

NVQ in Youth Work

Level 3 (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 3

Award guidance and record of assessment

9248-31

[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 guidance (important for NVQ candidates and all those involved in assessment and verification activities)

- 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 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

- B1 Enable young people to explore and develop their values and self-respect page 73
- B3 Enable young people to work effectively in groups page 85
- B4 Enable young people to use their learning to enhance their future development page 101
- D3 Manage your work and create effective work relationships page 113

Optional units – Candidates must complete TWO units from each option group

Option Group A

- A2 Enable young people to access and use information and make decisions page 129
- A3 Enable young people to be active citizens page 141
- A4 Support young people in tackling problems and taking action page 153
- A5 Advocate on behalf of young people page 169
- B2 Enable young people to develop awareness of their self-identity and being page 181
- C1 Work with young people to design and develop sessions page 193
- C2 Work with young people to manage resources for events, activities or projects page 209
- C3 Review progress and evaluate opportunities with young people. page 225

Option Group B

E1	Investigate needs and provisions for young people and promote youth work opportunities	page 237
E2	Identify relationships with other organisations and individuals	page 253
E3	Build and maintain partnership work	page 265
F1	Provide information to aid policy formation and the improvement of practices and provision	page 277
F2	Develop teams and individuals to enhance the quality of youth work	page 289
F3	Promote a culture of health and safety.	page 305

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 guidance

What is a National Vocational Qualification?

The information in this section is for NVQ 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)

MANDATORY UNITS

Type 2 (example: level 2 Youth Work)

MANDATORY UNITS

+

OPTIONAL UNITS

Type 3 (example: level 3 Youth Work)

MANDATORY UNITS

+

OPTIONAL UNITS GROUP 1

+

OPTIONAL UNITS GROUP 2


The structure for the Level 3 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 one of the units in section 3 (pages 73-181) and find the title on a unit and an 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 must 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 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 10 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 pages 56-58 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.

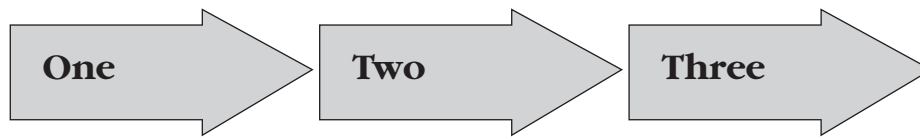
Review

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:

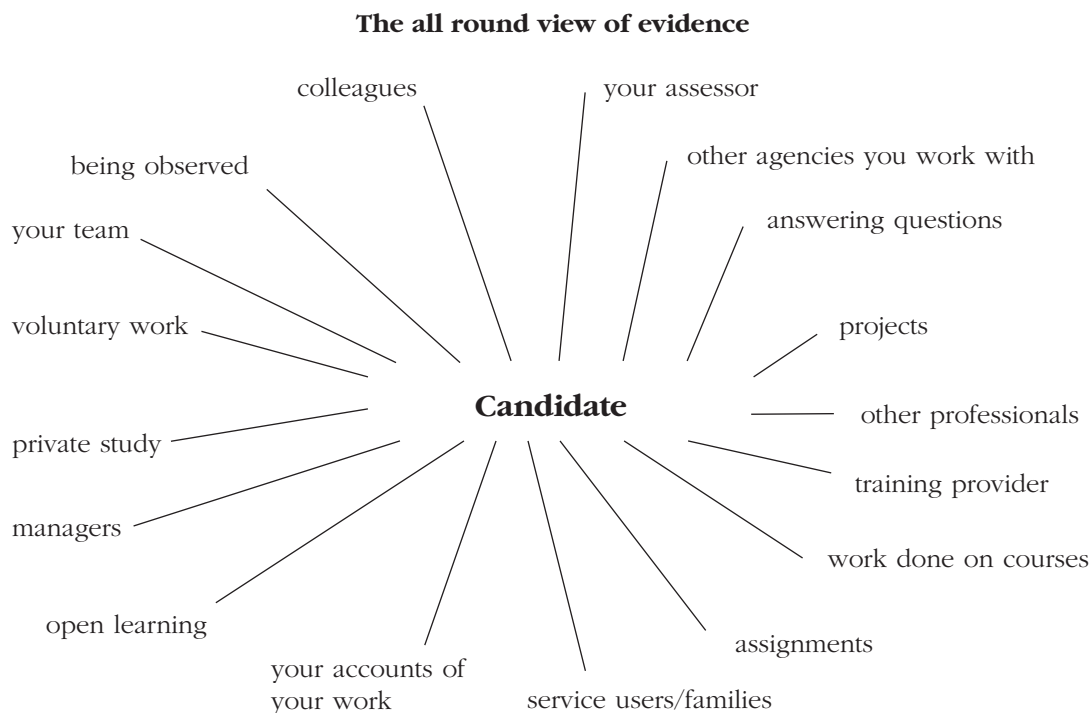
- Direct observations by your assessor
- Witness testimonies (statements from other people who have observed your work)
- Notes from meetings
- Correspondence
- Records
- Printouts

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 51 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.

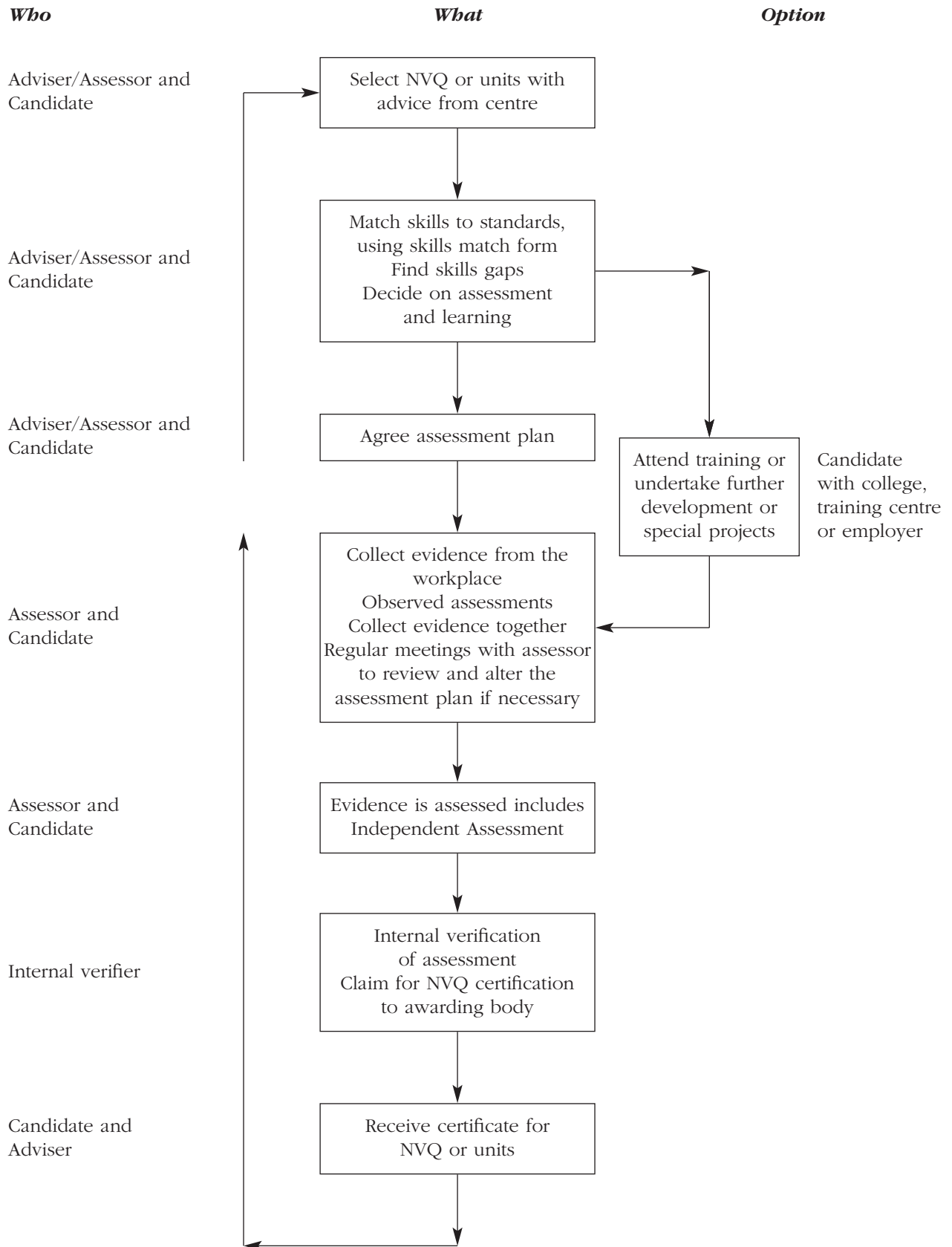


Your evidence needs to show that you have the knowledge to carry out your work. Your assessor may ask you questions about this. In addition, you may have to do extra work, such as an assignment or case study.



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 3

Scheme title and number: 9248-31 Youth work

Candidate details

Name of candidate: Holly Allen Assessment start date 05/01/03 City & Guilds enrolment no. NZT2543 Date of registration: 02/01/03	Contact details for candidate 69 Ball Street Dudley West Midlands DY99 0P3 Tel. No. 0033 345924
---	--

Centre details

Name of centre: Youth Works	Centre number: 012345
Centre address: Happy Street Dudley West Midlands DY49 8IS	Telephone number: 0033 378294

Centre contact/quality assurance co-ordinator (QAC) name and contact details: Dale Joseph Central Youth Club Granby Street Dudley 0033 389483
--

Résumé

Name Holly Allen

Address 69 Ball Street
Dudley
West Midlands
DY99 4PQ

Telephone no. 0033 345924

Date of Birth 23/03/75

Education Dudley Dursley Comprehensive School 1985-1991

Qualifications 1991 – GCSE – English-C, Maths-C, Art-B, I.T.-D, P.E.-B, History-D
1993 – GNVQ level 2 Childcare

Interests Basketball, Aerobics, Music

Employment history and/or voluntary work

1993 – 1998	St John's Day Nursery – Assistant nursery nurse
1998 – current	Little Steps, Private Day Nursery – Playworker
1999 – 2001	Part-time youth worker Dudley Youth and Community Service
2001 – Ongoing	Part-time Youth worker – Leader in Charge Dudley Youth & Community Service

Current work role and responsibilities

Part-time Youth worker

Leader in Charge Corner Youth project – work as part of a team at two open youth clubs sessions per week, carrying out face to face work with young people. Organise and plan programme with staff and young people, responsible for level 2 youth workers, attend team meetings and supervision in line with service policy.

Leader in Charge – Fenley Girlswork Centre:

To work directly with young women one session per week. Responsible for management of any level 2 part-time staff. Plan programme and provide written evaluation of sessions.

