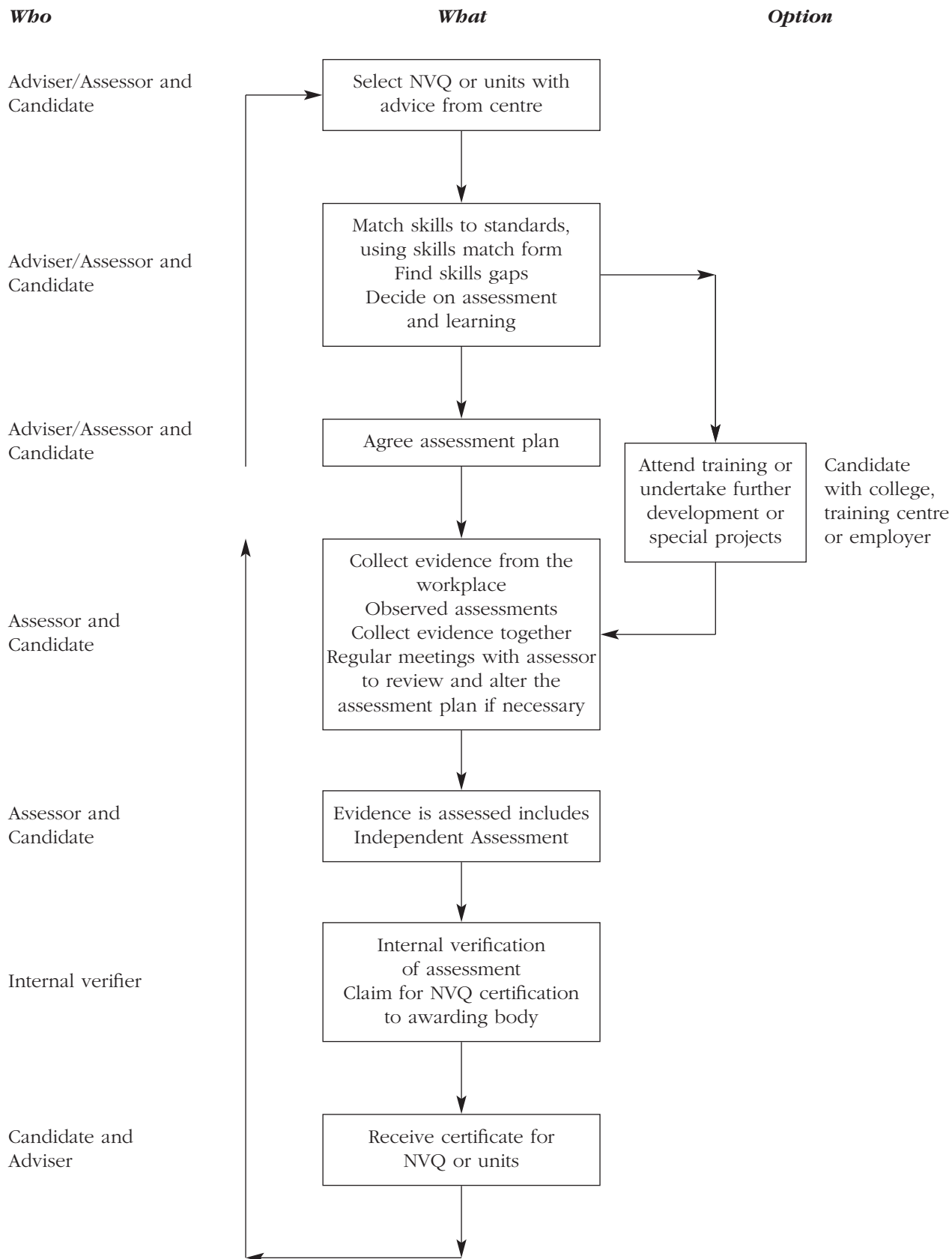


Your evidence needs to show that you have the knowledge to carry out your work. Your assessor may ask you questions about this. In addition, you may have to do extra work, such as an assignment or case study.



Get in touch with your centre contact if you have any worries or concerns or complaints. The centre will be able to give you information, answer your queries and will have a complaints and appeals procedure for exceptional circumstances.

How are NVQs assessed?



Specimen unit of evidence and assessment records

The material, which follows is based on a case study developed for guidance only and is not any known employee or individual. The evidence presented links to one element only, the unit records have been completed for demonstration purposes only.

The main purpose is to illustrate how to record your assessment, evidence and structure your portfolio for efficiency and economy. Forms can be typed or hand-written, but they must be legible and accurate.

- 1 Candidate's details and Résumé
- 2 Participants' signatures list
- 3 Witness status list
- 4 Summary of Unit Achievements
- 5 Candidate Unit Assessment Record (for use by adviser/assessor/independent assessor)
- 6 *Candidate Performance Evidence Record (CPER) Single Unit Record
- 7 *Candidate Performance Evidence Record (CPER) (Holistic)
- 8 Element Evidence Location Summary Sheet (EELS)
- 9 Unit summary sheet
- 10 Portfolio checklist

*An example of how to complete these Candidate Performance Evidence Records is provided. Assessors may choose which one best suits their needs and are not **expected** to complete both.

NB Further details about photocopying sheets to complete the above are shown under '**Forms for copying**'

NVQ Level 2

Scheme title and number: 9248-21 Youth work

Candidate details

Name of candidate: Jim Byrnes Assessment start date 11/01/03 City & Guilds enrolment no. NZT 4561 Date of registration: 09/01/03	Contact details for candidate 154 Long Road Longtown Shropshire ST63 2PQ Tel. No. 00 33 316192
---	---

Centre details

Name of centre: Youth Assess	Centre number: 012345
Centre address: 49 Plumb Walk Longtown Shropshire ST94 1PQ	Telephone number: 0033 293929

Centre contact/quality assurance co-ordinator (QAC) name and contact details: Pauline West 49 Plumb Walk Longtown Shropshire ST94 1PQ Tel 00 33 694329
--

Résumé

Name Jim Byrnes

Address 154 Long Road
Longtown
Shropshire
ST63 2PQ

Telephone no. 0033 316192

Date of Birth 29/3/54

Education Hightown College, Shropshire, 1975

Qualifications 1970 – GCSE – Maths-C, English-D, Metalwork-C, CDT-B,
1975 – City & Guilds Motor Vehicle Servicing & Repair

Interests Scout leader, Hill walking, Football.

Employment history and/or voluntary work

1973-current. Car mechanic, Rover.
1996-2000. Voluntary work, Scout leader.
2000-current. Volunteer youth worker, Shropshire Youth Service.

Current work role and responsibilities

Part time Youth Worker, Hub Youth Project.
Work one night in open Youth work session.
Work as part of a team to deliver face-to-face youthwork.
Participate in planning and evaluation of sessions.

Courses attended in the last 5 years

2001 First Aid – Introduction Course
2002 Intro to Youthwork. (6 sessions) Shropshire Youth Service.

Participants' signatures

NVQ team	Print name	Signature used		Date
		Initials	Full signature	
Candidate	<i>Jim Byrnes</i>	JB	<i>Jim Byrnes</i>	11/1/03
Assessor(s)	<i>Graham Rawlings</i>	GR	<i>Graham Rawlings</i>	11/1/03
Peripatetic assessor(s)	<i>Julie Tyne</i>	JT	<i>Julie Tyne</i>	14/1/03
Internal verifier	<i>Mary Wilkes</i>	MW	<i>Mary Wilkes</i>	14/1/03
Workplace manager	<i>Delroy Browne</i>	DB	<i>Delroy Browne</i>	11/1/03
Colleagues available to provide witness testimony	<i>June Evans</i>	JE	<i>June Evans</i>	12/1/03
	<i>Toni Green</i>	TG	<i>Toni Green</i>	12/1/03

Witness status list

Candidate name Jim Byrnes

Please ensure that all witnesses who have signed the candidate's evidence or written a report are included on this witness status list. Please ensure that all necessary details are included and then signed by the witness as being correct.

Name and contact address of witness	Status of witness	Relationship to the candidate	Elements witnessed	Witness signature	Date
Delroy Brown Hub Youth Project Longtown Shropshire	1	Line Manager	A.1.1	D BROWN	28.1.03
June Evans 61 Upper Street Longtown Shropshire	3	Colleague Part time worker.			
Toni Green 404 Rigley Street Derby Shropshire	3	Colleague Part time worker.			

Witness status categories in relation to the candidate

- 1 = Occupational expert and is familiar with the standards
- 2 = Occupational expert and not familiar with the standards
- 3 = Non expert familiar with the standards
- 4 = Non expert not familiar with the standards

Relationship to candidate

eg line manager, supervisor, assessor, colleague

Summary of achievements

Award Youthwork NVQ Level 2

Candidate's name Jim Byrnes Candidate City & Guilds Enrolment No NZT4561

Centre name and No Youth Assess 012345

Unit No.	Unit title	Date	Candidate signature	Assessor signature	Units sampled (IV) signature	Units sampled EV signature
A1	Establish relationships and maintain dialogue with young people	28/01/03	Jim Byrnes	G Rawlings	M. Wilkes	

Full award achieved on (date)

Signature of internal verifier Date

Candidate assessment record (This record can be used for single and multi unit planning)

Candidate name Jim Byrnes Assessor name Graham Rawlings

Unit No/s. and Title/s:..... A.1 Establish relationships and maintain dialogue with young people

Date	Assessment planning, review, feedback and judgement record	Candidate & assessor signatures	Evidence ref nos.
11.1.03	<p>Plan 1 Jim has not worked on an NVQ before and so we agreed to start with one unit, on which to gain confidence. We will look at cross referencing to other units (holistic assessment) later on when he feels more confident. I explained the purpose of the Candidate Assessment Record, what it is for and how it will be used. We then discussed the performance criteria, knowledge specifications and range requirements for this unit. Jim is working one session per week at the Hub and will be taking young people on a residential weekend at the end of January. He is confident that building relationships with young people is an area of strength and the residential will be a good opportunity to demonstrate his skills. Jim has completed the Introduction to Youthwork course with Shropshire last year and compiled a course folder which includes one assignment, which covered communication skills. He will bring his folder to the next meeting on 20.1.03 for me to check as this may provide evidence to cover some of the knowledge specifications for A.1.1, K2,3,8,9. We agreed that I will observe Jim at the Youthclub next week on 15.1.03. at 7pm. Jim is willing to try to write up the observation record of the session on a Candidate Performance Evidence Record (CPER) and write up the session planning and evaluation sheets to present as product evidence. Jim will bring both pieces of evidence to the next review meeting.</p>	<p>J Byrnes G Rawlings</p>	<p>Ref 1</p>
15.1.03	<p>Observation of Jim at Hub Youth Project. I gave positive feedback to Jim that there was evidence to cover some of the PC /range/knowledge specifications for A1. Agreed to meet for Review on 20.1.03 at 6pm by which time Jim will have written up the CPER sheet</p>	<p>G Rawlings</p>	<p>Ref 2</p>
20.1.03	<p>Review We discussed the observation undertaken on 15.1.03 and identified the performance criteria, range and knowledge on the CPER sheet. Jim's CPER record was clear and to the point. We considered the session planning, and monitoring and evaluation sheets for the session, which he had written. We then recorded the performance criteria, range and knowledge specifications from both pieces of evidence directly on to the Element Evidence Location Summary sheets (EELS). Jim brought in his folder from the Introductory Youthwork Course. The handouts from the course can not be used as evidence as they are not Jim's own work. His assignment on Communicating with young people demonstrates a good understanding of techniques and approach in communicating with young people and will cover knowledge specifications 2,3,8,9 in Element A.1.1. Used some oral questions to check currency and retention.</p>		<p>Ref 2 Ref 3 Ref 1</p>

Candidate assessment record (continued)

Date	Assessment planning, review, feedback and judgement record	Candidate & Assessor signatures	Evidence ref Nos.
25.1.03	<p>This was also referenced directly onto the EELS. Jim feels that he is now reasonably confident on how the NVQ recording system works and he will pencil in the PC, range and knowledge claims on CPER and EELS. Planning meeting arranged for 25.01.03 at 2pm.</p> <p>Plan 2 Jim will ask Delroy, his line manager to write a witness testimony on the work he did on the summer scheme last year. This can be used as evidence from prior experience and should meet the performance criteria b,g,h for Element A.1.1. This evidence will also assist in establishing consistency. Jim identified a piece of work he did before Christmas with a young man experiencing difficulties. He will write this up as a case study to meet the outstanding requirements for element A.1.1 and to establish consistency in his practice. Agreed to meet on 28/1/03 to review the witness testimony and case study.</p>	<p>J Byrnes G Rawlings</p>	<p>Ref 4</p> <p>Ref 5</p>
	<p>Review Checked and accepted Delroy's witness testimony regarding Jim's work on the summer scheme. This meets requirements for PC b,c,d,e,f & g, for element A.1.1. Scrutinised the case study Jim had written on an in-depth piece of work with a young man who had been made homeless. Much of the work had to take place in different locations within the town. Asked oral questions to ensure he is able to meet knowledge specifications 5,6 & 7 and he answered well (Notes of responses given to be attached, to ref 5 and placed in portfolio) To ensure confidentiality the case study will not be kept in Jim's portfolio, but will remain in the confidential files in the Hub Main Office. We recorded all evidence claims onto the Element Evidence Location Summary sheets (EELS). Double-checked all the evidence for this element on the unit using EELS.</p> <p>There is sufficient, valid, reliable and authentic evidence to show Jim's competence. I explained to Jim that there was likely to be a lot of existing evidence used in this element which could be used as evidence for the other two A2 elements and some of the other units. Our next review meeting on 2/2/03 will be used to establish what can be used (and so on until the unit is finished)</p>		<p>Ref 4</p> <p>Ref 5</p>
28/1/03		<p>G Rawlings J. Byrnes</p>	

Candidate signature..... *J Byrnes* Date *12/2/03*

Assessor signature *G Rawlings* Date *12/2/03*

This record can be used for single and multiple unit planning

Candidate performance evidence record (Sheet 1)

Use this form to record details of activities (tick as appropriate):-

- i) **Observed** by your assessor
- ii) **Seen** by a witness
- iii) **Self reflective** accounts

Evidence Ref. No.	2
Unit No/s.	A1
Element No/s	1

NB Your assessor may wish to ask you some questions relating to this activity. Ensure that they are recorded in the appropriate box on sheet 2. The person who observed/witnessed your activity must sign and date the bottom of the sheet.

Candidate name Jim Byrnes

Links to element/ PC/range/ knowledge	Performance evidence	Links to
	Date of activity <u>15/1/03</u>	
<p>A.1.1 PC b,d+f R1+2a+2b K3,9</p>	<p>Today my <i>assessor</i> observed me as I worked in the Hub Youth Centre. I said hello to everyone as they arrived, as I was at the door, and had a chat with one young man who had asked me for information on the Dof E programme last week and which I had brought for him. I told him to come and find me if he wanted any more information or to talk about it some more. There were two young women who had not attended before and I introduced myself, showed them round, explained what we do and gave them a programme for the next 4 weeks. I then introduced them to a young woman they thought they recognised from school and left them chatting.</p>	<p>C2 F2</p>
<p>A.1.1 PC d+e K4+8 R2b A.1.1 PC F</p>	<p>We had the third meeting for those wanting to go on a residential to the Lake District. Delroy led the meeting and I introduced the programme we had drawn up based on what the group had said over the previous weeks. They wanted to make some changes, which I encouraged them to discuss before we made any group decisions. I helped them to agree a revised programme that they were all happy with ensuring that all group members' ideas were heard and considered. Delroy continued the meeting and I took notes. I then went back to the main club and continued talking to some of the young people about how they were feeling about the trip. I also chatted to the two new young women and checked that they were okay. Had a game of Jenga with 3 young men before it was time to end the session. I wrote the monitoring and evaluation sheet for the session during the team de-brief.</p>	

Candidate performance evidence record (Sheet 2)

Candidate name *Jim Byrnes*

Links to element/PC/range/knowledge	Performance evidence	Links to
	Summer activity scheme	

Observer/Witness signature *G. Rawlings* Date *15/1/03*

Links to unit/element/PC/range/knowledge	Assessor's questioning record	
	Questions	Answers
A.1.1 K 5/6/7 PC a,g+h	<p>Asked questions on the service policy for</p> <ul style="list-style-type: none"> • H&S, child protection, equal opportunities • Role boundaries • Managing risk safely • Supporting young people to end relationships 	<p>Jim was fully aware of service policy and detailed;</p> <ul style="list-style-type: none"> • informing line manager • recording systems • expectations, meeting in youth service premises and public buildings. • Answered on limits and extent of role expectation for confidentiality, child protection (well informed and able to relate to practice) health & safety & reporting procedures. • Gave examples from his experience, which demonstrated good awareness of potentially high-risk situations. • Able to identify need & strategy for supporting young people to move on.

The evidence recorded above has been judged as valid, reliable and authentic. It will be considered as part of the overall evidence required for this unit

Assessor signature *G Rawlings* Date *15/1/03*

Candidate performance evidence record for holistic assessment of units (Sheet 1)

Use this form to record details of activities (tick as appropriate):-

- i) **Observed** by your assessor
- ii) **Seen** by a witness
- iii) **Self reflective** accounts

Evidence Ref. No. 4
Unit No/s. A1

NB Your assessor may wish to ask you some questions relating to this activity. Ensure that they are recorded in the appropriate box on sheet 2. The person who observed you must sign and date the bottom of sheet 2.

Candidate name Jim Byrnes

Links to			Performance evidence	Links to	
Unit No.	Element No.	PC	Date of activity: <i>06/02/03</i>	Range	KE
A1	1	b+e	<p>I am Jim's line manager. During the summer activity scheme in August 2002 Jim worked alongside me with a group of young men. They came from across the county and were preparing to take part in a hill-walking event. The group did not know each other or Jim at the start of the scheme and both as a group and individuals behaviour could be challenging.</p> <p>Jim was able to maintain a consistently positive relationship allowing negotiation wherever possible and equally drawing clear boundaries when necessary.</p> <p>All this was done with good humour and his cheery approach kept the atmosphere positive.</p> <p>Whilst out on a walk some members of the group decided that they would go to the pub we were passing. They were aged 14-16. Jim explained that they could not go into the pub by themselves. He talked at some length about the responsibility placed on us as youth workers and the potential consequences for all concerned if such basic rules were broken. He really worked hard to negotiate an agreement with the group and was able to maintain a firm but good humoured manner. Eventually it was agreed that they would all go into the pub garden and enjoy a soft drink together.</p> <p>This worked well and we were able to continue on the walk having avoided a major conflict.</p> <p>Jim put a lot of effort into ensuring that at the end of the programme all the young men left with the information they wanted on various youth projects and activities, which included named contacts, in their local areas. They all received Certificates of Achievement and Jim provided his own contact details and working nights at the Hub.</p>	1d	3,4 + 9
A1	1	d		2b	
A1	1	c,e +g		5,6 + 7	
A1	1	f		8+9	
A1	1	a+h		8	

Candidate performance evidence record for holistic assessment of units (Sheet 2)

Links to			Performance evidence	Links to	
Unit No.	Element No.	PC No.	Date of activity	Range	KE
Observer/Witness signature <i>Delroy Browne</i> Date <i>26/1/03</i>					
Links to unit/ element/PC/ range/ knowledge	Assessor's questioning record				
	Questions		Answers		
A1-1 (All)	Asked Delroy Browne how much he contributed or led on the negotiations about not going into the pub?		Jim definitely took the lead. Naturally I was supportive but the positive outcome was down to Jim on this occasion.		
The evidence recorded above has been judged as valid, reliable and authentic. It will be considered as part of the overall evidence required for this unit					

Assessor signature *G. Rawlings* Date *28/01/03*

Element evidence location summary sheet

Element number/title: A.1.1...Establish contact with young people and maintain relationships..... Candidate name Jim Byrnes

Item of evidence	Ref	Related to performance criteria (tick as appropriate)													Range	Knowledge Evidence Link no.										
		a	b	c	d	e	f	g	h	i	j	k	l	m			n	o	p	q	r	s	t			
Assignment/Folder [Product]	1																								2,3,8+9	
Observation of – Hub session and Questions 15/1/03	3	X	X	X	X	X	X	X	X	X															3,4,5,6,7,8+9	
Planning & monitoring/evaluation sheets [Product]	3				X	X	X																		3+5	
Witness Statement	4		X	X	X	X	X	X	X	X															3,4,5,6,7,8+9	
Case Study & Questions Work product	5	X	X																						1,6,5,7	
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element																										
Assessor signature G Rawlings													Date 28/01/02													
I have received the feedback on my assessor's judgements during the collection of this evidence													Date 28/01/02													
Candidate signature Jim Byrnes													Date 28/01/02													

Unit summary sheet

Unit A.1 Establish relationships and maintain dialogue with young people

Elements of competence

- A1.1 Establish contact with young people and maintain relationships
- A1.2 Enable young people to clarify their situation and express their aspirations
- A1.3 Diagnose young people's current position and identify opportunities for their development

The most frequently used sources of evidence for this unit were – please tick boxes as appropriate

Direct Observation	Work products	Questioning	Third party/ Witness testimony	Simulation	Assignments/ Projects/Case studies/ Reflective studies	APL/E/A
✓	✓	✓	✓		✓	

Competence has been demonstrated in all the elements of this unit using the required assessment procedures and any specified conditions/contexts. The evidence meets the requirements for authenticity, currency, reliability, sufficiency and validity.