Courses attended in the last 5 years

2000 Health & Safety
2000 First Aid – Basic Awareness
2001-2 Foundation Youth work programme OCN level 2

Participants' signatures

NVQ team	Print name	Signature used		Date
		Initials	Full signature	
Candidate	Holly Allen	HA	Holly Allen	05/01/03
Assessor(s)	Jean Blade	JB	Jean Blade	05/01/03
Peripatetic assessor(s)	Gail Hill	GH	Gail Hill	07/01/03
Internal verifier	Mai Jeng	MJ	Mai Jeng	06/01/03
Workplace manager	Henry Smith	HS	Henry Smith	05/01/03
Colleagues available to provide witness testimony	Henry Smith	HS	Henry Smith	05/01/03
	Jade Arroe	JA	Jade Arroe	07/01/03
	Gary Plumb	GP	Gary Plumb	06/01/03
	Asha Ali	AA	Asha Ali	06/01/03

Witness status list

Candidate name Holly Allen

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
Henry Smith 64 Main Street Dudley	1	Line Manager of Youth centre			
Jade Arrowe 554 Bingley Close Dudley	2	Health promotion worker, co-facilitator of young women's group			
Gary Plumb 409 Reading Way Dudley	4	Part-time Youth worker, Corner Youth project			
Asha Ali 14 Right Street Dudley	3	Part-time Youth worker. Co-facilitator Young women's group	B.3.1.	Asha Ali	19.01.03

Witness status categories

- 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

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

Candidate name Holly Allen Assessor name Jean Blade

Unit No/s. and Title/s:..... B.3 Enable Young People to work effectively in groups

Date	Assessment planning, review, feedback and judgement record	Candidate & assessor signatures	Evidence ref nos.
05.01.03	<p>Plan 1 Holly has already completed an NVQ award at level 2, Early Years Care & Education, so is familiar with some of the requirements of NVQ assessment. As this was 10 years ago we agreed to start with one unit to gain confidence on. We will then look at cross referencing to other units (holistic assessment) later on when she 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. Holly is co-facilitating a group for young women every week and also works informally in groups at the Corner Project and so feels this is an area where she is confident in her skills. Holly completed the foundation Youth work course last year and she will bring her portfolio for me to check as this will cover some of the knowledge specifications for Element B.3.1. Knowledge specifications 1,2,4,5,6,9. We agreed that I will observe her at the young women’s group next week 12/1/03 at 6.30-8pm. She will write up the observation on the Candidate Performance Evidence Record (CPER) and write up the session planning and evaluation sheets to present as product evidence. Holly will bring it to the next review meeting.</p>	<p>H Allen J Blade</p>	
12.01.03	<p>Observation of Holly facilitating young women’s group session. Session was on ‘What I want to do when I leave school’ and was to encourage the young women to identify positive role models and began with Holly effectively facilitating an exercise to establish ground rules with the group. I gave positive feedback to Holly and confirmed this should be used as evidence. Agreed review meeting for 14/1/03 at 2.00pm by which time Holly will have written up the CPER sheet.</p>	<p>J Blade</p>	<p>Ref 1</p>
14.01.03	<p>Review We discussed the observation on 12.1.03 and identified the performance criteria, range and knowledge specifications on the CPER sheet. We considered the session planning and evaluation sheets for the session, which she had written. I also asked oral questions to cover p.c. b and K2. We then recorded the performance criteria, range and knowledge specifications from both this piece of product evidence and the observation directly on to the Element Evidence Location Summary sheets (EELS). Holly brought in her portfolio from the Foundation Course. The course handouts for groupwork can not be used as evidence as they are not Holly’s own work. Her assignment on groupwork demonstrates a good understanding of group dynamics and how to facilitate group discussions and will cover knowledge specifications 3,4,9 for element B.3.1 Used some oral questions to check retention and currency. This was also referenced directly onto the EELS. Holly felt this exercise has refreshed her memory of the NVQ recording requirements and next time she would pencil in the claims PC, range and knowledge specifications on CPER & EELS.</p>	<p>H Allen J Blade</p>	<p>Ref 2 Ref 3</p>

Candidate assessment record (continued)

Date	Assessment planning, review, feedback and judgement record	Candidate & Assessor signatures	Evidence ref Nos.
22.01.03	<p>Plan 2 Holly will ask Asha to write a witness statement on how Holly handled an incident within the previous session when the young women were not adhering to the ground rules they had agreed. This will also assist in establishing consistency. Also identified that the evaluation from the previous young women's group can be used as evidence from prior experience, as the evaluation was facilitated by Holly and carried out by the young women. Includes photographic evidence of the Certificates of Achievement that were presented at the final session of the group. Permission from the group members to include the photographs in Holly's portfolio will be sought & recorded.</p>	<p>H Allen J Blade</p>	<p>Ref 4</p> <p>Ref 5</p> <p>Ref 6</p>
02.02.03	<p>Review and Plan 3 Checked and accepted witness statement from Asha on establishing ground rules. Asked oral questions relating to B.3.1. Knowledge specifications 1/2/3. Holly answered well. Read and accepted group evaluation – a clear and well written analysis of group developments, dynamics and achievements. Checked photos from group certificate presentations and I am satisfied that Holly has gained their written permission. Recorded all evidence claims to competence onto the Element Evidence Location Summary Sheets (EELS). Identified that Holly will prepare a written account based on a case study to meet knowledge specifications 1/6/7 and PC b,f,and i for B.3.1. for next review on 10.2.03 at 3pm.</p>		<p>H Allen J Blade</p>
10.02.03	<p>Review Read and accepted written account on how to assist young people challenge unacceptable behaviour, based on a case study Holly has written. In order to ensure confidentiality, after scrutinising and entering the claims to competence from the case study onto EELS, advised Holly to return it to the usual filing cabinet with her other records. Oral Questions asked about benefits of giving and encouraging constructive feedback to individuals and groups. (Notes of responses given to be included in the portfolio). Double-checked all the evidence for this element of the unit, using Element Evidence Location Summary sheet (EELS). There is sufficient, valid, reliable and authentic evidence to show Holly's competence. I explained to Holly that there was likely to be a lot of existing evidence used in this element to cover the other two B3 elements & some of the other units. Our next review meeting 13/02/03 will be used to establish what can be used..... (And so on until the unit is finished)</p>	<p>J Blade H Allen</p>	

Candidate signature..... H Allen Date 10/02/03

Assessor signature J Blade Date 10/02/03

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. **1**

Unit No/s. **B.3**

Element No/s **B.3.1**

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 Holly Allen

Links to element PC/range knowledge	Performance evidence	Links to
	Date of activity <u>12/1/03</u>	
B3.1 PC a, b + i R1b K 1 + 2	Today I was observed by my assessor as I co-facilitated a session with the young women's group on 'What I want to do when I leave school'. I gave a clear explanation of my/our role which was to facilitate the group within the ground rules. We had already established ground rules with the group in a previous session and re-visited them with the young women encouraging them to check their understanding. We then went on to do an exercise to look at their strengths and where they thought they would be in three years time. In order to ensure that all the young women would express their own opinions, we worked first in pairs and then each young woman introduced herself to the rest of the group as if she were her partner. There was a wide range in responses from the very ambitious to the very unsure. I gave a positive response to each contributor & encouraged group endorsement.	B1
B3.1 PC c + d R1 a + b K 3 + 4	We then had a group discussion about "Who are the successful role models for young women?" In order to ensure that everyone would be listened to we used two microphones. The group agreed that everyone must speak at least once, and that you could only speak when the microphone was in your hand. This was very effective and a big improvement on the sessions when some women could not get a word in at all!	B2
B3.1 PC e, g + h R1 a + b R2 a + b K 5 + 8	We ended the session by asking the young women to complete their evaluation sheets. I explained the value of identifying what both they as individuals & the group had achieved as well as the importance of recording difficulties. Suggesting ways to overcome these was encouraged as well. When the young women had left Asha and I completed the recording and evaluation for the session.	

Candidate performance evidence record (Sheet 2)

Candidate name *Holly Allen*

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

Observer/Witness signature *Jean Blade* Date *12/1/03*

Links to unit/ element/PC/ range/ knowledge	Assessor's questioning record	
	Questions	Answers
B.3.1 PC b K2	<p><i>Used oral questioning. Asked Holly how the Acceptable Behaviour policy relates to her work.</i></p> <p><i>Asked Holly to explain the relevance of Equal Opportunities policy.</i></p>	<p><i>Full explanation of policy on offensive language, use of drugs or alcohol and violent behaviour.</i></p> <p><i>Answered on recruitment of staff, access for young people, range and content of programme, positive images within centre and groupwork materials. Very aware of the value of inclusion.</i></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

Assessor signature *J Blade* Date *12/1/03*

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.	B3
Element	B3.1

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 you must sign and date the bottom of sheet 2.

Candidate name Holly Allen

Links to			Performance evidence	Links to	
Unit No	Element No	PC No	Date of activity: <i>10/01/03 Co-facilitating group work activity</i>	Range	KE
B3	1	b + c	<p>I am a co-youth worker with Holly and on 10/01/03 we were running a group session from a young women's group. I witnessed Holly re-establishing the ground rules with the group. The young women were talking over each other and not listening to one another. Holly introduced an ice breaker exercise to ease the tension in the group & refocus them. This proved to be effective especially as she included every member in giving some feedback on how they were feeling about being in the group. She asked then to consider their progress in the group and what the group had achieved so far. This resulted in a far more constructive atmosphere & the young women were then able to reflect on some very positive experiences they had & how they would like the group to continue. Group rules were reinforced.</p>	<p>1 a+b 2 a+b</p>	1 + 2
B3	1	c, d+e			4 3 + 5
B3	1	f, g+h			
B3	1	b			7 + 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>Asha Ali</i> Date <i>24/1/03</i>					
Links to unit/ element/PC/ range/ knowledge	Assessor's questioning record				
	Questions	Answers			
B3.1 PC a + i K2	How do you ensure that the young women know about the organisation's policy of acceptable behaviour and the consequences for not participating within the policy?	<ul style="list-style-type: none"> • Point to displayed poster. • Encourage discussion about consequences for organisation, individual & group if this is not adhered to. • Explain my role and ways we can work together if difficulties arise in the group. 			
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 *Jean Blade* Date *02/02/03*

Element evidence location summary sheet

Element number/title: B.3.1. Create a Climate Conducive to Group Learning Candidate name Holly Allen

Item of evidence	Ref	Related to performance criteria (tick as required)													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			
Young Women's Group (Obs)	1	X	X	X	X	X	X	X	X	X														1a + b, 2a + b	1/3/4/5/8	
Session Plan and Evaluation (Product)	2		X	X			X																	1a + b 1a + b	5/9/8	
Groupwork Assignment (Product)	3																							1b 2b	3/4/9	
Witness Testimony A.A. and Oral Questions	4	X	X	X	X	X	X	X	X	X														1a 2a	1/2/3/4/5/ 7/8	
Evaluation Report (Product) 1/2/4/7/8/9	5	X	X		X		X	X	X															All		
Group Certification Photographs	6									X														1a 2a		
Case Study + Oral Questions	7		X				X																		1a 2a	1/2/6/7/8
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 Jean Blade Date 10/2/03																										
I have received the feedback on my assessor's judgements during the collection of this evidence																										
Candidate signature Holly Allen Date 10/2/03																										

Unit summary sheet

Unit B3 Enable young people to work effectively in groups

Elements of competence

- B.3.1 Create a climate conducive to group learning
- B.3.2 Facilitate the work of young people in groups
- B.3.3 Enable young people to deal with negative feelings constructively

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
X	X	X	X		X	

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>Jean Blade</i>	<i>J Blade</i>	<i>10/02/03</i>
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	<i>Holly Allen</i>	<i>H Allen</i>	<i>10/02/02</i>
Candidate C&G enrolment no			

Name of approved assessment centre	<i>Youth works</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 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:

Resumé

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 witnessed	Elements witnessed	Witness signature	Date

Witness status categories

- 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

Candidate assessment record *(This record can be used for single and multiple 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

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.

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.

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

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 authorised 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. A qualified (to D32/33 or A1/A2) and occupationally competent 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, l, j 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 3)

Mandatory units – you must successfully complete ALL FOUR mandatory units

Unit B.1 Enable young people to explore and develop their values and self-respect.

- B.1.1 Enable young people to explore the values by which they live
- B.1.2 Enable young people to build their self-respect and self-esteem

Unit B.3 Enable young people to work effectively in groups.

- B.3.1 Create a climate conducive to learning in groups.
- B.3.2 Facilitate the work of young people in groups.
- B.3.3 Enable young people to deal with negative feelings constructively.

Unit B.4 Enable young people to use their learning to enhance their future development

- B.4.1 Reflect with young people on their development and learning.
- B.4.2 Help young people transfer their learning to other parts of their lives

Unit D.3 Manage your work and create effective work relationships.

- D.3.1 Work in line with organisational strategies, policies and procedures.
- D.3.2 Fulfil your responsibilities to colleagues and teams.
- D.3.3 Maintain effective relationships with managers and decision makers.

Additional units – you must successfully complete TWO units from each option group.

Option group A

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 action

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

Option group B

Unit E.1 Investigate needs and provisions for young people and promote youth work opportunities

- E.1.1 Gather, record and interpret information on young people's needs and interests, aspirations and issues.
- E.1.2 Interpret and present results on young people's needs and interests, aspirations and issues.
- E.1.3 Promote new youth work opportunities

Unit E.2 Identify relationships with other organisations and individuals.

- E.2.1 Identify organisations and agencies that can contribute to the learning and development of young people and the achievement of their aspirations
- E.2.2 Identify key groups of educational and other individuals in the communities in which young people live
- E.2.3 Monitor and control budgets for events, activities or projects

Unit E.3 Build and maintain partnership work

- E.3.1 Establish and maintain partnerships with other agencies and Providers
- E.3.2 Work with families and community groups and educational providers to address the needs, interests and aspirations of young people.

Unit F.1 Provide information to aid policy formation and the improvement of practices and provision.

- F.1.1 Provide information and advice to aid the development of strategies, policies, practice and provision.
- F.1.2 Collect and present information to aid monitoring, review and improvement of performance

Unit F.2 Develop teams and individuals to enhance the quality of youth work

- F.2.1 Co-ordinate the development of teams and individuals.
- F.2.2 Plan and evaluate the work of youth work teams and individuals
- F.2.3 Monitor and maintain performance in your team.

Unit F.3 Promote a culture of health and safety.

- F.3.1 Assess and manage health and safety risks in the youth work environment.
- F.3.2 Maintain a healthy and safe environment during youth work
- F.3.3 Supervise a response to injuries, illness and incidents.

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 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 B.1 Enable young people to explore and develop their values and self-respect

About this unit

This unit is about working with young people to explore, clarify and consider their values, and enabling young people to become more self-aware, value their own strengths, and support the strengths and contributions of others.

Who is the idea 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

B.1.1 Enable young people to explore the values by which they live.

This is about working with young people to explore, clarify and consider their values, to look at alternative value sets and develop their own standpoint in relation to them.

B.1.2 Enable young people to build their self-respect and self-esteem.

This is about enabling young people to become more self-aware, develop greater respect for themselves and build their self-esteem. It is about encouraging them to value and build on their strengths, and to celebrate and support the strengths and contributions of others.

Unit B.1 Enable young people to explore and develop their values and self-respect

<p>Element B.1.1 <i>Enable young people to explore the values by which they live</i></p>	
<p><i>This is about</i></p> <p>working with young people to explore, clarify and consider their values, to look at alternative value sets and develop their own standpoint in relation to 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) create an environment where it is possible to have conversations about personal values b) work with young people to define clearly what is meant by ‘values’ c) share your own values where appropriate, in line with the <i>core values</i> of youth work d) work with young people on values without imposing your own values on them e) explore a range of <i>value sets</i>, in the communities in which young people live and <i>in wider society</i> f) assist young people in the identification of their own position in relation to the values they experience around them g) map out with young people the connection between values and behaviour h) map out with young people the choices they can make about their values and behaviour i) encourage young people to shape their values and behaviour to reflect how and who they want to be. 	<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 explore their values 2 why it is important to be aware of your own values and be prepared to discuss them 3 any differences between your own values and the core values of youth work 4 how to build the level of trust needed in order to have conversations about values 5 how to facilitate conversations and activities to enable young people to identify value sets 6 definitions of values and examples of value sets 7 differing perspectives on the value sets operating in young people’s communities and in wider society 8 the relationships between values and behaviour 9 how to facilitate conversations about choice of behaviour 10 your organisation’s code of ethics and ethical issues in youth work.

Unit B.1 Enable young people to explore and develop their values and self-respect

Element B.1.1

Enable young people to explore the values by which they live

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) Core values:

TWO pieces of work where the core values listed are covered.

R1 a) educative

R1 b) empowering

R1 c) participative

R1 d) promoting equity.

ii) Value sets (related to relevant issues):

Exploring values with a group of young people by recording conversation/discussion.

R2 a) social behaviour

R2 b) family life

R2 c) education.

iii) Values in wider society:

Exploring values in wider society by helping young people to record these.

R3 a) nationalities

R3 b) communities

R3 c) organisations.

Unit B.1 Enable young people to explore and develop their values and self-respect

<p>Element B.1.2 <i>Enable young people to build their self respect and self-esteem</i></p>	
<p><i>This is about</i></p> <p>Enabling young people to become more self-aware, develop greater respect for themselves and build their self-esteem. It is about encouraging them to value and build on their strength, and to support the strengths and contributions of 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) relate to young people in ways which value who they are and what they can offer b) work with young people to build skills of reflection and self-awareness c) enable young people to identify the positive and negative aspects of their image of themselves d) accept young people’s views of themselves, whether positive or negative e) work with young people to help them to identify and value their strengths f) encourage young people to pay attention to and build on the positive aspects of their self image g) enable young people to identify the attitudes and behaviour in themselves and others which build or damage self-esteem h) provide regular opportunities that enable young people to experience success i) encourage young people to congratulate each other and build others’ self-esteem. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 how to work with people in ways which value their input and build trust 2 a range of activities and techniques for encouraging young people to become more self-aware 3 why it is crucial to young people’s development that they develop a positive image of themselves 4 the effects and consequences of negative self-image 5 listening skills 6 reflecting skills 7 the importance of respecting a young person’s view of the world and themselves 8 techniques and activities for enabling young people to identify their strengths and build positive self-image 9 activities and techniques that can provide young people with a sense of success.

Unit B.1 Enable young people to explore and develop their values and self-respect

Element B.1.2

Enable young people to build their self respect and self-esteem

Notes on this element (range) and evidence requirements:

Candidates must provide performance evidence of

i) **A range of activities and techniques:**

- R1 a) group activities
- R1 b) individual activities
- R1 c) indoor activities
- R1 d) outdoor activities.

NB Essential to the activities will be the opportunity to listen and reflect and to receive feedback.

[This page is intentionally blank]

Element evidence location summary sheet

Element number/title:..... B.1.1 Enable young people to explore the values by which they live. 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:..... B.1.2 Enable young people to build their self-respect and self-esteem.....		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]

Unit summary sheet

Unit B.1 Enable young people to explore and develop their values and self-respect

Elements of competence

B.1.1 Enable young people to explore the values by which they live

B.1.2 Enable young people to build their self-respect and self-esteem

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.3 Enable young people to work effectively in groups

About this unit

This unit is about facilitating group dynamics, supporting individuals' rights within the group process and enabling young people to deal with conflicts.

Who is the idea for?

It is for all those who work with groups of 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

B.3.1 Create a climate conducive to group learning.

This is about establishing young people to decide what is acceptable group and individual behaviour and ways of constructively challenging behaviours that contravene agreed boundaries.

B.3.2 Facilitate the work of young people in groups.

This is about facilitating the collaborative learning between group members by managing group dynamics and encouraging young people to learn how to do likewise. It is about supporting an individual's rights within the group process, while encouraging the group to work towards taking charge of their own learning.

B.3.3 Enable young people to deal with negative feelings constructively.

This is about modelling through your own behaviour an ability to deal with negative feelings while valuing difference. It is about enabling young people to voice, identify the causes of, and deal with conflicts. It is also about taking action to deal with conflicts. It is also about taking action to deal with unacceptable behaviour.

Unit B.3 Enable young people to work effectively in groups

<p>Element B.3.1 <i>Create a climate conducive to group learning</i></p>	
<p><i>This is about</i></p> <p>helping young people develop in groups and as individuals and developing ways of constructively challenging behaviours that contravene agreed boundaries.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) clearly explain your own role within the group b) enable young people to negotiate and agree boundaries and norms of behaviour, within organisational guidelines c) ensure that all group members' views are heard and valued d) value individual differences and relate to individuals within a group situation e) enable young people regularly to <i>review</i> their own behaviour and the way the group works together f) assist young people to challenge constructively behaviour which contravenes norms g) develop young people's ability to give, receive and value constructive feedback h) encourage young people to acknowledge individual and group <i>achievement</i> i) enable young people to understand the effect of their actions on other groups and individuals within the community. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ol style="list-style-type: none"> 1 why it is important for young people to learn to manage their own behaviour, both individually and in groups 2 your organisation's policies on acceptable behaviour 3 a range of topics which may be included when agreeing group norms and boundaries 4 group dynamics and how to facilitate group discussions 5 how to work with young people to enable them to review group and individual behaviour 6 how to assist young people to challenge unacceptable behaviour 7 the benefits of being able to give and receive constructive feedback 8 how to work with young people in order to enable them to give and receive feedback 9 negotiation skills.