	Name (BLOCK CAPITALS)	Signature	Date
Assessor	<i>Graham Rawlings</i>	<i>Graham Rawlings</i>	<i>28/01/02</i>
Second line assessor			
Internal verifier	<i>Mary Wilkes</i>	<i>Mary Wilkes</i>	<i>5/2/03</i>

I am satisfied with the way the assessment(s) was conducted and with its outcome(s).

	Name (BLOCK CAPITALS)	Signature	Date
Candidate	<i>Jim Byrnes</i>	<i>Jim Byrnes</i>	<i>28/01/02</i>
Candidate C&G enrolment no <i>4561</i>			

Name of approved assessment centre	<i>Youth Assess</i>	Centre no <i>012345</i>
------------------------------------	---------------------	-------------------------

*It is only necessary to use a second line assessor for novice assessors who have not yet achieved D32/33 or A1 or A2.

NB D32 and qualified A2 assessors are able to use observation and questioning **only** as assessment.

Portfolio checklist

Before submitting your portfolio you may wish to use the following checklist to ensure that you have included the necessary information.

- 1 Your Candidate Details, résumé and the City & Guilds Notification of Enrolment sheet should all be included in the general document section of your portfolio.
- 2 Your initial assessment agreement/contract with the appeals process identified should be included in the general document section of your portfolio.
- 3 All witnesses/participants should have filled in the correct details on the 'Witness Status and Participants Signature Lists' and then signed and dated the appropriate column(s).
- 4 All assessment records should be located in the appropriate section of your Portfolio.
- 5 You should have included all of the relevant items of evidence unless they are confidential documents,
- 6 Items of evidence should have been referenced and referred to appropriately to ensure easy access for your assessor/IV/EV.
- 7 You may wish to include an index at the beginning of your portfolio to assist in the location of your evidence and records.
- 8 The 'Summary of Achievement Record' should be filled in ready for your Assessor's, Internal Verifier's and External Verifier's signatures.

This should be placed in a prominent position in the first section of your portfolio.

[This page is intentionally blank]

Forms for copying

1 Candidate details and Résumé. Participant's and Witness's signatures.

These forms are self explanatory but make sure you describe your work role and responsibilities fully.

2 Summary of Achievements

This is for your Assessor and Internal Verifier to sign off units as they are achieved and finally for the Internal Verifier to sign off the completion of the whole award.

3 Element Evidence Location and Summary Sheet (EELS)

This sheet should be used to check and record your claims to competence. It also allows you to record where your evidence can be found. You and your Assessor should use it regularly at reviews.

4 Candidate Assessment Record

Your Assessor will complete this form with you on a regular basis. It records the assessment process and your progress through the Unit (s) towards final completion of the full award.

5 Candidate Performance Evidence Record (Single element/unit) CPER

Use this form to record your performance evidence for a single element/unit. There is a column, which allows you to identify possible cross-reference opportunities to other units.

6 Candidate Performance Evidence Record (Holistic) CPER

This is an alternative to form 5 (above) which allows you to record multiple unit claims on a single sheet. It is for you and your Assessor to decide whether to use this form or form 5.

7 Portfolio Checklist

This allows you to do a final check to ensure you have put everything needed in your portfolio and that it is well organised.

NB Your centre may be using similar but not exactly the same forms as the ones that follow. If this is the case your centre will have had approval to do so from City & Guilds External Verifier. It is therefore quite acceptable for you to use them as an alternative to City & Guilds Affinity forms.

NVQ Level

Scheme title and number:

Candidate details

Name of candidate: Assessment start date City & Guilds enrolment no. Date of registration:	Contact details for candidate
---	-------------------------------

Centre details

Name of centre:	Centre number:
Centre address:	Telephone number:

Centre contact/quality assurance co-ordinator (QAC) name and contact details:

Résumé

Name

Address

Telephone no.

Date of Birth

Education

Qualifications

Interests

Employment history and/or voluntary work

Current work role and responsibilities

Courses attended in the last 5 years

Participants' signatures

NVQ team	Print name	Signature used		Date
		Initials	Full signature	
Candidate				
Assessor(s)				
Peripatetic assessor(s)				
Internal verifier				
Workplace manager				
Colleagues available to provide witness testimony				

Witness status list

Candidate name

Please ensure that all witnesses who have signed the candidate's evidence or written a report are included on this witness status list. Please ensure that all necessary details are included and then signed by the witness as being correct.

Name of contact address of witness	Status of witness	Relationship to the candidate	Elements witnessed	Witness signature	Date

Witness status categories in relation to the candidate

- 1 = Occupational expert and is familiar with the standards
- 2 = Occupational expert and not familiar with the standards
- 3 = Non expert familiar with the standards
- 4 = Non expert not familiar with the standards

Relationship to candidate

- eg line manager, supervisor, assessor, colleague

Summary of achievements

Award

Candidate's name Candidate City & Guilds Enrolment No

Centre name and No

Unit No.	Unit title	Date	Candidate signature	Assessor signature	Units sampled (IV) signature	Units sampled EV signature

Full award achieved on (date) Signature of internal verifier Date
--

Candidate assessment record *(This record can be used for single and multi unit planning)*

Candidate name Assessor name

Unit No/s. and Title/s:.....

Date	Assessment planning, review, feedback and judgement record	Candidate & Assessor signatures	Evidence ref nos.

Candidate assessment record (continued)

Date	Assessment planning, review, feedback and judgement record	Candidate & Assessor signatures	Evidence ref nos.

Candidate signature..... Date

Assessor signature Date

Candidate performance evidence record (Sheet 1)

Use this form to record details of activities (tick as appropriate):-

- i) **Observed** by your assessor
- ii) **Seen** by a witness
- iii) **Self reflective** accounts

Evidence Ref. No.

Unit No/s.

Element No/s

NB Your assessor may wish to ask you some questions relating to this activity. Ensure that they are recorded in the appropriate box on sheet 2. The person who observed/witnessed your activity must sign and date the bottom of the sheet 2.

Candidate name

Links to: element/ PC/range/ knowledge	Performance evidence Date of activity	Links to

Candidate performance evidence record (Sheet 2)

Links to: element/ PC/range/ knowledge	Performance evidence	Links to

Observer/Witness signature Date

Links to unit/ element/PC/ range/ knowledge	Assessor's questioning record	
	Questions	Answers

The evidence recorded above has been judged as valid, reliable and authentic. It will be considered as part of the overall evidence required for this unit

Assessor signature Date

Candidate performance evidence record for holistic assessment of units (Sheet 1)

Use this form to record details of activities (tick as appropriate):-

- i) **Observed** by your assessor
- ii) **Seen** by a witness
- iii) **Self reflective** accounts

Evidence Ref. No.

Unit No/s.

Element

NB Your assessor may wish to ask you some questions relating to this activity. Ensure that they are recorded in the appropriate box on sheet 2. The person who observed you must sign and date the bottom of sheet 2.

Candidate name

Links to:			Performance evidence	Links to	
Unit No	Element No	PC No	Date of activity:	Range	KE

Candidate performance evidence record for holistic assessment of units (Sheet 2)

Links to:			Performance evidence	Links to	
Unit No.	Element No.	PC No.	Date of activity	Range	KE
Observer/Witness signature Date					
Links to unit/ element/PC/ range/ knowledge	Assessor's questioning record				
	Questions			Answers	
<p>The evidence recorded above has been judged as valid, reliable and authentic. It will be considered as part of the overall evidence required for this unit</p>					

Assessor signature Date

Element evidence location summary sheet

Element number/title:..... Candidate name

Item of evidence	Ref	Related to performance criteria (tick as appropriate)													Range	Knowledge Evidence Link no.														
		a	b	c	d	e	f	g	h	i	j	k	l	m			n	o	p	q	r	s	t							
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element																														
Assessor signature																														
Date																														
I have received the feedback on my assessor's judgements during the collection of this evidence																														
Candidate's signature																														
Date																														

Unit summary sheet

The most frequently used sources of evidence for this unit were – please tick boxes as appropriate

Direct Observation	Work products	Questioning	Third party/ Witness testimony	Simulation	Assignments/ Projects/ Case studies/ Reflective studies	APL/E/A

Competence has been demonstrated in all the elements of this unit using the required assessment procedures and any specified conditions/contexts. The evidence meets the requirements for authenticity, currency, reliability, sufficiency and validity.

	Name (BLOCK CAPITALS)	Signature	Date
Assessor			
Second line assessor			
Internal verifier			

I am satisfied with the way the assessment(s) was conducted and with its outcome(s).

	Name (BLOCK CAPITALS)	Signature	Date
Candidate			
Candidate C&G enrolment no:			

Name of approved assessment centre:		Centre no:
-------------------------------------	--	------------

*It is only necessary to use a second line assessor for novice assessors who have not yet achieved D32/33 or A1 or A2.

NB D32 and qualified A2 assessors are able to use observation and questioning **only** as assessment.

Portfolio checklist

Before submitting your portfolio you may wish to use the following checklist to ensure that you have included the necessary information.

- 1 Your Candidate Details, résumé and the City & Guilds Notification of Enrolment sheet should all be included in the general document section of your portfolio.
- 2 Your initial assessment agreement/contract with the appeals process identified should be included in the general document section of your portfolio.
- 3 All witnesses/participants should have filled in the correct details on the 'Witness Status and Participants Signature Lists' and then signed and dated the appropriate column(s).
- 4 All assessment records should be located in the appropriate section of your portfolio.
- 5 You should have included all of the relevant items of evidence unless they are confidential documents.
- 6 Items of evidence should have been referenced and referred to appropriately to ensure easy access for your assessor/IV/EV.
- 7 You may wish to include an index at the beginning of your portfolio to assist in the location of your evidence and records.
- 8 The 'Summary of Achievement Record' should be filled in ready for your Assessor's, Internal Verifier's and External Verifier's signatures.

This should be placed in a prominent position in the first section of your portfolio.

Terms used in relation to assessment

Types of evidence and evidence collection methods

Assessment plans identify the opportunities which exist naturally or which will be created in order to collect the evidence, which will demonstrate competence. The plans will show how the evidence requirements, which are included within each of the units of competence in the national occupational standards can be met efficiently. The plans are primarily the responsibility of the assessor but the process should allow the joint planning of assessment between assessor and candidate. The plans should be **SMART** and contain **S**imple, **M**easurable, **A**ttainable and **R**ealistic **T**argets for the achievement of a unit or group of units.

Evidence requirements/specifications specify the way in which the evidence for a unit must be provided. They identify any particular sources of evidence or assessment methods that are required **and** show where flexibility and imagination can be used. Evidence requirements are established by the National Training Organisation and **all** the awarding bodies and assessment centres **must use them**.

Assessors are appointed by the assessment centre to carry out assessment because they have relevant occupational expertise and familiarity with the occupational standards. Assessors must be working towards, or in possession of, units D32 and/or D33 (or unit A1 which is to replace them), which are the standards for assessment.

Internal verifiers are appointed by assessment centres to ensure that assessment carried out within the centre is valid and reliable. They advise and support assessors. Internal verifiers must have relevant occupational expertise so that they can make sound judgements about the decisions of assessors and they must be working towards or hold unit D34 (or unit V1 which is to replace it) which is the standard for internal verification. It is recommended that internal verifiers also hold units D32 and D33 (or A1), the standards for assessment.

External verifiers are appointed by an awarding body to monitor the work of approved assessment centres. They make sure that decisions on competence are consistent across centres and must hold or be working towards unit D35 (or unit V2 which is to replace it), the standard for external verification. External verifiers may also hold units D32 and D33 (or A1) from the standards for assessment and will have relevant occupational expertise so that they can make valid judgements on decisions for NVQs for which they are responsible.

Collecting and collating evidence

Direct observation – is the preferred method of gathering evidence for NVQs in Youth Work. An assessor observes performance in normal work conditions which give a picture about how activities are carried out by the candidate. Observations should usually also provide evidence of knowledge and understanding – does the candidate know what to do and how to do it?

Work Products – A ‘product’ can be anything, which is a result of the candidate’s work such as records which have been completed, or equipment which has been prepared.

Questioning can be either oral or written

- **Oral questioning may take at least two forms:** For example **the assessor may ask a candidate questions before, during and after observations of performance** and this can provide a valuable opportunity to check out the candidate’s knowledge and understanding by reference to a specific activity. Such questioning is a powerful means of checking and exploring the knowledge and understanding which lie behind performance – for example by finding out why the candidate acted in a certain way, or what s/he would have done if circumstances had been different.

- **Questioning may also take place in specially set aside sessions** in which assessor and candidate explore broader areas of knowledge and understanding or areas which have not been demonstrated in performance and associated questioning.
- **In written questioning** the candidate usually responds in writing to questions which are given in writing. Written questioning includes multiple-choice tests as well as longer answer exercises and can be an efficient way of gathering or providing evidence of knowledge and understanding.
- Questions whether oral or written should **not** require candidates to apply their knowledge and understanding in ways which are either more complex, or more simplistic, than is needed to achieve the standards.

Witness/third party testimony, in the form of statements from people other than the assessor, can provide information to be used as evidence that the candidate can meet the standards. This may be very strong evidence from someone knowledgeable about the required standards or who has particular expertise or it may be weaker evidence which can be used to confirm an aspect of performance or knowledge.

Simulations including role plays and skill rehearsals and tests also involve the observation of the candidate's performance, and/or the examination of products of that performance by the assessor. However, in this case the performance is not in natural conditions but in conditions which are to some degree simulations of the real thing. Simulations can be used where candidates may not be able to provide valid evidence within an acceptable timeframe because a particular situation may only arise occasionally, or where there is a need to maintain confidentiality or guard against intrusiveness in assessment. The **evidence requirements** section of each unit specifies whether simulation is acceptable. Simulations should be used sparingly in most instances and should not usually provide a large part of a candidate's evidence for a full qualification. Where simulations are used they should replicate the characteristics and constraints of real working conditions as closely as possible.

Role-plays are a form of simulation in which candidates are asked to imagine themselves in a particular situation and to demonstrate how they would deal with it in a real situation.

Skills rehearsal involves the demonstration of skills in circumstances which, whilst they are not actually the situation referred to in the standards to be assessed, require the candidate to exercise similar skills.

Closely related to the idea of simulation is that of '**evidence of skills transferable from other performance**'. Such evidence comes from activities, which contain some, but not all, the components of the required competence.

Assignments and projects can serve a number of processes and utilise combinations of evidence drawn from the workplace and elsewhere according to the requirements of the assessment plan.

Case studies usually involve a study of a particular client, situation or method of work in depth and over a period of time.

Self reporting – in which the candidate produces a logbook, diary or other record of current or past work activity – can be used in assessment. These reports will tend to be written, but may also be verbal (eg audiotapes). Such reports and reflective accounts (such as a reflective practice journal) can provide a useful basis for assessor and candidate to explore the candidate's understanding of the principles underlying certain work practices and their ability to reflect on their actions.

Evidence from the past is any evidence (direct observation, work products, extended questioning) which dates from before agreement of the assessment plan. Care must be taken that the evidence is really relevant to the standards and that the candidate is still competent in the areas covered by the evidence. Terms which are closely associated with evidence from the past, are **assessment of prior achievement** and **accreditation of prior learning**. Both refer to the method or process through which evidence from the past is used.

Independent assessment

During the course of the assessment process, one of the mandatory units will be designated by your centre for independent assessment.

This means that, for this specified unit you will be assessed by somebody who is not your usual assessor and who does not work with you on a day-to-day basis.

You will be advised by your centre which unit will be assessed in this way, at the start of the assessment period.

Signposting to key skills in the National Occupational Standards England, Wales & Northern Ireland

The key skills that have been signposted across the full range of the Standards are presented in summary form below.

The tables indicate the units in which each of the key skills is located, whether it is explicitly referred to or implicit in the performance criteria, together with a brief note indicating particular features for further guidance.

There is overall a wide coverage across the units. Those including communication and working with others are, not surprisingly, the most frequently found. The remainder are much more specifically referenced, the detail including the element and, in some instances, the particular performance criteria to be met.

Communication

Coverage/Performance criteria	Comments
<i>A Build relationships with young people</i>	
A.1, A.2, A.3, A.4. Implicit	Coverage of Communication Skills is implicit throughout these units.
A.5 Implicit	This Unit applies to those Youth Workers responsible for advocacy and presentation that will require more complex and highly developed communication skills.
<i>B Facilitate young people's learning</i>	
B.1, B.2, B.3, B.4. Implicit	Coverage of Communication Skills is implicit throughout these units.
<i>C Work with young people – organise events and projects</i>	
C.1, C.2, C.3. Implicit	Coverage of Communication Skills is implicit throughout these units.
<i>D Work with young people in accordance with the core values of youth work</i>	
D.1.2 PC – b Implicit	This PC requires communication with others to get feedback on performance.
D.2, D.3.2, D.3.3, D.4 Implicit	There is coverage throughout the units D.2 and D.4 and in elements D.3.2 and D.3.3.
<i>E Plan, manage and develop youth work</i>	
E.1, E.2, E.3, E.4, E.5, E.6 Implicit	Coverage of communication skills is implicit throughout these units at a more highly developed level, involving senior staff presenting complex information in a variety of ways to resource holders and decision-makers.
E.4.2, E.4.3 Implicit	These elements require explicit coverage of communication skills
<i>F Support and develop efficient and ethical practice in youth work</i>	
F.1, F.2, F.3, F.4, F.5 Implicit	Coverage of communication skills is implicit throughout these units at a more highly developed level, involving negotiating with resource holders and decision-makers, as well as motivating team members.

Application of number

Coverage/Performance criteria	Comments
<i>A Build relationships with young people</i>	
A.1.3 PC – c-h Implicit	These PCs relate to the identification of (time and financial) resources, ie require the interpretation of results & the presentation of findings.
<i>B Enable young people to explore and develop their values and self-respect</i>	
No coverage	
<i>C Work with young people to design and develop sessions</i>	
C.1.1 PC – d	This PC relates to quantifiable resources such as time and finance.
C.2.2 PC – c	This PC relates to quantifiable resources such as time and finance.
C.2.2 PC – a, b, e, g, h Explicit	These PC's require the drawing up of budgets and resource plans.
C.2.3 PC – a, e, f, g Explicit	These PC's require the monitoring and control of budgets.
C.3.1 PC – f Implicit	This PC requires quantifiable resources to be taken into account in evaluating Youth Work.
C.3.2 PC – e Implicit	
<i>D Work with young people in accordance with the core values of youth work</i>	
No coverage	
<i>E Plan, manage and develop youth work</i>	
This key area is appropriate to more senior staff who will be required to develop complex strategies and will be required to analyse and present complex financial and statistical information.	
E.1.1 PC – a, b, c, e, g Explicit	These PCs require the use of statistical and financial data.
E.1.2 PC – a Explicit	This PC involves the interpretation of numerical information.
E.4.1 PC – c, e, f, g Explicit	These PCs involve the use of numerical information to obtain resources and to deal effectively with resource holders.
E.4.3 PC – e, f, g Explicit	These PCs involve the use of numerical information in negotiating for resources.
E.5.1 PC – c, d, f, h, i Explicit	These PCs involve the use of numerical information in resources used to develop opportunities for Youth Work.
E.6.1 PC – c, d, f, h, i Explicit	These PCs involve the use of numerical information in project planning and preparation.
E.6.2 PC – h, i Explicit	These PCs involve the use of numerical information in monitoring the progress of projects.
E.6.3 PC – b, c, d, e, g, h Explicit	These PCs involve the use of numerical information in the evaluation of projects and in presenting reports.

Application of number (continued)

Coverage/Performance criteria	Comments
<i>F Support and develop efficient and ethical practice in youth work</i>	
F.1.1 PC – b, h Explicit	These PCs require the use of numerical data as well as other information as an aid to decision making.
F.1.2 PC – a, b, c, d, f, h Explicit	These PCs require the use of numerical data as well as other information as an aid to decision making.

Information technology

Coverage/Performance criteria	Comments
<i>A Build relationships with young people</i>	
A.2.1 PC – c Explicit	This PC requires the youth worker to guide young people in identifying means of storing and accessing information, including IT-based systems.
A.2.2 PC – b Explicit	This PC involves assisting young people in retrieving and using information, including IT-based information.
<i>B Facilitate young people's learning</i>	
No coverage	
<i>C Enable young people to organise events and projects</i>	
C.2.1 PC – c, d, e, h Implicit	These PCs involve facilitating the use of any IT-based systems likely to be used to acquire and use information.
C.2.2 PC – a, b, c, e, g, h Implicit	These PCs involve facilitating the use of IT in presenting and using information.
C.2.3 PC – a, e, f, g Implicit	These PCs involve facilitating young people's use of systems that are likely to include IT-based systems.
C.3.2 PC – a, c, d Implicit	These PCs involve facilitating young people's use of systems that are likely to include IT-based systems. This PC requires quantifiable resources to be taken into account when evaluating youth work.
<i>D Work with young people in accordance with the core values of youth work</i>	
No coverage	
<i>E Plan, manage and develop youth work</i>	
E.1.1 PC – a, b, c, g Explicit	These PCs require the gathering and interpretation of information, some of which is likely to be IT-based, eg costings, timings.
E.2.1 PC – e, h Explicit	These PCs require the recording of information likely to be IT-based.
E.2.2 PC – g Explicit	This PC may require IT-based record keeping.
E.4.1 PC – i Explicit	The use of IT is likely to be required, eg in presenting financial information.
E.4.2 PC – a, c Explicit	Information may be IT-based.
E.4.3 PC – b, h Explicit	Information may be IT-based.
E.5.3 PC – h Explicit	IT may be involved in the recording and monitoring of information.
E.6.1 PC – c, d, f, h, j, l Explicit	Information may be IT-based.

Information technology (continued)

Coverage/Performance criteria	Comments
E.6.2 PC – h, i Explicit	Information may be IT-based.
E.6.3 PC – c, d, g, h Explicit	Information may be IT-based.
<i>F Support and develop efficient and ethical practice in youth work</i>	
F.1.1 PC – b, h Implicit	The use of IT is likely to be required in presenting information in word-processed reports and eg charts, graphs
F.1.2 PC – b, c, d, f, h Implicit	The use of IT is likely to be required in presenting information in word-processed reports and eg charts, graphs
F.2.2 PC – k Implicit	The use of IT is likely to be required in presenting information in word-processed reports and eg charts, graphs
F.5.1 PC – g Implicit	Record keeping is likely to involve IT-based systems.

Problem solving

Coverage/Performance criteria	Comments
<i>A Build relationships with young people</i>	
A.1.1 PC – a Implicit	This PC involves the solving of problems requiring the identification of suitable locations.
A.1.3 PC – a, b, c, e, g, h Implicit	These PCs require the diagnosis of existing situations and the identification of development opportunities, ie a problem with a range of solutions.
A.2.1 PC – a-j Implicit	These PCs require the identification of information that is needed, and how to use it.
A.4.1 PC – a-i Implicit	These PCs require the identification of problems and a range of solutions.
<i>B Facilitate young people's learning</i>	
These PCs require the identification of 'problems', ie values and 'solutions', ie appropriate behaviour.	
B.1.1 PC – f, g, h Implicit	These PCs require the identification of 'problems' – eg values, and of 'solutions' – eg appropriate behaviour.
B.1.2 PC – g, h Implicit	These PCs require the identification of 'problems' – eg lack of self-esteem, and of 'solutions' – eg improvements in self-esteem.
B.2.1 PC – e-f Implicit	These PCs require the identification of problems and opportunities.
B.3.2 PC – a-h Implicit	These PCs involve managing group dynamics, identifying problems within groups and developing solutions to overcome them. This element has the solution of identified problems running throughout.
<i>C Enable young people to organise events and projects</i>	
C.1, C.2, C.3 Implicit	Problem solving runs throughout these units.
<i>D Work with young people in accordance with the core values of youth work</i>	
D.1, D.2, D.3, D.4 Implicit	Problem solving runs throughout these units.
<i>E Plan, manage and develop youth work</i>	
E.1, E.2, E.3, E.4, E.5, E.6 Implicit	These units involve problem solving throughout.
<i>F Support and develop efficient and ethical practice in youth work</i>	
F.1, F.2, F.3, F.4, F.5 Implicit	These units involve problem solving throughout.

Working with others

Coverage/Performance criteria	Comments
<i>A Build relationships with young people</i>	
This aspect involves negotiation, taking responsibility for initiating working with others, and identifying the most appropriate ways of developing and motivating young people.	
A.1, A.2, A.3, A.4 Explicit	These units require the youth worker to establish and maintain contact with young people, working with them to pursue goals and solve problems and to undertake certain activities.
A.5 Explicit	This unit involves working with others, eg decision-makers, by acting as an advocate of young people and promoting their interests and views.
<i>B Facilitate young people's learning</i>	
B.1, B.2, B.3, B.4 Explicit	These units require the youth worker to work with young people to develop themselves and to work with others.
<i>C Enable young people to organise events and projects</i>	
C.1, C.2, C.3 Explicit	These units involve working with young people to design, develop and run specific activities, events and projects.
<i>D Work with young people in accordance with the core values of youth work</i>	
D.1, D.2, D.3, D.4 Explicit	These units involve working with young people to design, develop and run specific activities, events and projects.
<i>E Plan, manage and develop youth work</i>	
E.1, E.2, E.3, E.4, E.5, E.6 Explicit	These units involve working with others on a strategic level within an organisational structure to analyse need, obtain resources and develop opportunities.
<i>F Support and develop efficient and ethical practice in youth work</i>	
F.1, F.2, F.3, F.4, F.5 Explicit	These units involve working with others to have an input into policy formulation, working in teams and working to protect young people.

Improving own learning and performance

Coverage/Performance criteria	Comments
<i>A Build relationships with young people</i>	
No coverage.	
<i>B Facilitate young people's learning</i>	
B.3.2 PC – b Explicit	This PC involves the youth worker reviewing performance in looking at his/her facilitation styles with groups and the effectiveness of those styles.
B.4.1 PC – h Explicit	This PC requires the youth worker to seek feedback on performance, enabling review to be undertaken and any improvements to be acted upon.
<i>C Enable young people to organise events and projects</i>	
C.1.1 PC – g Explicit	This PC requires the youth worker to identify where his/her expertise may be lacking and in need of improvement.
<i>D Work with young people in accordance with the core values of youth work</i>	
D.1 Explicit	This unit requires the youth worker to evaluate his/her own performance and devise a strategy for improvement with input from others.
D.2 No coverage.	
D.3.1 Explicit	This element requires the practitioner to identify gaps in his/her own performance within the organisation's policies and procedures.
D.4.1	This element involves the identification of possible harmful working practices that need improvement.
<i>E Plan, manage and develop youth work</i>	
E.6.3 Explicit	This PC involves identifying key learning when evaluating a project.
<i>F Support and develop efficient and ethical practice in youth work</i>	
F.1.2 PC – b Explicit	This PC requires the monitoring of the progress and effectiveness of the practitioner's work.
F.3.1 PC – g Explicit	This PC requires the use of feedback to improve performance of the management risk.
F.3.3 PC – f Explicit	This PC requires that the youth worker reviews performance in response to illness etc.

Section 3 National Occupational Standards and Record of Assessment

Youth Work Standards (Level 2)

Mandatory units – you must successfully complete ALL FOUR mandatory units

Unit A.1 Establish relationships and maintain dialogue with young people

- A.1.1 Establish contact with young people and maintain relationships with them
- A.1.2 Enable young people to clarify their situation and express their aspirations
- A.1.3 Diagnose young people's current position and identify opportunities for their development

Unit D.1 Work as an effective and reflective partner

- D.1.1 Reflect on and evaluate your own values, priorities, interests, abilities and performance
- D.1.2 Use reflection and feedback to manage and develop your own practice

Unit D.2 Work in ways that promote equality of opportunity and voluntary participation

- D.2.1 Promote equality of opportunity and voluntary participation
- D.2.2 Challenge discrimination, prejudice and oppressive behaviour
- D.2.3 Enable young people to take responsibility for their own decisions

Unit D.4 Work with young people to safeguard their welfare

- D.4.1 Promote a safe working environment for youth work
- D.4.2 Work with young people to assess and manage risk
- D.4.3 Assist individuals to take action when they are distressed

Additional units – you must successfully complete TWO optional units

Unit A.2 Enable young people to access and use information and make decisions

- A.2.1 Identify, collect, analyse, store and make information available
- A.2.2 Enable young people to acquire and use information, to make sense of situations, generate options and make decisions

Unit A.3 Enable young people to be active citizens

- A.3.1 Assist young people to understand their communities and their own role within them
- A.3.2 Enable young people to communicate their views and interests to others and to negotiate and influence people and situations

Unit A.4 Support young people in tackling problems and taking action

- A.4.1 Enable young people to tackle problems and plan action to achieve their goals and aspirations
- A.4.2 Enable young people to take action based on their intentions and plans
- A.4.3 Enable young people to reflect on and learn from their actions

Unit A.5 Advocate on behalf of young people

- A.5.1 Identify situations where advocacy is needed
- A.5.2 Represent the views and interests of young people to others

Unit B.2 Enable young people to develop awareness of their self-identity and being

- B.2.1 Enable young people to undertake purposeful reflection
- B.2.2 Assist young people in their exploration and development of their spiritual self

Unit C.1 Work with young people to design and develop sessions

- C.1.1 Identify outcomes and choose between options for sessions with young people
- C.1.2 Design sessions
- C.1.3 Select, design and adapt resources

Unit C.2 Work with young people to manage resources for events, activities or projects

- C.2.1 Assist young people to identify, seek and obtain the resources they need for events, activities or projects
- C.2.2 Draw up budgets and resource plans for events, activities or projects
- C.2.3 Monitor and control budgets for events, activities or projects

Unit C.3 Review progress and evaluate opportunities with young people

- C.3.1 Agree criteria and methods for the evaluation of youth work
- C.3.2 Evaluate opportunities and identify successes and improvements

Key concepts, values and principles underpinning youth work

The National Occupational Standards seek to capture and refine what exists in the Youth Work sector. The concepts and ideas set out in of the National Occupational Standards are appropriate to the context for Youth Work for five years and have a familiar ring to them. The latter is due to the fact that the standards have drawn on many sources, from ministerial statements; policy documents; writings of Youth Work academics, educators and practitioners; and from the many comments and suggestions received from the Youth Work sector during the course of this project. Youth Work, promoting young people's personal, social and educational development, offers both planned and spontaneous opportunities for young people to learn through experience, about self, others, society and the environment. The values that underpin Youth Work derive from a clear understanding of, and commitment to learning and development, equality of opportunity, social inclusion, and the educational and social importance of choice, freedom, responsibility and justice.

Youth Work takes place where youth workers and young people meet to engage in activities that are in line with its key purposes and reflect its key principles. It takes place indoors and outdoors, in the community and away from the community, in places set aside for young people and places where the community meets and goes about its business. These places may therefore include youth and community centres, mobile facilities, activities and trips away from home, and informal encounters in places where young people meet for reasons other than Youth Work.

At the point of encounter with young people, the following features distinguish Youth Work:-

- Young people choose to be involved (not least because they want to relax, meet friends and have fun)
- The work starts where young people are – for example, with their views of the world and their interests, as well as on their territory
- It seeks to go beyond where young people start, in particular by encouraging them to be critical and creative in their responses to their experience and the world around them
- It takes place because young people are young people, not just because they have been labelled (eg drug user; disengaged; homeless)
- It focuses on the young person as a whole person with particular experiences, interests and perspectives
- It recognises, respects and is actively responsive to the wider networks of peers' community and culture which are important to young people
- Through these networks it seeks to help young people achieve stronger collective identities – for example, as black people, women, disabled people, gay men, or lesbians
- It is concerned with how young people feel and not just with what they know and can do.
- It works with other agencies which contribute to young people and social and personal development
- It complements school and college-based education by encouraging and providing opportunities for young people to achieve and fulfil their potential. (Based on Davies, B. (1996) *Young People Now*; August)

Youth Work is conventionally understood to be, at its core, about young people's personal and social development. Youth Work is part of community-based, informal education provision, where young people's participation and active engagement with the wider community are important aspects of informal education and of Youth Work.

Role Of The Youth Worker

The National Occupational Standards for Youth Work are based on the premise that the purpose of Youth Work is

'To work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in a period of their transitions from dependence to independence.'

A general overview of Youth Work in the UK (which drew on the 1998 DfEE Audit of Youth Services) written for an international audience, said

‘Youth Work supports young people in their transition from childhood to responsible adulthood, encourages their social development and individual fulfilment, and helps them engage fully in society. It is concerned primarily with young people’s personal and social development and is critically informed by a set of beliefs which include a commitment to equal opportunity, and to young people as partners in learning and in decision making. Youth Work offers educational programmes and projects that complement and support learning in school and college in which young people choose to be involved. It offers a constructive and educational use of leisure time. It helps young people achieve and fulfil their potential and to make choices about their lives by offering them information, advice and support.’

[Becksy S. and Perrett J. (1998) Youth Policy and Youth Services in the UK. Leicester: Youth Work Press]

Informed by Youth Work values, the role of the youth worker is therefore to work with young people in ways that are

- educative;
- participative;
- empowering; and
- promote equality of opportunity and social inclusion.

[This page is intentionally blank]

Unit A.1 Establish relationships and maintain dialogue with young people

About this unit

This unit is about building trusting relationships with groups or individuals, enabling young people to express their aspirations and concerns and identifying possible learning opportunities.

Who is the unit for?

It is for all youth workers.

Principles of practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

A.1.1 Establish contact with young people and maintain relationships with them

This is about contacting a range of young people in a variety of settings and building trusting relationships with groups or individuals.

A.1.2 Enable young people to clarify their situation and express their aspirations

This is about enabling young people to express their feelings, aspirations and concerns and consider what their development goals might be. It is about enabling them to articulate those goals and what support they will need from you. It is about enabling young people to order their priorities and identify how youth work activities could help them to achieve their aspirations.

A.1.3 Diagnose young people's current position and identify opportunities for their development

This is about identifying possible learning opportunities arising from young people's ongoing activities (eg social or recreational) and through conversations with young people.

Unit A.1 Establish relationships and maintain dialogue with young people

<p>Element A.1.1 <i>Establish contact with young people and maintain relationships with them</i></p>	
<p><i>This is about</i></p> <p>contacting a range of young people in a variety of settings and building trusting relationships with groups or individuals.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) identify suitable <i>locations</i> for making contact with young people b) engage <i>consistently</i> with young people in a way which respects their views, concerns and needs c) enable young people to express their concerns and ask questions when they need clarification d) establish through your behaviour, an open, honest and trusting relationship with young people e) listen actively to young people f) <i>respond flexibly</i> to young people's needs g) ensure that your work remains within the <i>boundaries</i> of your role as a youth worker h) support young people in their actions to negotiate an ending to the relationship. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 <i>locations</i> in the community where young people meet 2 why it is important to make contact with young people on their terms 3 how to <i>establish rapport</i> with a wide range of young people 4 young people's issues 5 <i>boundaries</i> of your role as a youth worker 6 organisational procedures on health and safety, child protection equal opportunities and confidentiality 7 issues of risk and personal safety and ways of dealing with them 8 relationship and communication skills 9 negotiation skills.

Unit A.1 Establish relationships and maintain dialogue with young people

Element A.1.1

Establish contact with young people and maintain relationships with them

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) Locations:

Working in TWO locations with young people individually AND in groups.

R1 a) youth centres

R1 b) schools

R1 c) community locations (eg streets, graveyards, bus shelters)

R1 d) rural areas

R1 e) cities

R1 f) entertainment venues

R1 g) hostels.

ii) Boundaries of youth work:

R2 a) ethical

R2 b) legal

R2 c) contractual.

iii) Establish rapport:

R3 a) listening to young people's views and taking them seriously

R3 b) encouraging young people to express concerns and needs

R3 c) using language that they will understand

R3 d) terms that they are familiar with.

iv) Consistently:

R4 a) being trustworthy and fair

R4 b) abiding yourself by rules which have been agreed for young people

R4 c) setting rules which are in line with young people's rather than children's norms.

v) Respond flexibly:

R5 a) using young people's ideas as basis for plans

R5 b) considering unorthodox ways of solving problems

R5 c) facilitating young people's solutions even if they are not the ones you would have chosen.

Unit A.1 Establish relationships and maintain dialogue with young people

<p>Element A.1.2 <i>Enable young people to clarify their situation and express their aspirations</i></p>	
<p><i>This is about</i></p> <p>enabling young people to express their feelings, aspirations and concerns and consider what their development goals might be. It is about enabling them to articulate those goals and what support they will need from you. It is about enabling young people to order their priorities and identify how youth work activities could help them to achieve their aspirations.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) enable <i>young people</i> to express their values and aspirations b) respect young people's expression of their values and aspirations c) enable young people to identify the <i>factors</i> which affect their ability to achieve their aspirations d) enable young people to negotiate and prioritise <i>goals</i> which address their aspirations and concerns e) agree with groups of young people <i>goals</i> which address their priorities f) identify with young people clear and concise options for achieving their <i>goals</i> g) enable young people to prioritise the activities they wish to pursue, given organisational <i>constraints</i> h) identify with young people the type and amount of support they need. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 issues affecting young people and their communities 2 issues affecting young people and where to access help 3 organisational guidelines on child protection, health and safety and confidentiality 4 communication styles of the young people with whom you are working 5 active listening techniques 6 why it is important to enable young people to identify and set their own <i>goals</i> and targets and develop their own solutions 7 how to facilitate individuals and groups of young people using active listening techniques and other tools 8 basic group dynamics 9 <i>organisational constraints</i> on young people's aspirations and goals and on opportunities to develop youth work activities.