Unit B.3 Enable young people to work effectively in groups

Element B.3.1

Create a climate conducive to group learning

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Review:**

Helping an individual AND a group of young people to review their behaviour through a conversation or activity.

R1 a) self

R1 b) by others

R1 c) with others.

ii) **Achievement:**

Having identified individual and group achievement in an area of their life with a group of young people.

R2 a) task related

R2 b) group process related

R2 c) group

R2 d) individual.

Unit B.3 Enable young people to work effectively in groups

<p>Element B.3.2 <i>Facilitate the work of young people in groups</i></p>	
<p><i>This is about</i></p> <p>facilitating the collaborative learning between group members by managing group dynamics and encouraging young people to learn how to do so likewise. It is about supporting an individual's rights within the group process, while encouraging the group to work towards taking charge of their own learning.</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 existing and desired dynamics of the groups you work with b) regularly review the effect of your values and your <i>facilitation styles</i> on the groups you work with c) choose and use facilitation styles which are appropriate for the group's <i>stage of development</i> d) make <i>adaptations and interventions</i> which maximise young people's ability to develop e) encourage young people to take control of their own development, taking into account their maturity and their understanding of each other f) ensure that your interventions are in line with the purpose, process and intended outcomes of sessions and programmes g) establish a balance between achieving planned outcomes, meeting individual needs and dealing with group process h) regularly monitor and evaluate the effect of group work sessions on the group and the intended outcomes. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ol style="list-style-type: none"> 1 how to identify and analyse group dynamics using theoretical models and practical observation 2 how to review your own <i>facilitation styles</i> 3 a range of facilitation styles which encourage empowerment and take account of the group's <i>stage of development</i> 4 why it important to work with young people in ways which encourage their empowerment 5 the factors likely to affect learning and behaviour individually and in groups 6 theoretical models of group work and typical group roles 7 how to make interventions which encourage development and empowerment 8 how to recognise and deal with issues of power in groups 9 methods of planning, monitoring and evaluating group work sessions.

Unit B.3 Enable young people to work effectively in groups

Element B.3.2

Facilitate the work of young people in groups

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Facilitation styles:**

TWO pieces of practice to demonstrate different facilitation styles appropriate to the group's stage of development.

R1 a) directive

R1 b) coaching

R1 c) supporting

R1 d) abdicating.

ii) **Stage of development:**

ONE piece of practice of facilitation style(s) involving a group of young people's ability to influence their own development.

R2 a) the group's and individuals' ability to work together and manage their own development.

iii) **Adaptations and interventions:**

How TWO interventions affected the group for good and/or ill.

R3 a) anything that you say or do which influences the course of a session.

Unit B.3 Enable young people to work effectively in groups

<p>Element B.3.3 <i>Enable young people to deal with negative feelings constructively</i></p>	
<p><i>This is about</i></p> <p>modelling through your own behaviour an ability to deal with negative feelings while valuing difference, enabling young people to voice, identify the causes of, and deal with conflicts. It is also about taking action to deal with unacceptable behaviour.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ol style="list-style-type: none"> a) assist young people to identify their own <i>rights, needs, and values</i> and those of others b) assist young people to communicate clearly and to listen actively to others c) identify accurately <i>blocks</i> to communication and mutual understanding, and work with young people to remove these d) when the need arises, create opportunities for young people to express their negative feelings safely and appropriately e) enable young people to explore the underlying causes of conflict between individuals and groups f) enable young people to develop the skills they need to resolve conflicts g) enable groups and individuals to recognise and deal competently with unfinished business h) enable groups and individuals to deal competently with issues that are no longer open for discussion i) manage conflicts in ways which maintain the quality of relationships and enable differences to remain valued j) exercise the reasonable controls needed to ensure that conflicts do not escalate k) take action in line with organisational procedures to deal with unacceptable behaviour. 	<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 enable them to consider their own rights, needs and values in relation to those of others 2 how to work with young people to enable them to communicate more effectively with each other 3 differences in the way that individuals think, relate to each other and make decisions 4 possible causes of blocks to communications 5 why it is important to help young people to learn ways of managing conflict 6 the creative possibilities of differences of opinion 7 conflict resolution techniques 8 definitions of unacceptable behaviour in your setting and organisation 9 causes of and techniques for dealing with unacceptable behaviour 10 organisational procedures on dealing with unacceptable behaviour.

Unit B.3 Enable young people to work effectively in groups**Element B.3.3**

Enable young people to deal with negative feelings constructively

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of**i) Rights, needs and values:**

TWO occasions where TWO different rights, needs and values were addressed.

R1 a) social

R1 b) cultural

R1 c) physical

R1 d) emotional

R1 e) spiritual.

ii) Blocks:

TWO different situations where blocks occurred and by working with young people they were tackled.

R2 a) social

R2 b) cultural

R2 c) religious

R2 d) educational

R2 e) linguistic.

iii) Reasonable controls (as defined by):

Handling conflict in an appropriate way, either by planning and anticipation or as it happened.

R3 a) common sense

R3 b) organisational procedure

R3 c) statute.

[This page is intentionally blank]

Element evidence location summary sheet

Element number/title:..... B.3.1 Create a climate conducive to group learning 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: B.3.2 Facilitate the work of young people in groups 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:..... B.3.3 Enable young people to deal with negative feelings constructively 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 B.3 Enable young people to work effectively in groups

Elements of competence

- B.3.1 Create a climate conducive to group learning
- B.3.2 Facilitate the work of young people in groups
- B.3.3 Enable young people to deal with negative feelings constructively

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.4 Enable young people to use their learning to enhance their future development

About this unit

This unit is about enabling young people to reflect on their learning and establish goals for their future development.

Who is the idea 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

B.4.1 Reflect with young people on their development and learning.

This is about working with young people to enable them to reflect on their learning. It is about helping young people to identify links between their learning from youth work opportunities and other parts of their lives.

B.4.2 Help young people to transfer their learning to other parts of their lives.

This is about enabling young people to develop goals that will enable them to use their learning in other parts of their lives. It is about assisting them to identify the action they can take to achieve their goals and encouraging them to develop ongoing learning plans.

Unit B.4 Enable young people to use their learning to enhance their future development

<p>Element B.4.1 <i>Reflect with young people on their development and learning</i></p>	
<p><i>This is about</i></p> <p>working with young people to enable them to reflect on their learning. It is about helping young people to identify links between their learning from youth work opportunities and other parts of their lives.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ol style="list-style-type: none"> a) actively create environments and times where young people can reflect constructively on their experiences b) use an appropriate <i>variety of methods</i> to enable young people to reflect on their experiences and tease out their learning c) assist young people actively to develop their skills by reflection and learning from experience d) maintain an even balance between reviewing the tasks or activities carried out and reviewing group process or issues e) actively encourage young people to value each others' learning and disclosures by personal example f) provide active and sensitive support to enable young people to deal with experiences and learning they find painful g) work effectively with young people to develop their ability to take charge of their own review sessions h) ask for constructive feedback on your own role in youth work activities and review sessions and act on it. 	<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 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 variety of reviewing methods and activities, including some that young people can learn to do for themselves 4 how to monitor the group dynamic and enable the group to focus on the most important issues for them 5 how to listen actively to what is and is not being said and reflect this back to young people 6 a range of facilitation skills which work towards empowering young people 7 techniques for helping young people to deal with experiences and learning they find painful 8 sources of further support to help young people deal with issues which are beyond your remit 9 how to give and receive feedback.

Unit B.4 Enable young people to use their learning to enhance their future development

Element B.4.1

Reflect with young people on their development and learning

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Variety of methods:**

BOTH individual reflection and discussions with groups and individuals.

R1 a) individual reflection

R1 b) discussions

R1 c) group activities

R1 d) individual activities.

Unit B.4 Enable young people to use their learning to enhance their future development

<p>Element B.4.2 <i>Help young people to transfer their learning to other parts of their lives</i></p>	
<p><i>This is about</i></p> <p>enabling young people to develop goals that will enable them to use their learning in other parts of their lives. It is about assisting them to identify the action they can take to achieve their goals and encouraging them to develop ongoing learning plans.</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 links between their learning from youth work experience and other areas of life and consider how each might benefit from the other b) explain and promote clearly the benefits of ongoing learning c) enable young people to develop clear and achievable aims and goals for future action based on their learning d) help young people distinguish between <i>learning needs</i> that can be addressed at the time and their ongoing <i>development needs</i> e) encourage young people to develop realistic and achievable personal and group development plans based on their learning and on their future goals f) assist young people to check that development plans are realistic and in line with their <i>learning styles</i> g) agree with young people suitable sources of support to help them carry out their development plans h) assist young people to identify how they can continue to review their further development. 	<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 help young people relate their learning from youth work experiences back to other areas of life 2 how to explain and promote the benefits of ongoing learning, and sources of support 3 planning techniques and how to set achievable goals 4 how to determine which development goals should be addressed formally through a sustained approach and which goals would be better met informally 5 how to work out development plans and learning contracts 6 learning styles and other theories relevant to development planning 7 other sources of support for young people as they implement their development plans 8 ways of monitoring and reflecting on development during implementation.

Unit B.4 Enable young people to use their learning to enhance their future development

Element B.4.2

Help young people to transfer their learning to other parts of their lives

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Learning needs:**

Having addressed BOTH an individual and a group learning need in terms of knowledge and skill required for a current situation.

R1 a) individual

R1 b) group (community)

R1 c) knowledge

R1 d) skill.

ii) **Development needs:**

TWO pieces of own practice contributed to the longer term development needs of an individual or group of young people.

R2 a) individual

R2 b) group

R2 c) emotional

R2 d) spiritual

R2 e) cognitive

R2 f) physical

R2 g) knowledge

R2 h) skill.

iii) **Learning styles:**

Having identified own learning style and that of an individual or group of young people and how the information shaped practice.

R3 a) Activist

R3 b) Reflector

R3 c) Theorists

R3 d) Pragmatist.

[This page is intentionally blank]

Element evidence location summary sheet

Element number/title:..... B.4.1 Reflect with young people on their development and learning 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:..... B.4.2 Help young people to transfer their learning to other parts of their lives 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 B.4 Enable young people to use their learning to enhance their future development

Elements of competence

- B.4.1 Reflect with young people on their development and learning
 B.4.2 Help young people to transfer their learning to other parts of their lives

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.3 Manage your work and create effective work relationships

About this unit

This unit is about maintaining procedures and practice processes to ensure youth work can be carried out, effectively and safely clarifying your role, monitoring the achievement of objectives and improving work. It is about supporting colleagues, and working in partnership with managers and decision makers to prioritise future youth work opportunities.