Unit A.1 Establish relationships and maintain dialogue with young people

Element A.1.2

Enable young people to clarify their situation and express their aspirations

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Young people:**

Working with young people BOTH as individuals and in groups.

R1 a) individuals

R1 b) in groups.

ii) **Factors:**

AT LEAST TWO factors from within own practice.

R2 a) personal advantages and disadvantages

R2 b) social advantages and disadvantages

R2 c) communities

R2 d) individuals.

iii) **Goals:**

AT LEAST TWO goals within own practice.

R3 a) individual

R3 b) group

R3 c) emotional

R3 d) spiritual

R3 e) cognitive

R3 f) physical

R3 g) knowledge

R3 h) skill.

iv) **Constraints:**

The impact of TWO constraints.

R4 a) resource availability

R4 b) organisational policy and aims

R4 c) group values and policy

R4 d) individual values and policy

R4 e) youth work purpose and values.

Unit A.1 Establish relationships and maintain dialogue with young people

<p>Element A.1.3 <i>Diagnose young people’s current position and identify opportunities for their development</i></p>	
<p><i>This is about</i></p> <p>identifying possible learning opportunities arising from young people’s ongoing activities (eg social or recreational) and through conversations with young people.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ol style="list-style-type: none"> a) identify the current activities of young people which could provide opportunities for their development b) accurately assess the extent to which you can plan your activities with young people in the areas where you work c) identify accurately and promptly when young people are signalling a readiness for development d) identify clearly from the behaviour of young people where they have <i>particular development needs</i> e) actively listen to young people’s reflections and demonstrate to them that you understand and respect their insights and inputs f) use a <i>range of approaches</i> to develop relationships with young people g) work with young people to develop workable ideas for taking advantage of <i>informal development opportunities</i> h) identify the <i>range of approaches</i> for addressing identified needs. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ol style="list-style-type: none"> 1 why it is important to use young people’s current activities as a starting point for developing learning opportunities 2 listening and facilitation skills 3 how to use a <i>range of approaches</i>, such as structured activities or chance and informal encounters to build relationships with young people 4 how to recognise and interpret signals of readiness for learning such as verbal expression; body language; clearly expressed and hinted at 5 how young people are motivated, and how to express your respect for their values 6 how to spot informal learning opportunities 7 the <i>resources</i> available to you and any constraints attached to them 8 communication and listening skills and how to give feedback sensitively 9 what resources are available and how they can be used creatively.

Unit A.1 Establish relationships and maintain dialogue with young people

Element A.1.3

Diagnose young people's current position and identify opportunities for their development

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Particular development needs:**

AT LEAST ONE development need in an individual situation and ONE in a group situation from own practice.

R1 a) individual

R1 b) group

R1 c) emotional

R1 d) spiritual

R1 e) cognitive

R1 f) physical

R1 g) knowledge

R1 h) skill.

ii) **Range of approaches:**

BOTH formal and informal approaches.

R2 a) formal activities

R2 b) informal conversations.

iii) **Informal development opportunities:**

AT LEAST ONE informal development opportunity in an individual situation and ONE in a group situation from own practice.

R3 a) on site

R3 b) off site

R3 c) individual

R3 d) in groups

R3 e) through youth work activities

R3 f) by contact with other agencies and groups.

iv) **Resources:**

TWO resources.

R4 a) people

R4 b) time

R4 c) funds

R4 d) equipment

R4 e) resources of other organisations.

[This page is intentionally blank]

Element evidence location summary sheet

A.1.1 Establish contact with young people and maintain relationships with them

Item of evidence	Ref	Related to performance criteria (tick as appropriate)															Range	Knowledge Evidence Link no.									
		a	b	c	d	e	f	g	h	i	j	k	l	m	n	o			p	q	r	s	t				
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element																											
Assessor signature																Date											
I have received the feedback on my assessor's judgements during the collection of this evidence																Date											
Candidate signature																Date											

[This page is intentionally blank]

Element evidence location summary sheet

A.1.2 Enable young people to clarify their situation and express their aspirations

Element number/title:.....	Candidate name																										
Item of evidence	Ref	Related to performance criteria (tick as appropriate)													Range	Knowledge Evidence Link no.											
		a	b	c	d	e	f	g	h	i	j	k	l	m			n	o	p	q	r	s	t				
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element																											
Assessor signature														Date													
I have received the feedback on my assessor's judgements during the collection of this evidence														Date													
Candidate signature														Date													

[This page is intentionally blank]

Element evidence location summary sheet

A.1.3 Diagnose young people's current position and identify opportunities for their development

Item of evidence	Ref	Related to performance criteria (tick as appropriate)													Range	Knowledge Evidence Link no.												
		a	b	c	d	e	f	g	h	i	j	k	l	m			n	o	p	q	r	s	t					
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element																												
Assessor signature														Date														
I have received the feedback on my assessor's judgements during the collection of this evidence														Date														
Candidate signature														Date														

[This page is intentionally blank]

Unit summary sheet

Unit A.1 Establish relationships and maintain dialogue with young people

Elements of competence

- A.1.1 Establish contact with young people and maintain relationships with them
- A.1.2 Enable young people to clarify their situation and express their aspirations
- A.1.3 Diagnose young people's current position and identify opportunities for their development

The most frequently used sources of evidence for this unit were – please tick boxes as appropriate

Direct Observation	Work products	Questioning	Third party/ Witness testimony	Simulation	Assignments/ Projects/ Case studies/ Reflective studies	APL/E/A

Competence has been demonstrated in all the elements of this unit using the required assessment procedures and any specified conditions/contexts. The evidence meets the requirements for authenticity, currency, reliability, sufficiency and validity.

	Name (BLOCK CAPITALS)	Signature	Date
Assessor			
Second line assessor			
Internal verifier			

I am satisfied with the way the assessment(s) was conducted and with its outcome(s).

	Name (BLOCK CAPITALS)	Signature	Date
Candidate			
Candidate C&G enrolment no			

Name of approved assessment centre		Centre no
------------------------------------	--	-----------

*It is only necessary to use a second line assessor for novice assessors who have not yet achieved D32/33 or A1 or A2.

NB D32 and qualified A2 assessors are able to use observation and questioning **only** as assessment.

[This page is intentionally blank]

Unit D.1 Work as an effective and reflective practitioner

About this unit

This unit is about understanding the effect your values, interests and priorities have on your practice. It is about taking time to reflect on and evaluate your practice, using feedback, supervision and developments made by others to improve your practice.

Who is the unit for?

This unit is for all youth workers.

Principles of practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

D.1.1 Reflect on and evaluate your own values, priorities, interests, abilities and performance

This is about reflecting on and evaluating your values, interests, priorities and effectiveness, understanding the effect they have on your practice, and addressing any values or attitudes that adversely influence your work.

D.1.2 Use reflection and feedback to manage and develop your own practice

This is about reflecting on and evaluating your own practice, seeking and using feedback and supervision, applying your learning to your own practice and systematically planning and implementing development to expand your competence.

Unit D.1 Work as an effective and reflective practitioner

<p>Element D.1.1 <i>Reflect on and evaluate your values, priorities, interests, abilities and performance</i></p>	
<p><i>This is about</i></p> <p>reflecting on and evaluating your performance values, interests, priorities and effectiveness, understanding the effect they have on your practice and addressing any values or attitudes that adversely influence your work.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ol style="list-style-type: none"> a) identify your understanding of your role, and relate it to the role required by your organisation b) identify your own values, interests and priorities, and those of your organisation c) identify your own strengths, weaknesses and limitations d) regularly <i>evaluate</i> the effect of your values, interests and strengths on your work with young people e) ensure that your behaviour is in line with organisational values and practice f) ensure that your behaviour encourages young people to develop positive attitudes and behaviour towards others and society g) demonstrate how you are using the core values of youth work to inform and develop your own practice. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ol style="list-style-type: none"> 1 your own personal beliefs and preferences, values, interests and priorities 2 changes in your interests, priorities and values and how they affect your work 3 <i>factors</i> affecting your health and social well-being 4 the relationship of strengths and limitations to different contexts and work with different people 5 the benefits to your work of becoming more reflective 6 how to evaluate the effect of your own values and practices, strengths and limitations on your work 7 tools to aid reflection, such as learning journals, and sources of support and development 8 organisational values and practice 9 values and behaviour which are positive towards others and society.

Unit D.1 Work as an effective and reflective practitioner

Element D.1.1

Reflect on and evaluate your values, priorities, interests, abilities and performance

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Evaluation:**

TWO of the areas listed and provide evidence of undertaking evaluation and the impact on your work with young people.

R1 a) self evaluation

R1 b) discussion with colleagues and friends

R1 c) educational experiences

R1 d) mentoring.

ii) **Factors:**

TWO of the factors listed and provide evidence of how self-evaluation on these two factors influences your work.

R2 a) life experiences

R2 b) socio-economic background and status

R2 c) cultural, political and ethnic background

R2 d) gender

R2 e) sexual orientation.

Unit D.1 Work as an effective and reflective practitioner

<p>Element D.1.2 <i>Use reflection and feedback to manage and develop your own practice</i></p>	
<p><i>This is about</i></p> <p>reflecting on and evaluating your own practice, seeking and using feedback and supervision, applying your learning to your own practice and systematically planning and implementing development to expand your competence.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) monitor the outcomes and processes of your own work b) seek feedback from others on your work c) regularly review the growth of your competence and experience within your role d) meet regularly with an <i>appropriate person</i> for discussions about your work e) identify the ways in which your own work can be improved f) identify areas of your work where development is appropriate and realistic g) develop a personal <i>learning/development plan</i> h) review the ways in which you work within the core values i) apply the results of reflection and development to your own practice j) regularly meet with an appropriate person to review the effectiveness of the development plan and agree next steps. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 why it is important for you to monitor and review your practice regularly 2 <i>advances in knowledge and practice</i> relevant to your own area of work 3 ways of monitoring and reviewing both tasks and process within youth work practice 4 techniques for giving and receiving feedback 5 why it is important to have regular meetings to discuss your work 6 how to identify and contact an appropriate person 7 how to use youth work standards to identify <i>development opportunities</i> and constraints 8 the range of development opportunities available in your field and area 9 how to identify development opportunities appropriate to your role, interests and learning style 10 how to access and use networks and support systems.

Unit D.1 Work as an effective and reflective practitioner

Element D.1.2

Use reflection and feedback to manage and develop your own practice

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **An appropriate person:**

Own practice of contacts with TWO of those listed and how the ability to work as an effective and reflective practitioner has developed.

- R1 a) a manager
- R1 b) more experienced practitioner
- R1 c) co-worker
- R1 d) youth work advisor
- R1 e) mentor
- R1 f) sponsor.

ii) **Learning/development plan:**

Working to a learning/development plan.

- R2 a) agreement which recognises the development responsibilities of the individual
- R2 b) agreement which recognises the development responsibilities of the organisation.

iii) **Advances in knowledge and practice:**

Making use of TWO of the areas listed in order to increase effectiveness and skills as a reflective practitioner.

- R3 a) technology
- R3 b) approaches to working
- R3 c) concepts
- R3 d) models and theories
- R3 e) strategies and policies
- R3 f) legislation.

iv) **Development opportunities:**

- R4 a) courses
- R4 b) placements
- R4 c) project responsibilities
- R4 d) coaching
- R4 e) mentoring
- R4 f) new responsibilities
- R4 g) change of role.

[This page is intentionally blank]

Element evidence location summary sheet

D.1.1 Reflect on and evaluate your own values, priorities, interests, abilities and performance

Item of evidence	Ref	Related to performance criteria (tick as appropriate)													Range	Knowledge Evidence Link no.												
		a	b	c	d	e	f	g	h	i	j	k	l	m			n	o	p	q	r	s	t					
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element																												
Assessor signature Date																												
I have received the feedback on my assessor's judgements during the collection of this evidence																												
Candidate signature Date																												

[This page is intentionally blank]

Element evidence location summary sheet

D.1.2 Use reflection and feedback to manage and develop your own

Item of evidence	Ref	Related to performance criteria (tick as appropriate)														Range	Knowledge Evidence Link no.							
		a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t			
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element																								
Assessor signature Date																								
I have received the feedback on my assessor's judgements during the collection of this evidence																								
Candidate signature Date																								

[This page is intentionally blank]

Unit summary sheet

Unit D.1 Work as an effective and reflective practitioner

Elements of competence

D.1.1 Reflect on and evaluate your own values, priorities, interests, abilities and performance

D.1.2 Use reflection and feedback to manage and develop your own practice

The most frequently used sources of evidence for this unit were – please tick boxes as appropriate

Direct Observation	Work products	Questioning	Third party/ Witness testimony	Simulation	Assignments/ Projects/ Case studies/ Reflective studies	APL/E/A

Competence has been demonstrated in all the elements of this unit using the required assessment procedures and any specified conditions/contexts. The evidence meets the requirements for authenticity, currency, reliability, sufficiency and validity.

	Name (BLOCK CAPITALS)	Signature	Date
Assessor			
Second line assessor			
Internal verifier			

I am satisfied with the way the assessment(s) was conducted and with its outcome(s).

	Name (BLOCK CAPITALS)	Signature	Date
Candidate			
Candidate C&G enrolment no			

Name of approved assessment centre		Centre no
------------------------------------	--	-----------

*It is only necessary to use a second line assessor for novice assessors who have not yet achieved D32/33 or A1 or A2.

NB D32 and qualified A2 assessors are able to use observation and questioning **only** as assessment.

[This page is intentionally blank]

Unit D.2 Work in ways that promote equality of opportunity, participation and responsibility

About this unit

This unit is about applying the core values of youth work in the way in which you work with young people and maintaining young people's right to choose their level of participation. It is also while taking a firm stand against discrimination and enabling young people to work towards taking charge and taking responsibility for their own learning and decisions.

Who is the unit for?

The youth work values are central to all work with young people. This unit is therefore for all youth workers.

Principles of practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

D.2.1 Promote equality of opportunity and voluntary participation

This is about upholding young people's right to choose to participate in youth work and ensuring that all young people have maximum opportunities to participate.

D.2.2 Challenge discrimination, prejudice and oppressive behaviour

This is about taking a firm stand against discrimination, prejudice and oppressive behaviour through your own practice, helping young people to do likewise and challenging them if their behaviour is unacceptable.

D.2.3 Enable young people to take responsibility for their own decisions

This is about promoting young people's sense of self-worth and self-esteem, maximising their involvement in decision making processes and assisting them to develop their ability to manage their own learning.

Unit D.2 Work in ways that promote equality of opportunity, participation and responsibility

<p>Element D.2.1 <i>Promote equality of opportunity and voluntary participation</i></p>	
<p><i>This is about</i></p> <p>upholding young people’s rights to choose to participate in youth work and ensuring that all young people have maximum opportunities to participate.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) encourage young people to participate and to take responsibility for their decision to engage b) identify and minimise <i>barriers to participation</i> c) behave consistently towards young people in ways which value <i>difference</i> and promote tolerance d) ensure that each individual has any <i>specific resource</i> they need in order to participate e) identify and provide opportunities for <i>shared experience</i> f) consistently encourage young people to identify and use their expertise, skills, knowledge and creative ideas g) seek out and create opportunities for young people to express their beliefs and identity and to value each other’s ideas and opinions. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 why it is central to the purpose of youth work that young people have the right to choose the level of their engagement in the process 2 causes of unequal or non-participation, and methods of resolving them 3 why it is important for you and young people to value <i>difference</i> and promote tolerance 4 factors which may exclude young people 5 organisational policies and procedures relating to health, safety and security, equal opportunities, discrimination 6 ways of extending young people’s experience 7 potential areas of <i>difference</i> between individuals and groups 8 how to establish an atmosphere of trust and mutual respect 9 facilitation skills.

Unit D.2 Work in ways that promote equality of opportunity, participation and responsibility

Element D.2.1

Promote equality of opportunity and voluntary participation

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Barriers to participation:**

Own practice of how TWO of the barriers to participation have been identified and minimised.

R1 a) physical

R1 b) social/cultural

R1 c) emotional/attitudinal.

ii) **Difference:**

Own practice of how difference was valued and tolerance promoted relating to TWO of the areas listed.

R2 a) difference of ethnicity

R2 b) culture

R2 c) religion

R2 d) class

R2 e) age

R2 f) language

R2 g) gender

R2 h) mental or physical ability

R2 i) political beliefs

R2 j) sexual orientation.

iii) **Shared experience:**

Having identified and provided AT LEAST TWO different types of shared experience for young people from those listed.

R3 a) other opinions

R3 b) other cultures

R3 c) other locations (residential, non-residential).

iv) **Specific resources:**

Providing on TWO occasions the specific resources needed for young people from those listed.

R4 a) languages

R4 b) physical and support for people with hearing and visual impairments

R4 c) support for people with learning needs

R4 d) support for people with other special requirements.

Unit D.2 Work in ways that promote equality of opportunity, participation and responsibility

<p>Element D.2.2 <i>Challenge discrimination, prejudice and oppressive behaviour</i></p>	
<p><i>This is about</i></p> <p>taking a firm stand against discrimination, prejudice and oppressive behaviour through your own practice, helping young people to do likewise and challenging them if their behaviour is unacceptable.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) communicate in a way which is free from offensive or discriminatory images, language and assumptions b) actively promote anti-discriminatory practice through your own behaviour with groups and individuals c) encourage young people to relate to each other in ways which are anti-discriminatory d) recognise oppressive or <i>discriminatory practices or incidents</i> e) deal with incidents in line with organisational procedures and values f) challenge young people and colleagues who behave in ways that are not in line with the values of youth work. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 what constitutes discrimination, both direct and indirect 2 your own values, beliefs and attitudes, and how they could impact on your work 3 why it is important to challenge discrimination and oppressive behaviour 4 causes of discrimination, oppressive behaviour and bullying 5 organisational policies and procedures about discrimination and oppression 6 how to challenge young people and colleagues whose behaviour is not within the values of youth work 7 how to support young people who wish to make a complaint about oppressive or discriminatory behaviour 8 procedures for recording and reporting such incidents.

Unit D.2 Work in ways that promote equality of opportunity, participation and responsibility

Element D.2.2

Challenge discrimination, prejudice and oppressive behaviour

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Discriminatory practices or incidents:**

Providing evidence from own practice of recognising and addressing TWO of the forms of discriminatory practice or incidents listed with young people or colleagues.

R1 a) victimisation

R1 b) bullying

R1 c) harassment

R1 d) direct or indirect discrimination.

Unit D.2 Work in ways that promote equality of opportunity, participation and responsibility

<p>Element D.2.3 <i>Enable young people to take responsibility for their own decisions</i></p>	
<p><i>This is about</i> encouraging young people to be involved in decision making processes and assisting them to develop the ability to manage their own learning.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) determine and review the level of support required by young people b) provide <i>opportunities</i> that encourage young people to assert themselves and promote their sense of self-worth and self-esteem c) involve young people in decision making processes d) assist young people in taking responsibility for youth work activities and projects e) identify and use facilitation styles which will assist the empowerment of young people f) work with young people to develop their leadership skills and experience g) encourage young people to evaluate their experience. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 types of support available for individuals and groups 2 roles of feedback in individual and group learning 3 types of opportunities which encourage self-worth and self-esteem 4 how to encourage young people to be assertive 5 why it is important to work in ways which encourage empowerment 6 why it is important for young people to take responsibility 7 how to facilitate the empowerment of young people using a range of approaches 8 stages of individual and group development toward self-management 9 types of leadership styles 10 why it is important to evaluate experience.

Unit D.2 Work in ways that promote equality of opportunity, participation and responsibility

Element D.2.3

Enable young people to take responsibility for their own decisions

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) Opportunities:

Providing TWO opportunities to encourage and assess young people to grow in assertiveness and self-esteem.

R1 a) conversation

R1 b) youth work activities

R1 c) provision and projects.

[This page is intentionally blank]

Element evidence location summary sheet

Element number/title:.....	D.2.1 Promote equality of opportunity and voluntary participation	Candidate name																								
Item of evidence	Ref	Related to performance criteria (tick as appropriate)													Range	Knowledge Evidence Link no.										
		a	b	c	d	e	f	g	h	i	j	k	l	m			n	o	p	q	r	s	t			
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element																										
Assessor signature																										
Date																										
I have received the feedback on my assessor's judgements during the collection of this evidence																										
Candidate signature																										
Date																										

[This page is intentionally blank]

Element evidence location summary sheet

Element number/title: D.2.2 Challenge discrimination, prejudice and oppressive behaviour Candidate name

Table with columns: Item of evidence, Ref, Related to performance criteria (a-t), Range, Knowledge Evidence Link no.

I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element

Assessor signature Date

I have received the feedback on my assessor's judgements during the collection of this evidence

Candidate signature Date

[This page is intentionally blank]

Element evidence location summary sheet

Element number/title: D.2.3 Enable young people to take responsibility for their own decisions Candidate name

Item of evidence	Ref	Related to performance criteria (tick as appropriate)													Range	Knowledge Evidence Link no.										
		a	b	c	d	e	f	g	h	i	j	k	l	m			n	o	p	q	r	s	t			

I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element

Assessor signature Date

I have received the feedback on my assessor's judgements during the collection of this evidence

Candidate signature Date

[This page is intentionally blank]

Unit summary sheet

Unit D.2 Work in ways that promote equality of opportunity, participation and responsibility

Elements of competence

- D.2.1 Promote equality of opportunity and voluntary participation
- D.2.2 Challenge discrimination, prejudice and oppressive behaviour
- D.2.3 Enable young people to take responsibility for their own decisions

The most frequently used sources of evidence for this unit were – please tick boxes as appropriate

Direct Observation	Work products	Questioning	Third party/ Witness testimony	Simulation	Assignments/ Projects/ Case studies/ Reflective studies	APL/E/A

Competence has been demonstrated in all the elements of this unit using the required assessment procedures and any specified conditions/contexts. The evidence meets the requirements for authenticity, currency, reliability, sufficiency and validity.

	Name (BLOCK CAPITALS)	Signature	Date
Assessor			
Second line assessor			
Internal verifier			

I am satisfied with the way the assessment(s) was conducted and with its outcome(s).

	Name (BLOCK CAPITALS)	Signature	Date
Candidate			
Candidate C&G enrolment no			

Name of approved assessment centre		Centre no
------------------------------------	--	-----------

*It is only necessary to use a second line assessor for novice assessors who have not yet achieved D32/33 or A1 or A2.

NB D32 and qualified A2 assessors are able to use observation and questioning **only** as assessment.

[This page is intentionally blank]

Unit D.4 Work with young people to safeguard their welfare

About this unit

This unit is about understanding and evaluating hazards and risks, and carrying out your work safely and in accordance with organisational procedures. It is about enabling young people to assess risks, helping them to develop their confidence to manage them and offering appropriate support to individuals when they are in crisis.

Who is the unit for?

This unit is for all youth workers.

Principles of practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

D.4.1 Promote a safe working environment for youth work

This is about understanding and evaluating hazards and risks, both to physical and emotional safety. It is about carrying out your work safely and in accordance with organisational procedures about acceptable levels of risk when working with young people.

D.4.2 Work with young people to assess and manage risk

This is about enabling young people to assess the risks that face them both inside and outside the youth work setting. It is about helping them to develop their confidence to manage these risks, and making them aware of sources of help and support.

D.4.3 Assist individuals to take action when they are distressed

This is about offering appropriate support to individuals when they are in immediate crisis and helping them to set up ongoing support to deal with the issue.

Unit D.4 Work with young people to safeguard their welfare

<p>Element D.4.1 <i>Promote a safe working environment for youth work</i></p>	
<p><i>This is about</i></p> <p>understanding and evaluating hazards and risks, both to physical and emotional safety. It is about carrying out your work safely and in accordance with organisational policy and procedures and about acceptable levels of risk when working with young people</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) identify which <i>organisational policies and procedures</i> are relevant to your role b) work in accordance with legal requirements and organisational policies and procedures c) ensure that your personal conduct promotes the <i>safety</i> of yourself and other people d) identify those working practices in any part of your role which could harm yourself or other people e) deal with hazards and practices with low risks in accordance with organisational policies and legal requirements f) report those hazards and practices that present a high <i>risk</i>, and suggestions for reducing risk, to the <i>responsible people</i> in your organisation. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 organisational policies and procedures on health and safety and child protection 2 the specific workplace policies covering your job role 3 safe working practices for your own job role 4 the importance of personal conduct in maintaining the safety of yourself and others 5 your scope and responsibility for identifying and rectifying risks 6 organisational procedures for handling risks which you are unable to deal with.

Unit D.4 Work with young people to safeguard their welfare

Element D.4.1

Promote a safe working environment for youth work

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

- i) **Organisational policies and procedures:**
Identifying and evaluating risks in TWO of the areas listed.
R1 a) health and safety
R1 b) child protection.
- ii) **Safety:**
Own practice or simulation of reporting or referring high risk hazards and practices to the responsible person for health and safety and child protection.
R2 a) physical safety
R2 b) emotional safety.
- iii) **Risks (resulting from):**
R3 a) unsafe behaviour
R3 b) environmental factors
R3 c) working practices which do not conform to laid down policies
R3 d) the use and maintenance of machinery or equipment.
- iv) **Responsible people:**
R4 a) those responsible for health and safety
R4 b) those responsible for child protection.

Unit D.4 Work with young people to safeguard their welfare

<p>Element D.4.2 <i>Work with young people to assess and manage risk</i></p>	
<p><i>This is about</i></p> <p>enabling young people to assess the risks that face them both inside and outside the youth work setting. It is about helping them to develop their confidence to manage these risks, and making them aware of sources of help and support.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) ensure that young people know the <i>organisation's procedures for safeguarding their welfare</i> b) work with young people to identify the <i>hazards</i> in youth work environments, and their associated <i>risk</i> c) agree with young people clear and concise <i>safety</i> ground rules for youth work d) actively encourage young people to be responsible for their own safety and that of others e) ensure that agreed ground rules and practice are within organisational procedures for <i>safety</i> f) work with young people to identify all potentially risky situations outside the youth work setting g) assist young people to develop safe practices which are in keeping with their abilities and with the relevant safety procedures h) work with young people to identify sources of support and actions they can take to deal with the risks they have identified. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 why self-worth and self-esteem are important to young people as they manage the <i>risk</i> in their lives 2 why young people should be encouraged to take responsibility for their own safety 3 how to negotiate and agree safety ground rules for youth work with young people and encourage young people to develop ground rules for themselves 4 common types of <i>hazards</i> inside the youth work environment, and their associated <i>risk</i> to young people 5 common types of <i>hazards</i> and associated <i>risk</i> outside the youth work environment 6 sources of advice and guidance on <i>risks</i> to young people and how to deal with them 7 organisational policies and procedures on health and safety and child protection.

Unit D.4 Work with young people to safeguard their welfare

Element D.4.2

Work with young people to assess and manage risk

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Organisation's procedure for safeguarding their welfare:**

- R1 a) health and safety
- R1 b) child protection procedures.

ii) **Hazards:**

- R2 a) something with the potential to cause harm such as in activities
- R2 b) unhealthy and unsafe aspects of the environment
- R2 c) equipment and materials, unhealthy and unsafe practices
- R2 d) young people's or adults' behaviour.

iii) **Risks:**

- R3 a) the likelihood of the hazard's potential being realised
- R3 b) affecting eg physical health and safety
- R3 c) emotional welfare.

iv) **Safety:**

- R4 a) physical safety
- R4 b) emotional safety.

Unit D.4 Work with young people to safeguard their welfare

<p>Element D.4.3 <i>Assist individuals to take action when they are distressed</i></p>	
<p><i>This is about</i></p> <p>offering appropriate support to individuals when they are in immediate crisis and helping them to set up ongoing support to deal with the issue.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) recognise signs of young people’s willingness or need to speak to you b) create a relationship of openness and trust through the use of effective listening techniques c) encourage the young person to explain their distress without pressurising them to discuss or disclose more than they want, need or are able to d) respond sensitively to the young person’s need for comfort, within organisational procedures e) respect the young person’s need for confidentiality within the organisation’s procedures about disclosure f) identify sources of <i>immediate support</i> g) help the young person to identify options and decide on a course of immediate action h) agree <i>process for supporting and monitoring progress</i> with the young person, in line with organisational and legal procedures i) record and report your action appropriately. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 why it is important to listen and respond to young people’s distress 2 signs which indicate an individual’s willingness or need to speak with you 3 listening techniques such as summarising, paraphrasing, checking out etc 4 organisational procedures about confidentiality and reportable disclosures 5 organisational procedures on appropriate behaviour when supporting people in distress, with particular reference to the protection of young people from abuse 6 sources of support/contact for particular (specialist) situations 7 organisational procedures for dealing with reportable disclosures.

Unit D.4 Work with young people to safeguard their welfare**Element D.4.3**

Assist individuals to take action when they are distressed

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of**i) Individual crises (related to):**

Own practice or simulation of being able to identify and respond to TWO of the crises listed.

R1 a) relationships

R1 b) health

R1 c) finances

R1 d) legal or illegal activities.

ii) Immediate support:

Own practice or simulation of being able to identify TWO sources of immediate support for young people in crisis.

R2 a) support from family and friends

R2 b) sources of specialist information

R2 c) statutory and voluntary agencies.

iii) Process for supporting and monitoring progress:

Own practice or simulation of TWO forms of supporting and monitoring progress for young people in crisis from those listed.

R3 a) formal or informal

R3 b) internal to your work setting

R3 c) handing over responsibility to specialist agency.

[This page is intentionally blank]

Element evidence location summary sheet

Element number/title: D.4.1 Promote a safe working environment for youth work Candidate name

Item of evidence	Ref	Related to performance criteria (tick as appropriate)													Range	Knowledge Evidence Link no.													
		a	b	c	d	e	f	g	h	i	j	k	l	m			n	o	p	q	r	s	t						

I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element

Assessor signature Date

I have received the feedback on my assessor's judgements during the collection of this evidence

Candidate signature Date

[This page is intentionally blank]

Element evidence location summary sheet

Element number/title:..... D.4.2 Work with young people to assess and manage risk

..... Candidate name

Item of evidence	Ref	Related to performance criteria (tick as appropriate)													Range	Knowledge Evidence Link no.													
		a	b	c	d	e	f	g	h	i	j	k	l	m			n	o	p	q	r	s	t						
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element																													
Assessor signature		Date																											
I have received the feedback on my assessor's judgements during the collection of this evidence																													
Candidate signature		Date																											

[This page is intentionally blank]

Element evidence location summary sheet

Element number/title: D.4.3 Assist individuals to take action when they are distressed Candidate name

Item of evidence	Ref	Related to performance criteria (tick as appropriate)													Range	Knowledge Evidence Link no.											
		a	b	c	d	e	f	g	h	i	j	k	l	m			n	o	p	q	r	s	t				

I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element

Assessor signature Date

I have received the feedback on my assessor's judgements during the collection of this evidence

Candidate signature Date

[This page is intentionally blank]

Unit summary sheet

Unit D.4 Work with young people to safeguard their welfare

Elements of competence

- D.4.1 Promote a safe working environment for youth work
- D.4.2 Work with young people to assess and manage risk
- D.4.3 Assist individuals to take action when they are distressed

The most frequently used sources of evidence for this unit were – please tick boxes as appropriate

Direct Observation	Work products	Questioning	Third party/ Witness testimony	Simulation	Assignments/ Projects/ Case studies/ Reflective studies	APL/E/A

Competence has been demonstrated in all the elements of this unit using the required assessment procedures and any specified conditions/contexts. The evidence meets the requirements for authenticity, currency, reliability, sufficiency and validity.

	Name (BLOCK CAPITALS)	Signature	Date
Assessor			
Second line assessor			
Internal verifier			

I am satisfied with the way the assessment(s) was conducted and with its outcome(s).

	Name (BLOCK CAPITALS)	Signature	Date
Candidate			
Candidate C&G enrolment no			

Name of approved assessment centre		Centre no
------------------------------------	--	-----------

*It is only necessary to use a second line assessor for novice assessors who have not yet achieved D32/33 or A1 or A2.

NB D32 and qualified A2 assessors are able to use observation and questioning **only** as assessment.

[This page is intentionally blank]

Unit A.2 Enable young people to access and use information and make decisions

About this unit

This unit is about helping young people to identify their information needs, assisting them to gather the information they need, and supporting them as they make decisions based on the information they have collected.

Who is the unit for?

It is for workers who have a responsibility for providing information and advisory services for young people.

Principles of practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

A.2.1 Identify, collect, analyse, store and make information available

This is about working with young people to identify the kinds of information they require, assisting young people to attain it, storing it appropriately and making it available to young people.

A.2.2 Enable young people to acquire and use information, make sense of situations, generate options and make decisions

This is about assisting young people to identify their information needs in specific situations, gather the information they need, and organise it in ways that make sense to them. It is about supporting them as they generate options and make decisions based on the information they have collected.

Unit A.2 Enable young people to access and use information and make decisions

<p>Element A.2.1 <i>Identify, collect, analyse, store and make information available</i></p>	
<p><i>This is about</i></p> <p>working with young people to identify the kinds of information they require, assisting young people to obtain it, storing it appropriately and making it available to young people.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) work with young people to identify accurately the types of information needed to address their information needs b) work with young people to collect and store the necessary information c) identify with young people ways of storing and accessing information in <i>media</i> which suit their needs d) ensure that young people have the knowledge they need to access other sources of information e) collect information which broadens the scope of <i>options</i> considered by young people f) encourage and influence <i>information providers</i> to produce information which is relevant and attractive to young people g) make efforts to ensure that information collected is easily <i>accessible</i> to young people h) monitor the currency of information and make efforts to maintain its accuracy i) hold and store information in line with organisational policies and legislation j) provide <i>opportunities</i> to disseminate information. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 why it is important to have a wide variety of information available for young people's use 2 issues affecting young people 3 sources of information relevant to young people 4 a range of <i>media</i> for storing and displaying information 5 storage, retrieval and display systems appropriate for young people 6 ways of disseminating information, or of making it available to young people 7 information presentation methods which are appropriate and interesting to young people 8 factors affecting <i>accessibility</i> of information 9 systems for ensuring that information is kept up to date 10 organisational policies and legislation relevant to the storage of information, photocopying and copyright.

Unit A.2 Enable young people to access and use information and make decisions

Element A.2.1

Identify, collect, analyse, store and make information available

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Media:**

TWO types of media from those listed.

R1 a) written information

R1 b) spoken information

R1 c) telephone information services

R1 d) displays and notices

R1 e) computer based information (if possible).

ii) **Options:**

TWO providers.

R2 a) options for action

R2 b) for personal development

R2 c) social development.

iii) **Information providers:**

R3 a) statutory and voluntary bodies

R3 b) benefits and allowances services

R3 c) libraries

R3 d) leisure facilities

R3 e) legal services.

iv) **Accessible:**

Meeting TWO needs across MORE THAN ONE environment.

R4 a) formats adapted to meet particular needs (languages, access for people with visual and hearing impairments, and people with other special requirements)

R4 b) make information available in detached work

R4 c) formal and informal environments.

v) **Opportunities:**

R5 a) formal

R5 b) informal.

Unit A.2 Enable young people to access and use information and make decisions

<p>Element A.2.2 <i>Enable young people to acquire and use information, to make sense of situations, generate options and make decisions</i></p>	
<p><i>This is about</i></p> <p>assisting young people to identify their information needs in specific situations, gather the information they need, and organise it in ways that make sense to them. It is about supporting them as they generate options and make decisions based on the information they have collected.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) ensure that young people are able to identify the information they require b) enable young people to retrieve information from a variety of <i>sources</i> helping them address any learning needs they uncover c) refer young people to additional relevant <i>information sources</i> where they need them d) <i>check</i> that young people <i>understand</i> the information provided e) enable young people to organise information to generate options, make decisions and plan action f) actively support young people as they generate options and make decisions based on the information gathered. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 why it is important for young people to be able to access information for themselves 2 rights to information 3 how to assist young people to learn information retrieval techniques 4 other <i>sources of information</i>, and/or methods of accessing further information 5 how to assist young people to acquire communication skills 6 techniques for using information for effective option generation, decision-making or action planning 7 the kinds of support young people may need as they make decisions and plan action.

Unit A.2 Enable young people to access and use information and make decisions

Element A.2.2

Enable young people to acquire and use information, to make sense of situations, generate options and make decisions

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Sources:**

TWO sources.

- R1 a) written information
- R1 b) spoken information
- R1 c) telephone information services
- R1 d) displays
- R1 e) computer based information
- R1 f) libraries.

ii) **Information sources:**

ONE source other than those listed in i) above.

- R2 a) other agencies
- R2 b) sources of specialist information.

iii) **Check for understanding:**

Using TWO methods of checking for understanding.

- R3 a) questionnaires
- R3 b) written reports
- R3 c) discussions
- R3 d) feedback from young people.

[This page is intentionally blank]

Element evidence location summary sheet

Element number/title: A.2.1 Identify, collect, analyse, store and make information available Candidate name

Item of evidence	Ref	Related to performance criteria (tick as appropriate)													Range	Knowledge Evidence Link no.												
		a	b	c	d	e	f	g	h	i	j	k	l	m			n	o	p	q	r	s	t					

I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element

Assessor signature Date

I have received the feedback on my assessor's judgements during the collection of this evidence

Candidate signature Date

[This page is intentionally blank]

Element evidence location summary sheet

A.2.2 Enable young people to acquire and use information, make sense of situations generate options and make decisions

Item of evidence	Ref	Related to performance criteria (tick as appropriate)													Range	Knowledge Evidence Link no.											
		a	b	c	d	e	f	g	h	i	j	k	l	m			n	o	p	q	r	s	t				
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element																											
Assessor signature																											
Date																											
I have received the feedback on my assessor's judgements during the collection of this evidence																											
Candidate signature																											
Date																											

[This page is intentionally blank]

Unit summary sheet

Unit A.2 Enable young people to access and use information and make decisions

Elements of competence

A.2.1 Identify, collect, analyse, store and make information available

A.2.2 Enable young people to acquire and use information, make sense of situations, generate options and make decisions

The most frequently used sources of evidence for this unit were – please tick boxes as appropriate

Direct Observation	Work products	Questioning	Third party/ Witness testimony	Simulation	Assignments/ Projects/ Case studies/ Reflective studies	APL/E/A

Competence has been demonstrated in all the elements of this unit using the required assessment procedures and any specified conditions/contexts. The evidence meets the requirements for authenticity, currency, reliability, sufficiency and validity.

	Name (BLOCK CAPITALS)	Signature	Date
Assessor			
Second line assessor			
Internal verifier			

I am satisfied with the way the assessment(s) was conducted and with its outcome(s).