Who is the idea 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.3.1 Work in line with organisational strategies, policies and procedures.

This is about maintaining administrative processes to ensure youth work can be carried out, and ensuring that your own practice is in line with your organisation's policies and procedures.

D.3.2 Fulfil your responsibilities to colleagues and teams.

This is about clarifying your role and that of others within teams you belong to, monitoring the achievement of objectives and improving your own work and that of colleagues. It is about supporting colleagues, recognising and valuing differences and dealing with differences of opinion or conflicts.

D.3.3 Maintain effective relationships with managers and decision makers.

This is about keeping managers, decision makers and other key groups and individuals up to date with activities, working with them to prioritise future youth work opportunities.

Unit D.3 Manage your work and create effective work relationships

<p>Element D.3.1 <i>Work in line with organisational strategies, policies and procedures</i></p>	
<p><i>This is about</i></p> <p>maintaining administrative processes to ensure youth work can be carried out and ensuring that your own practice is in line with your organisation’s policies and procedures.</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 correctly the organisational procedures relevant to your role and the sites where you work b) work consistently according to organisational procedures c) collect and process money accurately and consistently in line with organisational procedures d) ensure that young people’s involvement in youth work is always within safety and legal boundaries e) identify accurately <i>situations requiring immediate action</i> and take appropriate action promptly f) identify all situations which are beyond your own competence or remit and seek appropriate help g) communicate regularly with other team members about what you are doing and action you have taken h) maintain accurate up-to-date and complete records of your work. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 your role as a youth worker and the limits of your remit 2 organisational procedures, including those on confidentiality, safeguarding young people and protect workers from allegations of <i>abuse</i> 3 the organisational procedures for the sites and settings where you work 4 organisational procedures for collecting and processing money 5 the legal and safety limitations on young people’s involvement in youth work administration 6 organisational situations where you may take action, and procedures for doing so 7 sources of support for workers and young people, and relevant procedures 8 the importance of communicating actions and decisions to others 9 organisational procedures to maintaining and storing records.

Unit D.3 Manage your work and create effective work relationships

Element D.3.1

Work in line with organisational strategies, policies and procedures

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Situations requiring immediate action:**

Own practice or by simulation of how situations requiring immediate action were identified and appropriate action taken.

R1 a) hazardous

R1 b) involving contravention of law

R1 c) against organisational procedure.

ii) **Abuse:**

Own practice or by simulation of how situations of abuse were identified and appropriate action taken.

R2 a) emotional

R2 b) neglect

R2 c) physical

R2 d) sexual.

Unit D.3 Manage your work and create effective work relationships

<p>Element D.3.2 <i>Fulfil your responsibilities to colleagues and teams</i></p>	
<p><i>This is about</i></p> <p>clarifying your role and that of others within teams you belong to, monitoring the achievement of objectives and improving your own work and that of colleagues. It is about supporting colleagues, recognising and valuing differences and dealing with conflicts or differences of opinion.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ol style="list-style-type: none"> a) establish open, honest and appropriate professional relationships with <i>colleagues</i> b) identify, clarify and agree your objectives and role boundaries in conjunction with <i>colleagues</i> c) offer support to colleagues and ask for additional support in your work when necessary d) carry out your responsibilities as agreed with colleagues, taking account of other priorities and commitments e) share information and views with colleagues, in ways which are clear, accurate and complete f) respond constructively to challenge, advice and support offered by colleagues g) work with other team members to regularly review and improve <i>the way teams work together</i> h) communicate with your colleagues openly and honestly, and deal with differences of opinion and conflicts in ways that maintain respect for all parties i) actively <i>value diversity</i> within the teams of which you are a member. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ol style="list-style-type: none"> 1 nature of the inter-relationships between yourself and others with whom you work, and how this may affect your ability to work effectively 2 why it is important to clarify your job role and how it relates to those of colleagues 3 types of support, including advice and information, sharing skills, direct help in undertaking a piece of work, offering constructive feedback 4 the benefits of team and individual goal setting 5 reporting relationships and communication channels with colleagues and teams 6 the benefits of continuous review of the way you work together with colleagues 7 support mechanisms within your work area 8 techniques for providing and receiving effective feedback 9 principles for effective conflict resolution 10 organisational requirements for record keeping and procedures on confidentiality.

Unit D.3 Manage your work and create effective work relationships

Element D.3.2

Fulfil your responsibilities to colleagues and teams.

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) Colleagues:

Working with TWO of the groups listed and to identify and agree objectives, roles or boundaries in order to improve own work and/or that of colleagues.

- R1 a) members of your team
- R1 b) members of related teams
- R1 c) your manager
- R1 d) colleagues working on the same and/or different sites
- R1 e) full-time colleagues
- R1 f) part-time colleagues
- R1 g) volunteer colleagues.

ii) The way teams work together:

Own practice of TWO of the areas listed for improving the way teamwork was reviewed and improved.

- R2 a) decision making
- R2 b) reviewing team progress
- R2 c) supporting learning within the team
- R2 d) sharing best practice
- R2 e) delivering results.

iii) Value diversity (recognising and valuing differences):

Own practice of own contribution on TWO occasions that actively valued diversity in the areas listed.

- R3 a) beliefs
- R3 b) cultures
- R3 c) experiences
- R3 d) attitudes
- R3 e) values seeking to establish positive relationships with people who are different from you.

Unit D.3 Manage your work and create effective work relationships

<p>Element D.3.3 <i>Maintain effective relationships with managers and decision makers</i></p>	
<p><i>This is about</i></p> <p>keeping managers, decision makers and other key groups and individuals up to date with activities, working with them to prioritise future youth work activities.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) maintain an effective relationship with all those to whom you have reporting responsibilities b) maintain effective working relationships with any other <i>decision makers</i> who affect your job role c) consistently identify the concerns and priorities of managers, and other decision makers d) maintain <i>regular communication</i> with managers, and other decision makers affecting your role about youth work activities and issues e) present plans for your work with young people to your manager and other relevant decision makers f) modify and negotiate acceptance of your plans. 	<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 maintain good communication with your manager and other decision makers who affect your job role 2 your own reporting lines and role 3 range of authority and responsibilities of your manager and other key decision makers 4 structure of steering groups, council committees etc which directly affect your job role and remit 5 policies and procedures concerning the funding of work with young people and the budgeting process, as they affect your job role 6 presentation and negotiation skills.

Unit D.3 Manage your work and create effective work relationships

Element D.3.3

Maintain effective relationships with managers and decision makers

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Decision makers:**

Maintaining effective working relationships with TWO of the groups of decision makers who affect your remit as listed.

- R1 a) young people
- R1 b) management committees
- R1 c) steering groups
- R1 d) trustees
- R1 e) local council committees
- R1 f) advisory groups
- R1 g) patrons.

ii) **Regular communication:**

Initiating regular communication in order to keep the TWO groups identified and informed about youth work activities and issues.

- R2 a) should be proactive
- R2 b) keeping key decision makers informed, involved and enthusiastic about your work.

[This page is intentionally blank]

Element evidence location summary sheet

Element number/title: D.3.1 Work in line with organisational strategies, policies and procedures 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.3.2 Fulfil your responsibilities to colleagues and teams 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.3.3 Maintain effective relationships with managers and decision makers 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.3 Manage your work and create effective work relationships

Elements of competence

- D.3.1 Work in line with organisational strategies, policies and procedures
- D.3.2 Fulfil your responsibilities to colleagues and teams
- D.3.3 Maintain effective relationships with managers and decision makers

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 youth 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 opportunities 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														Date													
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

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.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 idea 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 communities d) assist young people to recognise their roles, rights and responsibilities as individuals and in their communities e) assist young people to identify and appreciate differing views of <i>groups and individuals</i> within their communities f) enable young people to understand <i>decision-making processes</i> within their communities g) enable young people to identify potential <i>points of influence</i> within the community 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 community. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 different types of communities 2 internal and wider issues affecting young people in their communities 3 roles, rights and responsibilities of individuals and groups in relation to communities 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 community 6 decision-making processes in various communities 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 <i>presentations</i> 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

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																											

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

[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	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 idea 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

R1 h) 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 action. 	<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> <ol 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 review 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> <ol 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 review achievements 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]

[This page is intentionally blank]

[This page is intentionally blank]

[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 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 advocacy 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 represent themselves d) ensure that young people <i>represent themselves</i> wherever possible e) provide young people with the support they require to represent themselves 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 information 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 represent themselves, 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 a 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 the 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 wherever 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

R2 c) informal discussions.

iii) Kinds of information:

TWO forms of information from those listed.

R3 a) may be collected using 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]

Element evidence location summary sheet

Element number/title: A.5.2 Represent the views and interests of young people to others 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.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:**

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:**

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 of and value 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 relationships 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]

Element evidence location summary sheet

Element number/title: B.2.1 Enable young people to undertake purposeful reflection 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

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																											
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> <ol 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>stage 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 options 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> <ol 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 stages of development 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) **Stage 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 eg 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 sessions can be achieved within the resources available c) identify a process for developing sessions which involves young people as much as is practical d) use this process with young people to develop workable session 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 sessions which enhance young people’s learning g) ensure that session 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> <ul style="list-style-type: none"> 1 why it is important to have clearly specified aims and objectives for sessions 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 sessions 5 a variety of methods and activities for youth work sessions 6 how to design sessions 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 sessions 9 a range of ways of evaluating the effectiveness of sessions 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:

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> <ol style="list-style-type: none"> a) specify the aims, objectives and context for the use of <i>learning resources</i> b) identify existing learning resource options c) evaluate accurately the likelihood of these existing options meeting the required outcomes d) involve young people in the selection and development of learning resources wherever possible e) ensure that the chosen learning resources 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 learning resources 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 values of youth work and how they influence the design of learning resources 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]

[This page is intentionally blank]

[This page is intentionally blank]

[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 goals c) work with young people to draw up a comprehensive list of <i>resources</i> needed for achieving their goals 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 goals 2 why it is important to ensure that young people recognise their own skills and experience 3 a range of available resources, both within your organisation and further afield 4 why it is important to support young people to obtain their own resources 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 resources 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

R1 h) 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 to <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 wherever possible 2 why it is important to have a clearly specified budget for events 3 how to plan a budget, 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 event, activity or project 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> <ol 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> <ol 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 accounts 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												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												Date										
Candidate signature												Date										

[This page is intentionally blank]

[This page is intentionally blank]

Element evidence location summary sheet

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													

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

[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 key groups and individuals 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
 - R3 c) fund holders
 - R3 d) the local community.
- iv) **Method:**

TWO methods.