	Name (BLOCK CAPITALS)	Signature	Date
Candidate			
Candidate C&G enrolment no			

Name of approved assessment centre		Centre no
------------------------------------	--	-----------

*It is only necessary to use a second line assessor for novice assessors who have not yet achieved D32/33 or A1 or A2.

NB D32 and qualified A2 assessors are able to use observation and questioning **only** as assessment.

[This page is intentionally blank]

Unit A.3 Enable young people to be active citizens

About this unit

This unit is about working with young people to enable them to investigate and understand the issues within their communities and their role within their community. It is about helping them to identify their power for action and enabling them to present their ideas and views to others.

Who is the unit for?

It is for youth workers with a community focus to their work.

Principles of practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

A.3.1 Assist young people to understand their communities and their own role within them

This is about assisting young people to understand the communities and other circumstances in which they live, to evaluate them and to assess their potential for influence within them.

A.3.2 Enable young people to communicate their views and interests to others, and to negotiate and influence people and situations

This is about enabling young people to present cases for their position and views, proposals and needs to others. It is about working with young people as they develop and present their case, and assisting them to decide on action depending on the outcome.

Unit A.3 Enable young people to be active citizens

<p>Element A.3.1 <i>Assist young people to understand their communities and their own role within them</i></p>	
<p><i>This is about</i></p> <p>assisting young people to understand the communities in which they live, to recognise their roles, rights and responsibilities, and assess their potential for influence within them.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) enable young people to identify clearly the various <i>communities</i> within which they live b) work with young people to identify local issues of importance to them c) create opportunities for young people to explore <i>wider issues</i> affecting them and their <i>communities</i> d) assist young people to recognise their roles, rights and responsibilities as individuals and in their <i>communities</i> e) assist young people to identify and appreciate differing views of <i>groups and individuals</i> within their <i>communities</i> f) enable young people to understand <i>decision-making processes</i> within their <i>communities</i> g) enable young people to identify potential <i>points of influence</i> within the <i>community</i> h) assist young people to identify and develop their influencing skills i) enable young people to understand the effect of their actions on other groups and individuals within the <i>community</i>. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 different types of <i>communities</i> 2 internal and <i>wider issues</i> affecting young people in their communities 3 roles, rights and responsibilities of <i>individuals and groups</i> in relation to <i>communities</i> and society 4 legal requirements, equal opportunities and anti-discriminatory practice 5 the way in which special interest groups such as young people interact with other special interest groups within the <i>community</i> 6 <i>decision-making processes</i> in various <i>communities</i> 7 why it is important to build young people's confidence in their ability to influence the situations in which they operate 8 how to assist young people to develop and use a range of influencing skills 9 assertiveness and confidence building techniques.

Unit A.3 Enable young people to be active citizens

Element A.3.1

Assist young people to understand their communities and their own role within them

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) Communities:

Instances where your work impacts on TWO of the communities listed.

- R1 a) social
- R1 b) employment
- R1 c) educational
- R1 d) ethnic
- R1 e) religious.

ii) Wider issues:

How in TWO instances your own practice has taken account of AT LEAST TWO of the areas listed.

- R2 a) issues related to youth work and other issues
- R2 b) local issues
- R2 c) national issues.

iii) Groups and individuals (related to):

- R3 a) culture
- R3 b) religion
- R3 c) interest
- R3 d) formal and informal groups
- R3 e) community groups based on locality or common interest
- R3 f) new or well established groups
- R3 g) groups experiencing disadvantage, discrimination or oppression.

iv) Decision-making processes:

- R4 a) formal
- R4 b) informal
- R4 c) local based
- R4 d) wider based.

v) Points of influence:

- R5 a) formal
- R5 b) informal
- R5 c) with individuals
- R5 d) with groups.

Unit A.3 Enable young people to be active citizens

<p>Element A.3.2 <i>Enable young people to communicate their views and interest and to negotiate and influence people and situations</i></p>	
<p><i>This is about</i></p> <p>enabling young people to present cases for their position and views, proposals and needs to others. It is about working with young people as they develop and present their position and views, and assisting them to decide on action depending on the outcome.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) work with young people to identify and confirm the position and views that they wish to present, and the people they want to <i>present</i> to b) work with young people to develop a clear articulation of their position and views c) agree with young people what support they will need when <i>presenting</i> their position and views d) work with young people to ensure that <i>presentations</i> are realistic and meet requirements set by <i>others</i> e) enable young people to explain, ask and answer questions and negotiate their position and view f) agree processes and success criteria and monitor progress with young people g) work with young people to review and act on outcomes of their <i>presentation</i>. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 why it is important to encourage young people to develop and present their views and needs themselves 2 a range of methods for developing a <i>presentation</i> or business case 3 a range of sources of <i>information</i> which could be used when developing presentations or business cases 4 what kinds of skills young people may be able to contribute in preparing <i>presentations</i> or business cases 5 the aims, objectives and values of the young people and those of the decision makers 6 how to enable young people to make effective <i>presentations</i> 7 how to work with young people to build their negotiation skills 8 how to review the outcomes of <i>presentations</i>.

Unit A.3 Enable young people to be active citizens

Element A.3.2 *Enable young people to communicate their views and interest and to negotiate and influence people and situations*

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of**i) Others:**

TWO instances of own practice of involvement with others, one internal and one external to your organisation.

R1 a) decision makers

R1 b) people inside their own organisation

R1 c) people outside their own organisation

R1 d) formal groups

R1 e) informal groups.

ii) Presentation:

TWO different presentations prepared and delivered with young people.

R2 a) for individuals

R2 b) for groups

R2 c) formal

R2 d) informal

R2 e) written

R2 f) verbal.

iii) Information:

Having gained the information listed and having applied the knowledge on AT LEAST ONE occasion.

R3 a) grant application guidelines

R3 b) needs analysis

R3 c) own objectives

R3 d) organisational objectives.

[This page is intentionally blank]

Element evidence location summary sheet

A.3.1 Assist young people to understand their communities and their own role within them

Element number/title:.....	Candidate name	Knowledge Evidence Link no.	Range	Related to performance criteria (tick as appropriate)																			
				a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element																							
Assessor signature		Date																					
I have received the feedback on my assessor's judgements during the collection of this evidence																							
Candidate signature		Date																					

[This page is intentionally blank]

Element evidence location summary sheet

A.3.2 Enable young people to communicate their views and interests to others, and to negotiate and influence people and situations.

Element number/title:..... Candidate name

Item of evidence	Ref	Related to performance criteria (tick as appropriate)													Range	Knowledge Evidence Link no.												
		a	b	c	d	e	f	g	h	i	j	k	l	m			n	o	p	q	r	s	t					

I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element

Assessor signature Date

I have received the feedback on my assessor's judgements during the collection of this evidence

Candidate signature Date

[This page is intentionally blank]

Unit summary sheet

Unit A.3 Enable young people to be active citizens

Elements of competence

- A.3.1 Assist young people to understand their communities and their own role within them
- A.3.2 Enable young people to communicate their views and interests to others, and to negotiate and influence people and situations.

The most frequently used sources of evidence for this unit were – please tick boxes as appropriate

Direct Observation	Work products	Questioning	Third party/ Witness testimony	Simulation	Assignments/ Projects/ Case studies/ Reflective studies	APL/E/A

Competence has been demonstrated in all the elements of this unit using the required assessment procedures and any specified conditions/contexts. The evidence meets the requirements for authenticity, currency, reliability, sufficiency and validity.

	Name (BLOCK CAPITALS)	Signature	Date
Assessor			
Second line assessor			
Internal verifier			

I am satisfied with the way the assessment(s) was conducted and with its outcome(s).

	Name (BLOCK CAPITALS)	Signature	Date
Candidate			
Candidate C&G enrolment no			

Name of approved assessment centre		Centre no
------------------------------------	--	-----------

*It is only necessary to use a second line assessor for novice assessors who have not yet achieved D32/33 or A1 or A2.

NB D32 and qualified A2 assessors are able to use observation and questioning **only** as assessment.

[This page is intentionally blank]

Unit A.4 Support young people in tackling problems and taking action

About this unit

This unit is about enabling groups of young people to take responsibility for detailed planning, negotiation and prioritising their actions. It is about enabling young people to turn their plans into action, working with them to monitor progress and modify plans as required, and finally, to identify what they have learned, and consider their next steps.

Who is the unit for?

It is for youth workers who help young people to plan and take action within their community.

Principles of practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

A.4.1 Enable young people to tackle problems and plan action to achieve their goals and aspirations

This is about helping groups of young people identify their goals for action and decide from a number of options for action what best meets their needs. This involves enabling them to take responsibility for detailed planning, negotiation and prioritising their actions.

A.4.2 Enable young people to take action based on their intentions and plans

This is about enabling young people to turn their plans into action, and working with young people to monitor progress and modify plans as required. It is about ensuring that actions stay within agreed boundaries and monitoring the effect of actions on others.

A.4.3 Enable young people to reflect on and learn from their actions

This is about working with young people to help them identify what they have learned and why they were successful in learning. It also involves enabling them to identify how they could use their learning in other areas of their life, and consider what their next steps might be.

Unit A.4 Support young people in tackling problems and taking action

<p>Element A.4.1 <i>Enable young people to tackle problems and plan action to achieve their goals and aspirations</i></p>	
<p><i>This is about</i></p> <p>helping groups of young people identify their goals for action and decide from a number of options for action what best meets their needs. This involves enabling them to take responsibility for detailed planning, negotiation and prioritising their actions.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ol style="list-style-type: none"> a) work with young people to identify and agree their <i>goals</i> for action b) encourage young people to identify a range of practical options for achieving their <i>goals</i> c) enable young people to consult other <i>interested parties</i> to decide which are the most feasible options for meeting their <i>goals</i> d) assist young people to establish the merits of each identified option e) where possible, ensure young people define how they will measure the success of their chosen options for action f) agree plans for achieving young people's chosen options which are realistic within the <i>constraints</i> that apply g) ensure young people have or can develop the <i>skills</i> they will need in order to implement their plan h) encourage young people to identify <i>opportunities</i> to develop the <i>skills</i> needed to implement their plan i) ensure that young people address, where they can, their individual and collective aspirations and development needs in the plan. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ol style="list-style-type: none"> 1 why it is important to encourage young people to evaluate options 2 sources of information and advice which young people can use to aid evaluation of options 3 techniques for evaluating options 4 techniques for measuring success 5 how to set realistic objectives and measure their achievement 6 how to use problem solving techniques to plan activities 7 how to develop and present plans 8 organisational guidelines and procedures which apply to the proposed solutions and planning process 9 sources of training/coaching in skills needed by young people to implement their plans 10 legal and statutory frameworks, requirements of funding organisations 11 the law relating to the rights of young people, particularly child protection legislation, health and safety regulations.

Unit A.4 Support young people in tackling problems and taking action

Element A.4.1

Enable young people to tackle problems and plan action to achieve their goals and aspirations

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Goals:**

Having worked with young people on goals relating to TWO of those listed.

R1 a) individual

R1 b) group

R1 c) emotional

R1 d) spiritual

R1 e) cognitive

R1 f) physical

R1 g) knowledge and skill.

ii) **Interested parties:**

TWO instances of enabling young people to consult interested parties.

R2 a) young people

R2 b) resource providers

R2 c) carers.

iii) **Skills:**

Having assisted young people in TWO situations to gain skills as listed.

R3 a) technical skills

R3 b) administration

R3 c) interpersonal skills.

iv) **Opportunities:**

TWO instances where own practice encouraged young people in identifying opportunities as listed.

R4 a) formal

R4 b) informal

R4 c) training

R4 d) coaching

R4 e) opportunities to practise.

v) **Constraints:**

Working with young people through AT LEAST TWO of the constraints listed.

R5 a) resource availability

R5 b) organisational policy

R5 c) group values and policy.

Unit A.4 Support young people in tackling problems and taking action

<p>Element A.4.2 <i>Enable young people to take action based on their plans</i></p>	
<p><i>This is about</i></p> <p>enabling young people to turn their plans into action, and working with young people to monitor progress and modify plans as required. It is about ensuring that actions stay within agreed boundaries and monitoring the effect of actions on others.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) ensure that young people develop plans which are <i>realistic and rigorous</i> b) assist young people to identify and agree individual and collective responsibilities for implementing their plans c) ensure that young people consider and agree the effects of their planned actions on other groups and individuals d) agree with young people clear <i>boundaries</i> for the action plan e) work with young people to give them maximum freedom of action within agreed <i>boundaries</i> of their plan f) ensure that young people monitor the progress of their plan during implementation g) ensure that young people <i>communicate effectively</i> with groups and individuals affected by their action h) support young people to identify needed changes to their plans and implement them i) offer information, advice and feedback which will further the progress of young people's actions. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 why it is important for action to have realistic goals and be properly planned 2 a range of tools and techniques to enable detailed planning 3 why it is important to involve affected groups and individuals in the planning 4 needs, rights and values of other groups 5 a range of monitoring and evaluation techniques which can be used by young people 6 a range of communication strategies and techniques which young people can use 7 organisational constitution and policies, legislation and health and safety requirements.

Unit A.4 Support young people in tackling problems and taking action

Element A.4.2

Enable young people to take action based on their plans

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Realistic and rigorous:**

- R1 a) clear objectives
- R1 b) timescales
- R1 c) resources
- R1 d) roles
- R1 e) responsibilities.

ii) **Boundaries:**

TWO situations where one or more of the areas listed impacted on work with young people.

- R2 a) legal guidelines
- R2 b) organisational policies and guidelines
- R2 c) youth work values
- R2 d) boundaries agreed with groups affected by their actions.

iii) **Communicate effectively:**

- R3 a) regularly
- R3 b) sensitively
- R3 c) in ways which maintain mutual respect.

Unit A.4 Support young people in tackling problems and taking action

<p>Element A.4.3 <i>Enable young people to reflect on and learn from their actions</i></p>	
<p><i>This is about</i></p> <p>working with young people to help them identify what they have learned and why they were successful in learning. It also involves enabling them to identify how they could use their learning in other areas of their life, and consider what their next steps might be.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) create environments and <i>times</i> when young people can reflect on their experiences b) consistently encourage young people to <i>review</i> their experience of implementing their plan and taking action c) enable young people to identify and develop skills in reflecting on and learning from their own experience d) enable young people to measure their action against the agreed action plan and <i>review</i> the effects of their action on others e) help young people to identify <i>achievements</i> and deal with perceived failures f) explain and promote the benefits of ongoing learning g) enable young people to identify how they can use their learning in other aspects of their lives h) enable young people to develop clear and achievable aims and goals for future action based on their learning. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 why it is important to encourage young people to reflect on their own experiences and draw their own learning from them 2 how to create an environment where it is safe to talk openly and honestly about experiences, learning and aspirations 3 a range of facilitation, communication and listening skills 4 a range of reviewing techniques which young people can use 5 how to <i>review achievements</i> against plans 6 how to enable young people to link their learning from action to other parts of their lives 7 how to develop further goals based on learning.

Unit A.4 Support young people in tackling problems and taking action

Element A.4.3

Enable young people to reflect on and learn from their actions

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Times for review and reflection:**

TWO instances of practice to demonstrate the range.

R1 a) during implementation of their plan

R1 b) after implementation.

ii) **Review:**

TWO instances of practice to demonstrate the range.

R2 a) through individual reflection

R2 b) through group discussions and activities.

iii) **Achievements:**

TWO instances of practice to demonstrate the range.

R3 a) ability of group to take action

R3 b) learning and development of group members

R3 c) progress against aims and objectives.

[This page is intentionally blank]

Element evidence location summary sheet

A.4.1 Enable young people to tackle problems and plan action to achieve their goals and aspirations

Item of evidence	Ref	Related to performance criteria (tick as appropriate)													Range	Knowledge Evidence Link no.												
		a	b	c	d	e	f	g	h	i	j	k	l	m			n	o	p	q	r	s	t					
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element																												
Assessor signature														Date														
I have received the feedback on my assessor's judgements during the collection of this evidence														Date														
Candidate signature														Date														

[This page is intentionally blank]

Element evidence location summary sheet

A.4.2 Enable young people to take action based on their intentions and plans

Element number/title:.....	Candidate name														Knowledge Evidence Link no.														
Item of evidence	Ref	Related to performance criteria (tick as appropriate)													Range														
		a	b	c	d	e	f	g	h	i	j	k	l	m			n	o	p	q	r	s	t						
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element																													
Assessor signature																										Date			
I have received the feedback on my assessor's judgements during the collection of this evidence																													
Candidate signature																										Date			

[This page is intentionally blank]

Element evidence location summary sheet

Element number/title: A.4.3 Enable young people to reflect on and learn from their actions Candidate name

Item of evidence	Ref	Related to performance criteria (tick as appropriate)													Range	Knowledge Evidence Link no.												
		a	b	c	d	e	f	g	h	i	j	k	l	m			n	o	p	q	r	s	t					
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element																												
Assessor signature														Date														
I have received the feedback on my assessor's judgements during the collection of this evidence																												
Candidate signature														Date														

[This page is intentionally blank]

Unit summary sheet

Unit A.4 Support young people in tackling problems and taking action

Elements of competence

- A.4.1 Enable young people to tackle problems and plan action to achieve their goals and aspirations
 A.4.2 Enable young people to take action based on their intentions and plans
 A.4.3 Enable young people to reflect on and learn from their actions

The most frequently used sources of evidence for this unit were – please tick boxes as appropriate

Direct Observation	Work products	Questioning	Third party/ Witness testimony	Simulation	Assignments/ Projects/ Case studies/ Reflective studies	APL/E/A

Competence has been demonstrated in all the elements of this unit using the required assessment procedures and any specified conditions/contexts. The evidence meets the requirements for authenticity, currency, reliability, sufficiency and validity.

	Name (BLOCK CAPITALS)	Signature	Date
Assessor			
Second line assessor			
Internal verifier			

I am satisfied with the way the assessment(s) was conducted and with its outcome(s).

	Name (BLOCK CAPITALS)	Signature	Date
Candidate			
Candidate C&G enrolment no			

Name of approved assessment centre		Centre no
------------------------------------	--	-----------

*It is only necessary to use a second line assessor for novice assessors who have not yet achieved D32/33 or A1 or A2.

NB D32 and qualified A2 assessors are able to use observation and questioning **only** as assessment.

[This page is intentionally blank]

Unit A.5 Advocate on behalf of young people

About this unit

This unit is about supporting young people to act on their own behalf whenever possible, acting on behalf of young people when necessary to represent their views or interests to decision makers.

Who is the unit for?

This unit is for workers who have a special responsibility in or frequent need to represent the views of young people, with the young people and on their behalf; whether groups or individuals, to others, in situations where it is inappropriate, unadvisable or difficult for young people to present their own view, and where young people have requested representation by a youth worker.

Principles of practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

A.5.1 Identify situations where advocacy is needed

This is about clarifying the issues within the situation and identifying when it is more appropriate for the youth worker to act on their behalf, than for young people to represent themselves.

A.5.2 Represent the views and interests of young people to others

This is about representing the view or interests of individuals or groups of young people to others.

Unit A.5 Advocate on behalf of young people

<p>Element A.5.1 <i>Identify situations where advocacy is needed</i></p>	
<p><i>This is about</i></p> <p>clarifying the issues within the situation and identifying when it is more appropriate for the youth worker to act on their behalf, than for young people to represent themselves.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) gather the available <i>information</i> on the circumstances of the situation where <i>advocacy</i> will be needed b) identify accurately the key groups, individuals and decision-making processes in the situation c) work with young people to identify clearly areas of the situation where they can <i>represent themselves</i> d) ensure that young people <i>represent themselves</i> whenever possible e) provide young people with the support they require to <i>represent themselves</i> f) identify and inform young people of situations where you believe they lack the confidence and skills to represent themselves g) identify areas of the situation where it is more appropriate for you to <i>advocate</i> on behalf of young people h) clearly and accurately identify <i>information</i> you will need from the young people in order to act on their behalf i) agree clear and consistent advocacy review processes. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 organisation policies and local sensitivities about independent action by young people 2 types of groups, individuals and decision makers who may influence the advocacy situation 3 factors affecting the ability of young people to <i>represent themselves</i>, including factors within young people and within the situation 4 ways of assessing the maturity of individuals and the group and their ability to act on their own behalf 5 how to work with groups and individuals to decide circumstances requiring advocacy 6 youth worker's roles and responsibilities within advocacy 7 relevant legislation with regard to individual rights.

Unit A.5 Advocate on behalf of young people**Element A.5.1**

Identify situations where advocacy is needed

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of**i) Information:**

Own experience where advocacy did take place or could have taken place.

R1 a) written and verbal

R1 b) from a variety of sources.

ii) Represent themselves:

TWO situations where you enabled young people to represent themselves in processes where decisions are normally made by others, but where young people are affected.

R2 a) youth work policy making

R2 b) decisions on youth work facilities

R2 c) informal meetings.

iii) Advocate:

Advocating on behalf of an individual and of a group.

R3 a) on behalf of individuals and groups

R3 b) formal and informal

R3 c) written and spoken

R3 d) local and further afield.

Unit A.5 Advocate on behalf of young people

<p>Element A.5.2 <i>Represent the views and interests of young people to others.</i></p>	
<p><i>This is about</i> representing the views or interests of individuals or groups of young people to others.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) clarify and agree the role, function and <i>context of the advocacy process</i> with young people b) collect sufficient valid <i>information</i> to enable presentation of young people's views or interests c) agree with young people the approach to presenting their interests, helping them to take a realistic view of the situation d) involve young people in the planning and the presentation of their interests whenever possible e) represent the views of young people in the way which has been agreed f) keep accurate, complete and clear records of the facts of the case and actions taken g) review regularly the outcomes of advocacy with young people h) work with young people to identify any required follow up actions. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 a range of situations in which advocacy may take place, and the factors affecting how the proceedings will be conducted 2 why it is important to establish realistic goals for advocacy 3 the scope and the uses of advocacy 4 the <i>kinds of information</i> which need to be collected, and methods for collecting them 5 methods of preparing case documentation 6 organisational guidelines for your own and other organisations concerning the appropriate degree of involvement of young people in advocacy 7 procedures used in formal and informal settings 8 presentation skills 9 a range of reviewing techniques.

Unit A.5 Advocate on behalf of young people**Element A.5.2**

Represent the views and interests of young people to others.

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of**i) Context of advocacy:**

TWO occasions on which they have agreed with young people the appropriate form of advocacy to be adopted.

R1 a) lobbying

R1 b) presenting to decision-making bodies

R1 c) organising events.

ii) Information:

Having acquired from young people the information needed to advocate on their behalf.

R2 a) written or spoken

R2 b) formal statements and informal discussions.

iii) Kinds of information (may be collected using):

TWO forms of information from those listed.

R3 a) statutory and independent information bases

R3 b) relevant precedents

R3 c) information based on statutory practices and procedures.

[This page is intentionally blank]

Element evidence location summary sheet

Element number/title:..... A.5.1 Identify situations where advocacy is needed Candidate name

Item of evidence	Ref	Related to performance criteria (tick as appropriate)													Range	Knowledge Evidence Link no.											
		a	b	c	d	e	f	g	h	i	j	k	l	m			n	o	p	q	r	s	t				
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element																											
Assessor signature																											
Date																											
I have received the feedback on my assessor's judgements during the collection of this evidence																											
Candidate signature																											
Date																											

[This page is intentionally blank]

[This page is intentionally blank]

Unit summary sheet

Unit A.5 Advocate on behalf of young people

Elements of competence

- A.5.1 Identify situations where advocacy is needed
 A.5.2 Represent the views and interests of young people to others

The most frequently used sources of evidence for this unit were – please tick boxes as appropriate

Direct Observation	Work products	Questioning	Third party/ Witness testimony	Simulation	Assignments/ Projects/ Case studies/ Reflective studies	APL/E/A

Competence has been demonstrated in all the elements of this unit using the required assessment procedures and any specified conditions/contexts. The evidence meets the requirements for authenticity, currency, reliability, sufficiency and validity.

	Name (BLOCK CAPITALS)	Signature	Date
Assessor			
Second line assessor			
Internal verifier			

I am satisfied with the way the assessment(s) was conducted and with its outcome(s).

	Name (BLOCK CAPITALS)	Signature	Date
Candidate			
Candidate C&G enrolment no			

Name of approved assessment centre		Centre no
------------------------------------	--	-----------

*It is only necessary to use a second line assessor for novice assessors who have not yet achieved D32/33 or A1 or A2.

NB D32 and qualified A2 assessors are able to use observation and questioning **only** as assessment.

[This page is intentionally blank]

Unit B.2 Enable young people to develop awareness of their self-identity and being

About this unit

This unit is about helping young people to practice reflection, encouraging young people to see themselves in a wider setting of relationships with others and to value their life journey.

Who is the unit for?

It is for youth workers who work with groups wishing to explore spiritually in any context, not just in faith-based groups.

Principles of practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

B.2.1 Enable young people to undertake purposeful reflection

This is about working with young people to identify the value of a space for reflection. It is about assisting young people to create reflective spaces and activities for themselves and offering opportunities to practice reflection.

B.2.2 Assist young people in the exploration and development of their spiritual self

This is about encouraging young people to see themselves in a wider setting of relationships with others and with the environment around them. It is about enabling young people to have a sense of and value their life journey.

Unit B.2 Enable young people to develop awareness of their self-identity and being

<p>Element B.2.1 <i>Enable young people to undertake purposeful reflection</i></p>	
<p><i>This is about</i></p> <p>working with young people to identify the value of a space for reflection. It is about assisting young people to create reflective spaces and activities for themselves and offering opportunities to practice reflection.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ol style="list-style-type: none"> a) work with young people to build an atmosphere of mutual support and sharing b) encourage young people to take time to reflect when they feel under pressure c) assist young people to take note of and reflect on their reactions and feelings towards events and environments d) share your own experience of the benefits of reflection, without imposing your own values and beliefs on young people e) identify and use formal and informal opportunities for reflection in the youth work setting f) create a physical, listening and visual environment that aids reflection and concentration on the inner self g) introduce, conduct and conclude reflection sessions in ways which maintain positive self image h) show young people how to deal with feelings which surface during reflection and meditation i) bring reflection sessions to a close in a way which enables young people to reconnect with the outside world j) create opportunities to discuss with individuals or group, thoughts and issues that arise during reflection. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ol style="list-style-type: none"> 1 how to work with young people to create an atmosphere of trust and disclosure 2 how a reflective approach can help people to deal with situations when they feel overloaded 3 a range of activities which can enable young people to build their ability to notice their reactions to people and the environment around them 4 the benefits of spending time focusing on the inner self 5 how to recognise and use formal and informal opportunities for reflection during work with young people 6 how to create a suitable environment for reflection and meditation 7 <i>a variety of reflection techniques</i> suitable for different <i>learning styles</i> 8 a variety of meditation topics which are in line with your organisation's code of ethics and practice 9 how to introduce, conduct and conclude reflection sessions at a level/depth which is appropriate for your youth work setting and the group 10 how to support young people to deal with thoughts, issues and feeling which arise during reflection sessions 11 sources of support for issues that are beyond your own expertise.

Unit B.2 Enable young people to develop awareness of their self-identity and being

Element B.2.1

Enable young people to undertake purposeful reflection

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Variety of reflection techniques can be:**

Using TWO techniques for enabling young people to reflect on experience.

R1 a) indoors

R1 b) outdoors

R1 c) silent

R1 d) using activities.

ii) **Learning styles (for example):**

R2 a) Activist

R2 b) Reflector

R2 c) Theorist

R2 d) Pragmatist.

Unit B.2 Enable young people to develop awareness of their self-identity and being

<p>Element B.2.2 <i>Assist young people in the exploration and development of their spiritual self</i></p>	
<p><i>This is about</i></p> <p>exploring the difference between spirituality, religion and faith, encouraging young people to see themselves in a wider setting of relationships with others and the environment around them. It is about enabling young people to have a sense and value of their life journey.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ol style="list-style-type: none"> a) recognise and understand your own spiritual self, and its influence on the way in which you work with young people b) work with young people to agree the difference between spirituality, religion and faith c) work with young people to examine the range of <i>aspects of spirituality</i> d) share your own sense of spirituality where appropriate, without imposing your beliefs on young people e) develop activities to assist young people to notice aspects that they find spiritual in the world around them f) assist young people to explore their feelings at times of great joy or pain in their lives g) encourage young people to reflect on where they are in their life journey h) assist young people to start to develop a sense of their own <i>spiritual framework</i> i) encourage young people to develop understanding and respect for people with spiritual and religious beliefs different to their own. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ol style="list-style-type: none"> 1 why it is important to be clear about your own spiritual self 2 ways in which your own beliefs and views may influence the way you work with others 3 why it is important to encourage young people to reflect on their spiritual relationship to the world and life, as well as their physical, emotional, social and rational relationship 4 the difference between spirituality, religion and faith 5 a range of views on spirituality, spiritual and religious beliefs 6 a range of activities and experiences through which young people can relate to the world in a spiritual way 7 a range of techniques to enable young people to identify the nature of their own spiritual journey through life, and reflect on where they are on that journey 8 how to work with young people to encourage respect for and understanding of beliefs they do not share.

Unit B.2 Enable young people to develop awareness of their self-identity and being

Element B.2.2

Assist young people in the exploration and development of their spiritual self

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Aspects of spirituality:**

TWO different aspects of spirituality present in TWO different activities.

R1 a) wonder

R1 b) acceptance

R1 c) compassion

R1 d) integrity

R1 e) commitment

R1 f) curiosity.

ii) **Spiritual framework:**

Addressing in own practice with young people the values, beliefs and practices by which TWO different groups live.

R2 a) the set of spiritual values

R2 b) beliefs and practices by which they live.

[This page is intentionally blank]

[This page is intentionally blank]

Element evidence location summary sheet

B.2.2 Assist young people in the exploration and development of their spiritual self

Item of evidence	Ref	Related to performance criteria (tick as appropriate)													Range	Knowledge Evidence Link no.												
		a	b	c	d	e	f	g	h	i	j	k	l	m			n	o	p	q	r	s	t					
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element																												
Assessor signature														Date														
I have received the feedback on my assessor's judgements during the collection of this evidence														Date														
Candidate signature														Date														

[This page is intentionally blank]

Unit summary sheet

Unit B.2 Enable young people to develop awareness of their self-identity and being

Elements of competence

- B.2.1 Enable young people to undertake purposeful reflection
 B.2.2 Assist young people in the exploration and development of their spiritual self

The most frequently used sources of evidence for this unit were – please tick boxes as appropriate

Direct Observation	Work products	Questioning	Third party/ Witness testimony	Simulation	Assignments/ Projects/ Case studies/ Reflective studies	APL/E/A

Competence has been demonstrated in all the elements of this unit using the required assessment procedures and any specified conditions/contexts. The evidence meets the requirements for authenticity, currency, reliability, sufficiency and validity.

	Name (BLOCK CAPITALS)	Signature	Date
Assessor			
Second line assessor			
Internal verifier			

I am satisfied with the way the assessment(s) was conducted and with its outcome(s).

	Name (BLOCK CAPITALS)	Signature	Date
Candidate			
Candidate C&G enrolment no			

Name of approved assessment centre		Centre no
------------------------------------	--	-----------

*It is only necessary to use a second line assessor for novice assessors who have not yet achieved D32/33 or A1 or A2.

NB D32 and qualified A2 assessors are able to use observation and questioning **only** as assessment.

[This page is intentionally blank]

Unit C.1 Work with young people to design and develop sessions

About this unit

This unit is about working with young people to use their identified goals and aspirations to identify options for sessions, setting up an evaluation process, selecting appropriate resources and adapting existing materials, designing and developing new materials and resources to support youth work sessions.

This unit covers similar areas of activity to the previous TDLB (Training Development Lead Body) units B21, B22, B33. However, this unit stresses the importance of involving the learners in design and development of sessions in line with the core values of youth work.

Who is the unit for?

This unit is for those working with young people on short term planning and implementation of youth work. An example might be a sessional worker who works with young people to design and carry out a session or short series of sessions on a specific interest or topic suggested by young people.

Principles of practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

- C.1.1 Identify outcomes and choose between options for sessions with young people**
This is about working with young people to use their identified goals and aspirations to develop options for sessions and making realistic choices between options for sessions.
- C.1.2 Design youth work sessions**
This is about involving young people and other interested parties in the design of sessions as much as possible, and setting up an evaluation process to enable you to assess the effectiveness of sessions.
- C.1.3 Select, design and adapt learning resources**
This is about selecting appropriate resources and adapting existing materials. It is about designing and developing new materials and resources to support youth work sessions.

Unit C.1 Work with young people to design and develop sessions

<p>Element C.1.1 <i>Identify outcomes and choose between options for sessions with young people</i></p>	
<p><i>This is about</i></p> <p>working with young people to use their identified goals and aspirations to develop options for sessions and making realistic choices between options for sessions.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) enable young people to use their identified goals to develop desired outcomes for sessions b) relate clearly the desired outcomes to the identified needs of young people taking account of their <i>stages of development</i> c) enable young people to use their desired outcomes to identify a <i>range of practical options</i> for sessions d) work with young people to identify clearly the expertise and <i>resources</i> required for each option e) enable young people to choose the <i>options</i> which best address their identified goals f) ensure that selected <i>options</i> meet and take account of the needs and <i>specific resources required</i> by the young people involved g) where selected <i>options</i> are not within your own role or expertise, identify other suitable providers. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 why it is important to base choices of youth work sessions on identified goals and needs 2 how needs and <i>stages of development</i> can affect the feasibility of desired outcomes 3 sources of information on <i>options</i> to meet identified needs 4 operational procedures and/or relevant legislation and codes of practice on any activities considered as <i>options</i> for sessions 5 a range of techniques that young people can use to evaluate the suitability of <i>options</i> 6 how to evaluate the needs and special requirements of individuals in relation to sessions 7 where to obtain guidance on evaluating providers.

Unit C.1 Work with young people to design and develop sessions

Element C.1.1

Identify outcomes and choose between options for sessions with young people

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Stages of development (refers to):**

- R1 a) age
- R1 b) maturity
- R1 c) readiness and ability to take charge of their own learning.

ii) **Range of options:**

- R2 a) existing options (using your organisation's resources or external providers).

iii) **Resources:**

- R3 a) staff
- R3 b) materials
- R3 c) equipment
- R3 d) facilities
- R3 e) funds.

iv) **Options:**

TWO situations to include AT LEAST ONE type of activity in each.

- R4 a) indoor
- R4 b) outdoor
- R4 c) issue based
- R4 d) content based
- R4 e) physical activities
- R4 f) mental activities
- R4 g) social activities
- R4 h) community based activities.

v) **Specific resources:**

TWO of the resources to take account of the needs of young people.

- R5 a) languages
- R5 b) physical
- R5 c) support for people with hearing and visual impairments
- R5 d) support for people with learning needs
- R5 e) support for people with other special requirements.

Unit C.1 Work with young people to design and develop sessions

<p>Element C.1.2 <i>Design youth work sessions</i></p>	
<p><i>This is about</i></p> <p>involving young people and other interested parties in the design of sessions as much as possible, and setting up an evaluation process to enable you to assess the effectiveness of sessions.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) work with young people to specify clearly and succinctly the aims and objectives of <i>sessions</i> b) ensure the aims and objectives of <i>sessions</i> can be achieved within the resources available c) identify a process for developing <i>sessions</i> which involves young people as much as is practical d) use this process with young people to develop workable <i>session</i> methods and activities e) ensure that methods and activities are in line with the <i>values of youth work</i> f) work with young people to identify <i>ways of evaluating</i> the effectiveness of <i>sessions</i> which enhance young people’s learning g) ensure that <i>session</i> plans include time for young people to identify and reflect on their learning. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ol style="list-style-type: none"> 1 why it is important to have clearly specified aims and objectives for <i>sessions</i> 2 the kinds of resources required for various activities 3 options for obtaining resources within budgeting and time constraints 4 processes and techniques for designing and developing <i>sessions</i> 5 a variety of methods and activities for youth work <i>sessions</i> 6 how to design <i>sessions</i> which take account of a range of <i>learning styles</i> and differences between individuals 7 how to involve young people in the design process 8 the values of youth work and how they influence the design of <i>sessions</i> 9 a range of <i>ways of evaluating</i> the effectiveness of <i>sessions</i> 10 activities to assist young people to identify and reflect on their learning.

Unit C.1 Work with young people to design and develop sessions

Element C.1.2

Design youth work sessions

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Sessions:**

ONE issue based and ONE activity based session.

R1 a) issues based

R1 b) activity based.

ii) **Values of youth work:**

Addressing ALL of the values of youth work listed during the sessions used in i) above.

R2 a) educative

R2 b) empowering

R2 c) participative

R2 d) promoting equality of opportunity.

iii) **Ways of evaluating:**

Having identified and used AT LEAST TWO ways of evaluating how effective the TWO sessions in i) above have been in increasing learning for young people.

R3 a) for the group

R3 b) for yourself as session leader

R3 c) for your organisation.

iv) **Learning styles (for example):**

Adopting AT LEAST TWO appropriate learning styles in i) above.

R4 a) Activist

R4 b) Reflector

R4 c) Theorist

R4 d) Pragmatist (Honey & Mumford).

Unit C.1 Work with young people to design and develop sessions

<p>Element C.1.3 <i>Select, design and adapt learning resources</i></p>	
<p><i>This is about</i></p> <p>selecting appropriate resources and adapting existing materials; designing and developing new materials and resources to support planned sessions.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) specify the aims, objectives and context for the use of <i>learning resources</i> b) identify existing <i>learning resource</i> options c) evaluate accurately the likelihood of these existing options meeting the required outcomes d) involve young people in the selection and development of <i>learning resources</i> whenever possible e) ensure that the chosen <i>learning resources</i> meet the requirements of the young people f) create new <i>personal and social development resources</i> that address the identified outcomes g) ensure that <i>learning resources</i> developed are in line with <i>youth work values</i> h) ensure that resources developed are in a <i>format</i> appropriate to the needs and capabilities of the young people. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ol style="list-style-type: none"> 1 why it is important to develop resource materials in line with identified aims and objectives 2 sources of resources 3 how to evaluate existing learning and development resources for their suitability for use in youth work 4 how to involve young people in the selection and development of resources 5 approaches to the creation of resources 6 legal and other constraints on the development of resources, such as copyright law 7 how to create resources economically 8 the <i>values of youth work</i> and how they influence the design of <i>learning resources</i> 9 a range of techniques to adapt resources to the needs and capabilities of different groups.

Unit C.1 Work with young people to design and develop sessions**Element C.1.3**

Select, design and adapt learning resources

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of**i) Learning resources:**

Having employed TWO of the learning resources in the session.

- R1 a) facilities and equipment
- R1 b) written and visual materials
- R1 c) specialist input
- R1 d) activities and games.

ii) Personal and social development resources:

Using TWO of the resources for personal and social development.