 - R4 a) individual discussion
 - R4 b) group meetings
 - R4 c) questionnaires and surveys
 - R4 d) planned
 - R4 e) unplanned
 - R4 f) single
 - R4 g) 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) encourage young people to contribute openly, honestly and constructively c) use data collection and analysis techniques in ways which are enjoyable and not cumbersome d) use data 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 data 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 recipients of the evaluation 7 the appropriate people who should be informed of the outcome 8 methods of publicising 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]

Element evidence location summary sheet

Element number/title: C.3.1 Agree criteria and methods for the evaluation of 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:..... C.3.2 Evaluate opportunities and identify successes and improvements 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.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]

Unit E.1 Investigate needs and provision for young people and promote youth work opportunities

About this unit

This unit is about collecting information to identify young people's issues and the provision for young people in your area, and presenting an analysis of the issues and aspirations of young people (existing provision and the opportunities for development). It is about identifying suitable groups and environments for youth work and publicising youth work opportunities.

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

E.1.1 Gather, record and interpret information on young people's needs and interests, aspirations and issues.

This is about collecting information on issues affecting young people and the provision for young people.

E.1.2 Interpret and present results on young people's needs and interests, aspirations and issues.

This is about developing and presenting an analysis of the issues and aspirations of young people in your area, the existing provision and the opportunities for development that you have identified.

E.1.3 Promote new youth work opportunities.

This is about identifying suitable groups and environments for publicising youth work opportunities.

Unit E.1 Investigate needs and provision for young people and promote youth work opportunities

<p>Element E.1.1 <i>Gather, record and interpret information on young people's needs and interests, aspirations and issues</i></p>	
<p><i>This is about</i> collecting the information on issues affecting young people and the provision for 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) use existing <i>information</i> correctly to identify what kind of new information is needed b) decide accurately what information you need to collect on the issues and aspirations of young people and the provision for them in your area c) ensure that the methods you choose and the data you collect will enable you to make meaningful analysis and decisions d) publicise your need for information to interested people using <i>the appropriate medium</i> e) gather accurate and up-to-date information by working with young people and other <i>interested people</i> f) record comprehensively how you gathered your information so that future users can build effectively on your work g) record and collate information accurately in a suitable <i>format</i> for analysis h) respect the confidentiality requirements of information providers. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ol style="list-style-type: none"> 1 the nature and extent of current provision for young people in your area 2 how to define objectives for information gathering activities 3 how to communicate your need for information and the uses to which you will put it 4 the range of available research methods including one-to-one interviews, qualitative group techniques, questionnaire schedules, literature surveys and database searches 5 which agencies and bodies can provide you with the information you need 6 how to involve young people and others in information gathering 7 how to record the information you gather so that others can use it 8 methods of compiling and presenting information for analysis 9 organisational procedures for gathering and storing information.

Unit E.1 Investigate needs and provision for young people and promote youth work opportunities

Element E.1.1

Gather, record and interpret information on young people's needs and interests, aspirations and issues

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Information:**

Using TWO of the listed sources of information in order to meet the identified issues and aspirations of young people.

- R1 a) existing records
- R1 b) records of interviews and conversations
- R1 c) written submissions
- R1 d) results of formal research.

ii) **Interested people:**

Contacting BOTH an internal and an external individual, group or organisation listed as interested people.

- R2 a) groups
- R2 b) organisations
- R2 c) individuals
- R2 d) internal
- R2 e) external
- R2 f) regulators.

iii) **The appropriate medium:**

Using TWO forms of 'appropriate medium' listed in order to publicise your need for information.

- R3 a) discussion
- R3 b) newsletters or other written forms.

iv) **Format:**

Using TWO of the formats listed that aids easy analysis by interested people.

- R4 a) interview record sheets
- R4 b) descriptive and simple statistics
- R4 c) summary notes of meetings and group sessions.

Unit E.1 Investigate needs and provision for young people and promote youth work opportunities

<p>Element E.1.2 <i>Interpret and present results on young people’s needs and interests, aspirations and issues</i></p>	
<p><i>This is about</i></p> <p>developing and presenting an analysis of the issues, interests and needs of young people in your area, the existing provision and the opportunities for development that you have identified.</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 appropriate young people, colleagues and <i>other interested people</i> in the interpretation and <i>presentation of the results</i> b) identify clearly the needs of young people for youth work opportunities c) identify clearly any <i>gaps in youth work opportunities</i> d) identify accurately any <i>factors</i> which might inhibit access to young people e) identify any <i>factors</i> influencing young people’s potential take-up of youth work opportunities f) reflect truthfully organisational values and policies in your interpretation g) <i>present</i> your results and their <i>implications</i> in a way which meets the needs of your audience h) agree your analysis with <i>decision makers</i> and <i>other interested people</i> i) prioritise realistically the development areas you have identified. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 how to involve young people and others in the interpretation and presentation of information about youth work needs 2 techniques for analysing qualitative and quantitative information 3 trends and developments in provision in your field and other related fields 4 social, cultural, environmental and economic factors and trends and the way these affect young people’s perceptions and take-up of youth work provision 5 the values which underpin your organisation’s policies 6 your personal value system and the way in which it affects your decision making 7 local policies and sensitivities which may affect the nature and scope of proposed youth work provision 8 standard formats for recording and presenting information.

Unit E.1 Investigate needs and provision for young people and promote youth work opportunities

Element E.1.2

Interpret and present results on young people's needs and interests, aspirations and issues

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Other interested people:**

Using BOTH an internal and an external individual, group or organisation listed.

R1 a) other people from a range of other organisations working with young people in your area.

ii) **Presenting results:**

Using TWO methods of presentation from those listed.

R2 a) formal presentations

R2 b) written reports

R2 c) conversations.

iii) **Gaps in youth work opportunities:**

Identifying TWO potential or actual gaps in youth work provision.

R3 a) previously unmet needs

R3 b) newly emerging needs.

iv) **Factors:**

Having identified TWO factors from those listed in this element.

R4 a) geographical inaccessibility

R4 b) lack of premises, local agencies and potential provision

R4 c) funding restrictions

R4 d) characteristics of the young population requiring extra or specialist provision.

v) **Implications:**

R5 a) refocusing of existing resources

R5 b) the requirement for new resources.

vi) **Decision makers (that affect your remit):**

Agreeing your analysis with TWO groups of decision makers from those listed.

R6 a) young people

R6 b) management committees

R6 c) steering groups

R6 d) trustees

R6 e) local council committees

R6 f) advisory groups

R6 g) patrons.

Unit E.1 Investigate needs and provision for young people and promote youth work opportunities

<p>Element E.1.3 <i>Promote new youth work opportunities</i></p>	
<p><i>This is about</i> identifying suitable groups and environments for publicising youth work opportunities.</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 the range of young people with whom you will work in line with your role b) identify suitable <i>locations</i> for promoting youth work c) publicise opportunities for young people to meet youth workers and participate in youth work opportunities <i>using an appropriate method</i> d) inform <i>relevant organisations</i> that you are making contact with young people e) communicate clearly and comprehensively the purpose of youth work, its values and methods to <i>relevant people</i> f) inform young people of the services and facilities available to them in a manner likely to appeal to them g) provide clear and accurate information to parents and others using an <i>appropriate method</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 seek to include all young people in the area where you work 2 young people's issues in the community 3 limitations of your own competence and role as a youth worker 4 locations in the community where young people meet 5 the range of methods for publicising youth work opportunities 6 your organisation's guidelines on suitable places for and ways of making contact with young people 7 ways for making the environment one in which young people will feel at ease 8 the purposes and values of work with young people 9 why it is important to target your publicity to include young people you want to work with.

Unit E.1 Investigate needs and provision for young people and promote youth work opportunities

Element E.1.3

Promote new youth work opportunities

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) Locations:

Using TWO suitable locations for youth work from those listed.

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) Using an appropriate method:

Using TWO of the methods listed to publicise opportunities for young people.

R2 a) notices

R2 b) magazines

R2 c) local radio

R2 d) word of mouth

R2 e) posters.

iii) Relevant people:

Having communicated the purpose of youth, its values and methods to AT LEAST TWO of the groups listed.

R3 a) parents and carers

R3 b) schools

R3 c) community organisations

R3 d) groups.

iv) Relevant organisations:

Having informed AT LEAST TWO of the organisations listed of their making contact with young people.

R4 a) police

R4 b) social services

R4 c) other youth organisations operating in the area

R4 d) community groups

R4 e) schools.

[This page is intentionally blank]

Element evidence location summary sheet

E.1.1 Gather, record and interpret information on young people's needs and interests, aspirations and issues

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																											

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

[This page is intentionally blank]

[This page is intentionally blank]

[This page is intentionally blank]

Unit summary sheet

Unit E.1 Investigate needs and provision for young people and promote youth work opportunities

Elements of competence

- E.1.1 Gather, record and interpret information on young people's needs and interests, aspirations and issues
- E.1.2 Interpret and present results on young people's needs and interests, aspirations and issues
- E.1.3 Promote new youth work opportunities

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 E.2 Identify relationships with other organisations and individuals

About this unit

This unit is about identifying other organisations and agencies that can provide services or otherwise enhance the quality of work with young people. It is also about identifying the profile of the community, the key groups and individuals within it.

Who is the unit for?

This unit is for workers who establish links with other organisations and agencies to support the delivery of youth work services and activities.

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

E.2.1 Identify organisations and agencies that can contribute to the development of young people and the achievement of their aspirations.

This is about identifying other organisations, departments and agencies that can provide services or otherwise enhance the quality of work with young people.

E.2.2 Identify key groups of educational and other individuals in the communities in which young people live.

This is about identifying the profile of the community, the key groups and individuals within it

Unit E.2 Identify relationships with other organisations and individuals

<p>Element E.2.1 <i>Identify organisations and agencies that contribute to the development of young people and the achievement of their aspirations</i></p>	
<p><i>This is about</i></p> <p>identifying other organisations, departments and agencies that can provide services or otherwise enhance the quality of work 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 clearly how other <i>agencies</i> can support your work with young people and the role that they might play b) identify accurately contact points for <i>agencies</i> relevant to your work with young people in the local community c) identify accurately contact points for <i>providers of opportunities</i> for young people in the local community and the role that they might play d) establish constructive contact with a named individual in each organisation wherever possible e) collect up to date and useful information on services provided which are relevant to the young people with whom you work f) evaluate objectively the usefulness of contacts and share them with colleagues in line with codes of ethics and equality g) obtain relevant guidance before using another provider in order to evaluate the quality of their service h) record contacts comprehensively and keep information up to date. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 types of agencies relevant to work with young people 2 why it is important to develop and maintain good relationships with other organisations 3 how to make initial contact and maintain constructive dialogue with agencies and providers 4 why it is important to evaluate objectively the quality of services offered to young people by other organisations 5 where to get guidance on evaluating the quality of providers of services or activities to young people 6 your organisation’s policy on using and evaluating other providers of youth work services and activities 7 organisational codes of ethics 8 organisational procedures on record keeping.