- R2 a) written and visual materials
- R2 b) games
- R2 c) activities.

iii) Values of youth work:

- R3 a) educative
- R3 b) empowering
- R3 c) participative and promoting equality.

iv) Format:

Selecting the appropriate format to meet the needs and capabilities of young people in MORE THAN ONE instance.

- R4 a) language
- R4 b) reading age
- R4 c) taking account of special resources needed.

[This page is intentionally blank]

Element evidence location summary sheet

C.1.1 Identify outcomes and choose between options for sessions with young people

Element number/title:.....	Candidate name	Knowledge Evidence Link no.	Range	Related to performance criteria (tick as appropriate)																																					
				a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t																		
Item of evidence	Ref																																								
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element																																									
Assessor signature																																									
Date																																									
I have received the feedback on my assessor's judgements during the collection of this evidence																																									
Candidate signature																																									
Date																																									

[This page is intentionally blank]

[This page is intentionally blank]

Element evidence location summary sheet

Element number/title:.....	C.1.3 Select, design and adapt learning resources		Candidate name													Knowledge Evidence Link no.										
	Ref	Related to performance criteria (tick as appropriate)	Range																							
Item of evidence			a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t				
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element																										
Assessor signature Date																										
I have received the feedback on my assessor's judgements during the collection of this evidence																										
Candidate signature Date																										

[This page is intentionally blank]

Unit summary sheet

Unit C.1 Work with young people to design and develop sessions

Elements of competence

- C.1.1 Identify outcomes and choose between options for sessions with young people
- C.1.2 Design youth work sessions
- C.1.3 Select, design and adapt learning resources

The most frequently used sources of evidence for this unit were – please tick boxes as appropriate

Direct Observation	Work products	Questioning	Third party/ Witness testimony	Simulation	Assignments/ Projects/ Case studies/ Reflective studies	APL/E/A

Competence has been demonstrated in all the elements of this unit using the required assessment procedures and any specified conditions/contexts. The evidence meets the requirements for authenticity, currency, reliability, sufficiency and validity.

	Name (BLOCK CAPITALS)	Signature	Date
Assessor			
Second line assessor			
Internal verifier			

I am satisfied with the way the assessment(s) was conducted and with its outcome(s).

	Name (BLOCK CAPITALS)	Signature	Date
Candidate			
Candidate C&G enrolment no			

Name of approved assessment centre		Centre no
------------------------------------	--	-----------

*It is only necessary to use a second line assessor for novice assessors who have not yet achieved D32/33 or A1 or A2.

NB D32 and qualified A2 assessors are able to use observation and questioning **only** as assessment.

[This page is intentionally blank]

Unit C.2 Work with young people to manage resources for events, activities or projects

About this unit

This unit is about working with young people to draw up a financial and resource plan for an event, activity or project, monitoring the income and expenditure and keeping accurate records.

Who is the unit for?

This unit is for workers who provide support to young people who are managing the resources for an event, activity or project, or for workers who manage the finances of such a project themselves. This unit is not intended to cover the activities of youth workers who manage major budgets; they should find their activities described by the MCI units.

Principles of practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

C.2.1 Assist young people to identify, seek and obtain the resources they need for events, activities or projects

This is about working with young people to identify the resources required to meet their identified goals. It is about encouraging them to identify their own skills and talents, both for achieving the goals and for raising any shortfall in money or other resources needed, and about helping them to recognise when they may need to seek resources from elsewhere.

C.2.2 Draw up budgets and resource plans for events, activities or projects

This is about working with young people to draw up a financial and resource plan for an event, activity or project that has been planned, either by you, or by young people.

C.2.3 Monitor and control budgets for events, activities or projects

This is about working with young people to monitor the income and expenditure during the implementation of the event, activity or project, and about keeping accurate records.

Unit C.2 Work with young people to manage resources for events, activities or projects

<p>Element C.2.1 <i>Assist young people to identify, seek and obtain the resources they need for events, activities and projects</i></p>	
<p><i>This is about</i></p> <p>working with young people to identify the resources required to meet their identified goals. It is about encouraging them to identify their own skills and talents, both for achieving the goals and for raising any shortfall in money or other required resources, and about helping them to recognise when they may need to seek resources from elsewhere.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) assist young people’s exploration of practical ways of achieving their development <i>goals</i> b) enable young people to identify the skills and experience they can contribute to achieving their <i>goals</i> c) work with young people to draw up a comprehensive list of <i>resources</i> needed for achieving their <i>goals</i> d) enable young people to identify the gaps in the resources they need to achieve their objectives e) work with young people to explore the available options for meeting the gaps in their <i>resources</i> f) work with young people to develop and implement realistic plans for raising money and obtaining other <i>resources</i> needed g) enable young people to recognise when their resource requirements may necessitate seeking help from elsewhere h) ensure that records are complete and can be accessed and used when needed. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 a range of contributions young people can make towards achieving their development <i>goals</i> 2 why it is important to ensure that young people recognise their own skills and experience 3 a range of available <i>resources</i>, both within your organisation and further afield 4 why it is important to support young people to obtain their own <i>resources</i> for their activities 5 how to evaluate resource requirements and identify gaps 6 how to work with young people to draw up a budget 7 legislation and organisational guidelines relating to raising money or other <i>resources</i> for youth work activities 8 facilitation and group dynamics skill 9 relevant organisational procedures, particularly on child protection and health and safety.

Unit C.2 Work with young people to manage resources for events, activities or projects

Element C.2.1

Assist young people to identify, seek and obtain the resources they need for events, activities and projects

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Goals:**

Assistance given to young people to address TWO of the goals listed.

R1 a) individual

R1 b) group

R1 c) emotional

R1 d) spiritual

R1 e) cognitive

R1 f) physical

R1 g) knowledge and skill.

ii) **Resources:**

Working with young people to meet personal and other resource needs, using TWO of the resources listed.

R2 a) young people's own

R2 b) additional skills and experience

R2 c) financial

R2 d) other people

R2 e) equipment

R2 f) materials.

Unit C.2 Work with young people to manage resources for events, activities or projects

<p>Element C.2.2 <i>Draw up budgets and resource plans for events, activities or projects</i></p>	
<p><i>This is about</i></p> <p>working with young people to draw up a financial and resource plan for an event, activity or project that has been planned, either by you or by young people.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) work with young people to specify accurately the required <i>budgets</i> for the <i>event, activity or project</i> b) work with young people to identify accurately all expenditure and sources of income within the <i>budget</i> c) work with young people to specify accurate schedules for the required activities d) identify and agree critical success factors and key dependencies within the activity schedule e) work with young people to produce schedules and <i>budgets</i> in formats which can be understood and followed by others f) work with young people to obtain the resources needed g) work with young people to set up a simple system for monitoring progress against schedules and <i>budgets</i> h) ensure that records are complete, up to date and available when required by <i>relevant people</i>. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 why it is important to involve young people in budget planning whenever possible 2 why it is important to have a clearly specified <i>budget</i> for events 3 how to plan a <i>budget</i>, and how to enable young people to do so 4 sources of resources other than money, and how to work with young people to plan for their use 5 systems for tracking income and expenditure during implementation of an <i>event, activity or project</i> 6 how to keep records in line with organisational procedures 7 legislation and organisational procedures concerning budgeting in your organisation 8 your financial accountabilities and the extent to which people can be financially responsible within your organisation and outside it.

Unit C.2 Work with young people to manage resources for events, activities or projects

Element C.2.2

Draw up budgets and resource plans for events, activities or projects

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Budgets:**

Working with young people to identify the budget information required by an event, activity or project using TWO of the budget sources listed.

R1 a) income: may include sales, grants

R1 b) expenditure: may include capital, running costs.

ii) **Event, activity or project:**

Selecting ONE activity, event or project which is appropriate for young people to manage (providing reasons for the selection should be part of the underpinning knowledge assessment, not part of the evidence to demonstrate coverage of the range).

R2 a) activity of a size which is capable of being managed by young people.

iii) **Relevant people:**

Working with young people to provide the information or records to THREE of the relevant people listed.

R3 a) young people involved

R3 b) fund-holders

R3 c) managers

R3 d) other people affected by the event, activity or project.

Unit C.2 Work with young people to manage resources for events, activities or projects

<p>Element C.2.3 <i>Assist young people to identify, seek and obtain the resources they need for events, activities and projects</i></p>	
<p><i>This is about</i></p> <p>working with young people to monitor the income and expenditure during the implementation of the event, activity or project and about keeping accurate records.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) enable young people to control <i>transactions</i> against the budget b) determine possible courses of action in response to budget variances c) work with young people to make recommendations for action in response to alterations to the planning group d) work with young people to monitor the use of other resources, particularly those borrowed from elsewhere e) work with young people to produce an accurate balance sheet for the event, activity or project f) present the <i>accounts</i> for the event, in a suitable format and timescale, to those concerned g) keep clear, accurate and comprehensive records, in a form that other people can understand. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 why it is important to involve young people in why it is important to monitor expenditure carefully and to involve young people in monitoring 2 systems and processes for recording and monitoring expenditure 3 how to involve young people in monitoring resources borrowed from others 4 options for action to deal with variants in a budget 5 how to work with young people in order to draw up balance sheets, reports and <i>accounts</i> 6 how to keep records in line with organisational procedures 7 legislation and organisational procedures concerning budgeting in your organisation 8 your financial accountabilities (and the young people's) within your organisation and outside it.

Unit C.2 Work with young people to manage resources for events, activities or projects

Element C.2.3

Assist young people to identify, seek and obtain the resources they need for events, activities and projects

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Transactions:**

Supporting young people to control BOTH income and expenditure transactions.

R1 a) income

R1 b) expenditure.

ii) **Accounts:**

R2 a) comprehensive

R2 b) using standard accounting practice conventions.

[This page is intentionally blank]

Element evidence location summary sheet

C.2.1 Assist young people to identify, seek and obtain the resources they need for events, activities or projects

Element number/title:.....	Candidate name	Ref	Related to performance criteria (tick as appropriate)													Range	Knowledge Evidence Link no.											
			a	b	c	d	e	f	g	h	i	j	k	l	m			n	o	p	q	r	s	t				
		I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element																										
		Assessor signature													Date													
		I have received the feedback on my assessor's judgements during the collection of this evidence													Date													
		Candidate signature													Date													

[This page is intentionally blank]

Element evidence location summary sheet

Element number/title: C.2.2 Draw up budgets and resource plans for events, activities or projects Candidate name

Item of evidence	Ref	Related to performance criteria (tick as appropriate)													Range	Knowledge Evidence Link no.											
		a	b	c	d	e	f	g	h	i	j	k	l	m			n	o	p	q	r	s	t				

I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element

Assessor signature Date

I have received the feedback on my assessor's judgements during the collection of this evidence

Candidate signature Date

[This page is intentionally blank]

Element evidence location summary sheet

Element number/title:..... C.2.3 Monitor and control budgets for events, activities or projects Candidate name

Item of evidence	Ref	Related to performance criteria (tick as appropriate)													Range	Knowledge Evidence Link no.														
		a	b	c	d	e	f	g	h	i	j	k	l	m			n	o	p	q	r	s	t							

I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element

Assessor signature Date

I have received the feedback on my assessor's judgements during the collection of this evidence

Candidate signature Date

[This page is intentionally blank]

Unit summary sheet

Unit C.2 Work with young people to manage resources for events, activities or projects

Elements of competence

- C.2.1 Assist young people to identify, seek and obtain the resources they need for events, activities or projects
- C.2.2 Draw up budgets and resource plans for events, activities or projects
- C.2.3 Monitor and control budgets for events, activities or projects

The most frequently used sources of evidence for this unit were – please tick boxes as appropriate

Direct Observation	Work products	Questioning	Third party/ Witness testimony	Simulation	Assignments/ Projects/ Case studies/ Reflective studies	APL/E/A

Competence has been demonstrated in all the elements of this unit using the required assessment procedures and any specified conditions/contexts. The evidence meets the requirements for authenticity, currency, reliability, sufficiency and validity.

	Name (BLOCK CAPITALS)	Signature	Date
Assessor			
Second line assessor			
Internal verifier			

I am satisfied with the way the assessment(s) was conducted and with its outcome(s).

	Name (BLOCK CAPITALS)	Signature	Date
Candidate			
Candidate C&G enrolment no			

Name of approved assessment centre		Centre no
------------------------------------	--	-----------

*It is only necessary to use a second line assessor for novice assessors who have not yet achieved D32/33 or A1 or A2.

NB D32 and qualified A2 assessors are able to use observation and questioning **only** as assessment.

[This page is intentionally blank]

Unit C.3 Review progress and evaluate opportunities with young people

About this unit

This unit is about working with young people to evaluate youth work opportunities, identifying improvements and successes and communicating them to others.

Who is the unit for?

This unit is for youth workers who involve young people in the process of evaluating youth work activities and provision. Youth workers who have a major responsibility for evaluating provision will wish to map their competence in more detail against the MCI or TDLB standards.

Principles of practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

C.3.1 Agree criteria and methods for the evaluation of youth work

This is about working with young people to determine how to evaluate opportunities, creating the evaluation criteria and deciding the evaluation methods.

C.3.2 Evaluate opportunities and identify successes and improvements

This is about encouraging young people to take a critical role in evaluation activities and ensuring that evaluation is carried out in a way that is enjoyable and enhances young people's learning. It is about identifying successes and possible improvements and communicating them to those who can influence further work.

Unit C.3 Review progress and evaluate opportunities with young people

<p>Element C.3.1 <i>Agree criteria and methods for the evaluation of youth work</i></p>	
<p><i>This is about</i></p> <p>working with young people to determine how to evaluate opportunities, creating the evaluation criteria and deciding the evaluation methods.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) identify accurately or reconfirm the objectives and measurable success indicators for the opportunity b) work effectively with young people and other <i>key groups and individuals</i> to decide the <i>purpose of the evaluation</i> and the uses to which it will be put c) identify accurately the <i>recipients</i> of the evaluation d) work effectively with young people and other <i>key groups and individuals</i> to determine the evaluation criteria e) set realistic and measurable objectives and indicators for the evaluation process f) work effectively with young people to plan the <i>methods</i> and timetable of the evaluation g) base your plans on sound and valid information h) where possible, ensure that the evaluation activities are themselves learning activities i) ensure that your plans are in line with organisational procedures on evaluation. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 why it is important to involve young people in the evaluation of the opportunities which affect them 2 why it is important to clarify the objectives and success criteria of an opportunity before starting to design an evaluation 3 the various purposes for which evaluation can be used 4 how to agree evaluation criteria and measurable objectives 5 the various data collection methods available 6 how to use data collection methods in ways which contribute to young people's learning 7 how to involve young people in evaluation design 8 evaluation and planning techniques 9 your organisation's policies and procedures on evaluating youth work activities.

Unit C.3 Review progress and evaluate opportunities with young people

Element C.3.1

Agree criteria and methods for the evaluation of youth work

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

- i) **Key groups and individuals:**
 - R1 a) groups and individuals affected by the opportunity
 - R1 b) decision makers
 - R1 c) funders.
- ii) **Purpose of the evaluation:**

TWO purposes listed.

 - R2 a) to prove the value of the opportunity
 - R2 b) to learn what happened
 - R2 c) to record young people's experience of the opportunity
 - R2 d) to improve delivery of the opportunity.
- iii) **Recipients:**

TWO recipients.

 - R3 a) other young people
 - R3 b) decision makers, fund holders
 - R3 c) the local community.
- iv) **Method:**

TWO methods.

 - R4 a) individual discussion
 - R4 b) group meetings
 - R4 c) questionnaires and surveys
 - R4 d) planned and unplanned
 - R4 e) single and in combination.

Unit C.3 Review progress and evaluate opportunities with young people

<p>Element C.3.2 <i>Evaluate opportunities and identify successes and improvements</i></p>	
<p><i>This is about</i></p> <p>encouraging young people to take a critical role in evaluation activities and ensuring that evaluation is carried out in a way that is enjoyable and enhances young people’s learning. It is about identifying successes and possible improvements and communicating them to those who can influence further work.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) involve young people actively in <i>data</i> collection b) encouraging young people to contribute openly, honestly and constructively c) use <i>data</i> collection and analysis techniques in ways which are enjoyable and not cumbersome d) use <i>data</i> collection and analysis methods suitable for the <i>purpose and recipients of the evaluation</i> e) work effectively with young people to determine recommendations which are realistic and which take account of available resources f) assist young people to identify accurately the implications of the evaluation recommendations g) enable young people to present the evaluation results in a form appropriate to its purpose and <i>recipients</i> h) inform the <i>appropriate people</i> of the recommendations of the evaluation i) work effectively with young people to ensure that the recommendations of the evaluation are acted on j) encourage young people to publicise the successes of the opportunity and how the outcomes of the evaluation will be acted on. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 why it is important to involve young people in <i>data</i> collection and analysis 2 analysis techniques which are enjoyable and which contribute to young people’s learning 3 factors which will determine what changes are possible, realistic and implementable 4 how to balance costs against the likely benefits 5 how to identify and assess the implications of the changes identified 6 a range of methods for presenting evaluation results, depending on the requirements of the <i>recipients</i> of the evaluation 7 the <i>appropriate people</i> who should be informed of the outcome 8 methods of <i>publicising</i> the results of evaluations.

Unit C.3 Review progress and evaluate opportunities with young people

Element C.3.2

Evaluate opportunities and identify successes and improvements

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Data:**

Data should be relevant to the methods of evaluation selected in element C3.1.

R1 a) written

R1 b) spoken (through videos or taped discussions)

R1 c) photos

R1 d) diaries.

ii) **Recipients/appropriate people:**

TWO recipients (can be the same as in element C3.1).

R2 a) other young people

R2 b) decision makers

R2 c) fund holders

R2 d) the local community.

iii) **Purpose of the evaluation:**

TWO purposes as for C3.1.

R3 a) to prove the value of the opportunity

R3 b) to learn what happened

R3 c) to record young people's experience of the opportunity

R3 d) to improve delivery of the opportunity.

iv) **Publicise:**

Publicising to MORE THAN ONE of the groups listed.

R4 a) to other young people

R4 b) decision makers

R4 c) other interested groups inside/outside your organisation.

[This page is intentionally blank]

[This page is intentionally blank]

[This page is intentionally blank]

Unit summary sheet

Unit C.3 Review progress and evaluate opportunities with young people

Elements of competence

- C.3.1 Agree criteria and methods for the evaluation of youth work
 C.3.2 Evaluate opportunities and identify successes and improvements

The most frequently used sources of evidence for this unit were – please tick boxes as appropriate

Direct Observation	Work products	Questioning	Third party/ Witness testimony	Simulation	Assignments/ Projects/ Case studies/ Reflective studies	APL/E/A

Competence has been demonstrated in all the elements of this unit using the required assessment procedures and any specified conditions/contexts. The evidence meets the requirements for authenticity, currency, reliability, sufficiency and validity.

	Name (BLOCK CAPITALS)	Signature	Date
Assessor			
Second line assessor			
Internal verifier			

I am satisfied with the way the assessment(s) was conducted and with its outcome(s).

	Name (BLOCK CAPITALS)	Signature	Date
Candidate			
Candidate C&G enrolment no			

Name of approved assessment centre		Centre no
------------------------------------	--	-----------

*It is only necessary to use a second line assessor for novice assessors who have not yet achieved D32/33 or A1 or A2.

NB D32 and qualified A2 assessors are able to use observation and questioning **only** as assessment.

[This page is intentionally blank]

NVQ in Youth Work
Level 2 (9248-21)

Published by City & Guilds, 1 Giltspur Street, London, EC1A 9DD
City & Guilds is a registered charity established to promote education and training

TS-21-9248

Photos from www.JohnBirdsall.co.uk

Award Guidance and Record of Assessment