Unit E.2 Identify relationships with other organisations and individuals

Element E.2.1 *Identify organisations and agencies that contribute to the development of young people and the achievement of their aspirations*

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Agencies:**

Having accurately identified the appropriate contact points of TWO of the agencies relevant to work with young people listed.

R1 a) central and local government organisations

R1 b) advice agencies

R1 c) professional bodies

R1 d) social services

R1 e) education department

R1 f) voluntary groups

R1 g) issue-based organisations.

ii) **Providers of opportunities:**

Having accurately identified TWO of the providers of opportunities for young people listed.

R2 a) education and training providers

R2 b) venues for residentials

R2 c) activity providers

R2 d) employers

R2 e) providers of goods and services.

Unit E.2 Identify relationships with other organisations and individuals

<p>Element E.2.2 <i>Identify key groups of educational and other individuals in the communities in which young people live</i></p>	
<p><i>This is about</i> identifying the profile of the community, the key groups and individuals within it.</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 key agencies, players, issues and cultures in the communities where young people live b) prioritise realistically and <i>make contact</i> constructively with key groups and interests within the community c) use communication styles appropriate to the culture of the group or individual d) be sensitive to the local area's <i>political dimensions</i> in your actions and your relationships with key groups and individuals e) explain your role and youth work activities clearly and accurately f) ensure that your role relates appropriately to that of <i>other groups and individuals</i> working in the community g) agree ways of maintaining ongoing constructive contact with groups and individuals h) build positive relationships based on mutual respect i) record contact details and relationship history in an accurate form that is understandable to others. 	<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 build and maintain good relationships with the communities in which young people live 2 types of groups and individuals who are likely to be key players in a community 3 a variety of methods for making appropriate contact with groups and individuals 4 customs, communication styles and requirements of key groups within a community 5 impact of local and national politics on the community 6 key concerns and issues in the community, related and unrelated to young people 7 how to explain your role and youth work activities 8 organisational procedures on record keeping.

Unit E.2 Identify relationships with other organisations and individuals

Element E.2.2 *Identify key groups of educational and other individuals in the communities in which young people live*

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Make contact:**

Having made contact with key community groups and interests using AT LEAST TWO of the opportunities listed.

R1 a) formal opportunities

R1 b) informal opportunities.

NB Such as local events, personal approach, public meetings, council meetings, forums.

ii) **Political dimensions:**

Own practice of how you ensured that your role relates appropriately with TWO of the groups and individuals listed.

R2 a) ongoing issues

R2 b) sources of power

R2 c) relationships with decision makers.

iii) **Other groups and individuals:**

R3 a) young people

R3 b) parents and carers

R3 c) schools

R3 d) police

R3 e) social services

R3 f) leisure facilities

R3 g) other statutory and voluntary organisations.

[This page is intentionally blank]

[This page is intentionally blank]

[This page is intentionally blank]

Unit summary sheet

Unit E.2 Identify relationships with other organisations and individuals

Elements of competence

- E.2.1 Identify organisations and agencies that can contribute to the development of young people and the achievement of their aspirations
- E.2.2 Identify key groups of educational and other individuals in the communities in which young people live

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 E.3 Build and maintain partnership work

About this unit

This unit is about working closely with agencies, providers and with the local community to develop partnership relationships to enhance the quality of work with young people.

Who is the unit for?

This unit is for workers who have a responsibility for establishing and developing partnerships within the local 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

E.3.1 Establish and maintain partnerships with other agencies and providers.

This is about collaborating with agencies and providers to enhance the quality of work with young people.

E.3.2 Work with families, community groups and educational providers to address the needs, interests and aspirations of young people.

This is about working in collaboration with groups in the community to enhance the quality of and opportunities for work with young people.

Unit E.3 Build and maintain partnership work

<p>Element E.3.1 <i>Establish and maintain partnerships with other agencies and providers</i></p>	
<p><i>This is about</i> collaborating with agencies and providers to enhance the quality of work 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) prioritise realistically <i>key areas of work or projects</i> where working in partnership with agencies or providers is necessary or beneficial b) identify clearly <i>agencies and providers</i> with whom you wish to work in partnership and establish relationships at levels appropriate to the task c) promote accurately the values of working with young people, the needs of young people and the work of your organisation d) identify accurately the goals and objectives of partner organisations and their reasons for working in partnership e) agree <i>roles and responsibilities</i> within the joint work in a spirit of trust and goodwill f) ensure that the relationship agreed is consistent with your job role and organisational policies g) maintain constructive contact and review regularly progress of joint work with the partner organisation and with your own organisation h) share relevant information within the boundaries of confidentiality agreements i) ensure that processes are in place to deal with approaches from other organisations positively and co-operatively. 	<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 partnership working with other <i>agencies</i> and <i>providers</i> working with young people 2 the difference between the purchaser-provider relationship and the partnership relationship 3 the values and principles of partnership work 4 how to explain the values of work with young people and the needs of the young people within your role 5 how to explain the values and role of your organisation in relation to those of other agencies and providers 6 your remit and the boundaries of your role 7 presentation and negotiation skills 8 communications and reporting systems 9 your organisation’s policies on confidentiality and partnership working 10 any organisational procedures that are relevant to partnership working (for example, the key purpose and values of youth work).

Unit E.3 Build and maintain partnership work

Element E.3.1

Establish and maintain partnerships with other agencies and providers

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Key areas of work or projects:**

Having worked in partnership with TWO providers or agencies from the list that are key areas of work.

R1 a) short or long term projects

R1 b) work in specialist areas such as disability, drug or alcohol abuse

R1 c) ongoing provision of services such as instruction for outdoor activities, transport, residential venues.

ii) **Agencies:**

Having identified TWO agencies from the list and of having established partnership work.

R2 a) central and local government organisations

R2 b) advice agencies

R2 c) professional bodies

R2 d) social services

R2 e) education department

R2 f) voluntary organisations

R2 g) issue-based organisations.

iii) **Providers:**

Having identified and used TWO providers from the list establishing an appropriate working relationship.

R3 a) education and training providers

R3 b) venues for residential

R3 c) activity providers

R3 d) employers

R3 e) providers of goods and services.

iv) **Roles and responsibilities partnership working:**

Having agreed roles and responsibilities with TWO agencies or providers appropriate to the task and the form of partnership as indicated.

R4 a) a range of relationships from customer/provider to joint management of projects.

Unit E.3 Build and maintain partnership work

<p>Element E.3.2 <i>Work with families and community groups and educational providers to address the needs, interests and aspirations of young people</i></p>	
<p><i>This is about</i></p> <p>working in collaboration with groups in the community to enhance the quality of, and opportunities for, work 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 accurately useful <i>sources</i> of information and <i>resources</i> within the community b) develop appropriate <i>communication networks</i> c) identify opportunities for partnership working d) set up and negotiate agreements for collaborative work in a spirit of trust and goodwill e) involve the community in agreeing the purposes and objectives of work with young people f) ensure that agreements for partnership work are in line with the values and policies of your organisation g) identify and implement opportunities for members of the local community to be meaningfully involved in work with young people h) identify promptly any potential areas of conflict of interest and manage these effectively i) monitor continuously and evaluate accurately the effectiveness of collaborative working. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 the benefits of partnership working for young people, youth work and the communities where young people live 2 the values and principles of partnership work 3 the role of youth work in a community and life long learning context 4 types of resources that can be found within communities 5 values and policies of your organisation 6 principles and practices of community development 7 networking, negotiation and contracting skills 8 legal requirements and organisational procedures relevant to partnership work (for example, procedures concerning non-youth workers working with young people) 9 communication techniques such as newsletters, forums, press releases, email, internet, etc 10 how to monitor and evaluate the success of partnership work.

Unit E.3 Build and maintain partnership work

Element E.3.2 *Work with families and community groups and educational providers to address the needs, interests and aspirations of young people*

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Sources:**

Having identified TWO sources of information from those listed with whom collaboration has increased the quality and opportunities for work with young people.

R1 a) statutory and non-statutory providers of services

R1 b) community groups

R1 c) interest groups

R1 d) rights and benefits organisations

R1 e) community leaders

R1 f) individual professionals.

ii) **Resources:**

Having identified TWO sources of resources from those listed.

R2 a) funds

R2 b) buildings

R2 c) equipment

R2 d) time

R2 e) specialist skills.

iii) **Communication networks:**

Having developed TWO communication networks from those listed.

R3 a) formal and informal

R3 b) face-to-face and distant

R3 c) with individuals and groups.

[This page is intentionally blank]

Element evidence location summary sheet

E.3.1 Establish and maintain partnerships with other agencies and providers

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

E.3.2 Work with families, community groups and educational providers to address the needs, interests and aspirations of young people

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 E.3 Build and maintain partnership work

Elements of competence

- E.3.1 Establish and maintain partnerships with other agencies and providers
- E.3.2 Work with families, community groups and educational providers to address the needs, interests and aspirations of young people

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 F.1 Provide information to aid policy formation and the improvement of practices and provision

About this unit

This unit is about presenting information to aid the formulation of policies, plans and procedures, monitoring the operations of your part of the organisation in relation to objectives, and making suggestions about changes.

Who is the unit for?

This unit is for workers who have some responsibility for input to policy formation. Youth workers who spend a large proportion of their time on policy formation and implementation will want to map their competence in more detail against the MCI 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

F.1.1 Provide information and advice to aid the development of strategies, policies, practice and provision.

This is about presenting current, accurate, appropriate information to aid the formulation of policies, plans and procedures, clearly communicating and accurately interpreting policies. It is about offering advice, identifying blocking factors and establishing objectives.

F.1.2 Collect and present information to aid monitoring, review and improvement of performance.

This is about monitoring the operations of your part of the organisation in relation to objectives, giving feedback, offering information about achievement of objectives, making suggestions about future activities and changes.

Unit F.1 Provide information to aid policy formation and the improvement of practices and provision

<p>Element F.1.1 <i>Provide information and advice to aid the development of strategies, policies, practice and provision</i></p>	
<p><i>This is about</i></p> <p>presenting current, accurate, appropriate information to aid the formulation of policies, plans and procedures, clearly communicating and accurately interpreting policies. It is about offering advice, identifying blocking factors and establishing objectives.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ol style="list-style-type: none"> a) engage in <i>consultation</i> about the content of policies, plans and procedures in good time b) present current, accurate and appropriate information to aid <i>consultation</i> c) prepare contributions to policy development which are informed by current and anticipated needs and aspirations of local young people in an appropriate format d) make clear, relevant and constructive contributions to the development of policies, plans and procedures e) <i>communicate</i> the organisation's policies, plans and procedures in a form and manner appropriate to those concerned f) clearly interpret policies, plans and procedures in a form and manner appropriate to those concerned g) accurately identify factors that block the implementation of policies, plans and procedures and offer advice as to how these can be overcome h) use policies, plans and procedures to establish clear, measurable <i>objectives</i> and <i>indicators of performance</i>. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ol style="list-style-type: none"> 1 the importance of policy at all levels in the organisation and how it is formed 2 history and overall purpose of the organisation 3 the communities within which you operate and the needs and aspirations of the young people within them 4 the impact of the local and national political situation on the operation of your organisation 5 how to consult with others and collect information to aid policy formation 6 existing organisational policies and plans 7 strategic planning processes and how to contribute to them 8 how to communicate policy plans and procedures to aid understanding 9 factors that may block implementation, such as organisational culture 10 how to set objectives and indicators of performance.

Unit F.1 Provide information to aid policy formation and the improvement of practices and provision

Element F.1.1

Provide information and advice to aid the development of strategies, policies, practice and provision

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Consultation:**

Own practice of AT LEAST TWO forms of consultation from those listed.

R1 a) written

R1 b) verbal

R1 c) formal

R1 d) informal

R1 e) exchanging ideas and perspectives

R1 f) making decisions

R1 g) making recommendations

R1 h) suggesting appropriate phrasing of policies and plans.

ii) **Communicate:**

Own practice of communication with THREE of the groups listed.

R2 a) communication with individuals and community groups within the community

R2 b) colleagues outside of the organisation

R2 c) funders

R2 d) management groups.

iii) **Objectives and indicators of performance:**

Identifying and applying quantitative and qualitative objectives and indicators of performance in TWO situations.

R3 a) quantitative

R3 b) qualitative.

Unit F.1 Provide information to aid policy formation and the improvement of practices and provision

<p>Element F.1.2 <i>Collect and present information to aid monitoring, review and improvement of performance</i></p>	
<p><i>This is about</i></p> <p>monitoring the operations of your part of the organisation in relation to objectives, giving feedback, offering information about achievement of objectives, making suggestions about future activities and changes.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) contribute effectively to the development of organisational quality assurance mechanisms and <i>success measures</i> b) monitor continuously the progress and <i>effectiveness</i> of your own work against established objectives and indicators of performance c) monitor continuously the implementation of policies, plans and procedures, using agreed measures d) gather accurate and relevant information about the benefits and <i>effectiveness</i> of the work undertaken by your part of the organisation e) offer clear, constructive feedback to <i>relevant people</i> about the <i>effectiveness</i> of the work of your part of the organisation f) present accurate information about the extent to which your own and your team's objectives and indicators of performance have been achieved g) make clear, realistic and pertinent suggestions about future activities, changes and improvements which need to be implemented h) monitor continuously the <i>effectiveness</i> of existing quality assurance mechanisms and measures, and make suggestions for improvements. 	<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 establish procedures for monitoring the work of your organisation 2 types of quality assurance mechanisms already in use in your organisation 3 a range of methods for obtaining feedback 4 a range of methods and systems for monitoring and measuring 5 organisational procedures (particularly equal opportunities) relevant to gathering information and monitoring 6 how to collect and present information about the extent to which objectives have been met 7 how to make realistic and well supported suggestions for changes and improvements 8 how to assess the effectiveness of quality assurance measures.

Unit F.1 Provide information to aid policy formation and the improvement of practices and provision

Element F.1.2

Collect and present information to aid monitoring, review and improvement of performance

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Success measures:**

Contributing on TWO occasions to the use of success measures as indicated.

R1 a) formal

R1 b) informal

R1 c) for the team

R1 d) for the organisation.

ii) **Effectiveness:**

Monitoring effectiveness of TWO pieces of your own work

R2 a) in terms of quality

R2 b) in terms of quantity.

iii) **Organisation's work:**

Monitoring and reviewing organisation's work through TWO of the areas listed.

R3 a) policies

R3 b) aims and objectives

R3 c) plans

R3 d) procedures

R3 e) practice.

iv) **Relevant people:**

Offering feedback to AT LEAST TWO groups from those listed regarding the effectiveness of TWO pieces of work.

R4 a) team members

R4 b) colleagues working at the same level

R4 c) higher-level managers or sponsors

R4 d) specialists.

[This page is intentionally blank]

Element evidence location summary sheet

F.1.1 Provide information and advice to aid the development of strategies, policies, practice and provision

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

F.1.2 Collect and present information to aid monitoring, review and improvement of 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														Date													
Candidate signature														Date													

[This page is intentionally blank]

Unit summary sheet

Unit F.1 Provide information to aid policy formation and the improvement of practices and provision

Elements of competence

- F.1.1 Provide information and advice to aid the development of strategies, policies, practice and provision
- F.1.2 Collect and present information to aid monitoring, review and improvement of performance

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 F.2 Develop teams and individuals to enhance the quality of youth work

About this unit

This unit is about providing development opportunities for team members, evaluating team member's work, and creating opportunities for team members to discuss their performance problems with you and carrying out disciplinary procedures where necessary.

Who is the unit for?

This unit is for youth workers who have responsibility for developing and managing a team. Youth workers who spend a large proportion of their time in team management and development will want to map their competence in more detail against the MCI 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

F.2.1 Co-ordinate the development of teams and individuals.

This is about enabling team members to identify their own development requirements and opportunities, and make recommendations for the development of team members. It is about providing development opportunities for team members that take account of their activities and personal circumstances. It involves helping team members to assess their progress and keeping records of progress made.

F.2.2 Plan and evaluate the work of youth work teams and individuals.

This is about deciding with your team how to plan work, checking understanding and updating plans as necessary. It involves evaluating team member's work, and encouraging them to evaluate their own work. It is about providing regular feedback based on your evaluation of their work, acknowledging achievements and identifying areas for further development.

F.2.3 Monitor and maintain performances in your team.

This is about creating opportunities for team members to discuss their performance with you, identifying performance problems and raising them with team members. It is about identifying courses of action and other sources of support where appropriate. It involves keeping team members informed about disciplinary and grievance procedures, and carrying these out where necessary in line with organisational guidelines and policies on confidentiality.

Unit F.2 Develop teams and individuals to enhance the quality of youth work

<p>Element F.2.1 <i>Co-ordinate the development of teams and individuals</i></p>	
<p><i>This is about</i></p> <p>enabling team members to identify their own development requirements and opportunities and making recommendations for the development of team members. It is about providing development opportunities for team members that take account of their activities and personal circumstances. It involves helping team members to assess their progress and keep records of progress made.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) use the youth work standards to enable team members to identify accurately their own aspirations and <i>development requirements</i> b) ensure that identified development needs are in line with organisational objectives and values c) work effectively with team members to identify <i>development ideas and activities</i> d) agree realistic and achievable development plans with teams and individuals in line with organisational guidelines and <i>constraints</i> e) contribute constructively to <i>development activities</i> for team members f) ensure your <i>contributions to development activities</i> take account of work activities, learning styles and personal circumstances of team members g) seek and use feedback constructively from those taking part in the activities to improve your future contributions to <i>development activities</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 enable team members to identify their own aspirations and development needs 2 the importance of team development to the continuing effectiveness of your organisation and your role in contributing to this 3 how to collect and check the information needed to identify development opportunities and needs 4 organisational objectives and values and the impact they have on prioritising development activities 5 how to prepare development plans based on identified aspirations and needs 6 organisational guidelines and constraints influencing development activities 7 the importance of monitoring and reviewing development activities 8 how to give and receive constructive feedback.

Unit F.2 Develop teams and individuals to enhance the quality of youth work

Element F.2.1

Co-ordinate the development of teams and individuals

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Development requirements:**

- R1 a) to meet team objectives
- R1 b) to meet individual aspirations.

ii) **Development ideas and activities:**

Having effectively worked with team members on TWO occasions to develop ideas and activities using AT LEAST TWO methods listed.

- R2 a) formal or informal
- R2 b) group and individual
- R2 c) training
- R2 d) coaching
- R2 e) mentoring
- R2 f) special projects
- R2 g) special responsibilities.

iii) **Constraints:**

Taking account of constraints in TWO of the forms listed on TWO occasions.

- R3 a) resource availability
- R3 b) organisational policy
- R3 c) group values and policy.

iv) **Contributions:**

Own practice that you have taken account of TWO forms of contribution to development activities from those listed.

- R4 a) providing information
- R4 b) providing training
- R4 c) providing learning opportunities
- R4 d) providing feedback.

Unit F.2 Develop teams and individuals to enhance the quality of youth work

<p>Element F.2.2 <i>Plan and evaluate the work of youth work teams and individuals</i></p>	
<p><i>This is about</i></p> <p>deciding with your team how to plan work, checking understanding and updating plans as necessary. It involves evaluating team members' work, and encouraging them to evaluate their own work. It is about providing regular feedback based on your evaluation of their work, acknowledge achievements and identifying areas for further development.</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 effectively with <i>team members</i> to plan and organise work b) develop realistic work plans which take account of <i>team members'</i> strengths and aspirations, and which are in line with organisational procedures and <i>constraints</i> c) agree realistic work plans with <i>team members</i> d) regularly review and update plans with <i>team members</i> e) work effectively with <i>team members</i> to develop <i>evaluation</i> measures for their work f) actively encourage <i>team members</i> to evaluate their own work g) evaluate <i>team member's</i> work objectively against agreed criteria and according to principles of fair assessment h) meet <i>team members</i> regularly to discuss frankly their evaluation i) give constructive feedback and publicly value <i>team members'</i> response to it j) work effectively and continuously with <i>team members</i> to identify their strengths and areas for further development k) record accurately and store safety information on <i>evaluations</i> and assessments in line with organisational procedures on confidentiality. 	<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 team members in work planning 2 the difference between line and functional responsibility and how this may affect work planning 3 the importance of developing clear work plans in order to achieve organisational effectiveness 4 organisational procedures and constraints relevant to work planning 5 why it is important to encourage team members to evaluate their own work 6 the range of purposes of work evaluation 7 quantitative and qualitative evaluation and assessment methods 8 the principles of fair and objective evaluation of work and how to ensure this is achieved 9 why it is important to provide clear and accurate feedback to team members on their performance, and your role in doing this 10 the principles of giving constructive feedback 11 organisational procedures for record keeping 12 organisational policy on confidentiality.

Unit F.2 Develop teams and individuals to enhance the quality of youth work

Element F.2.2

Plan and evaluate the work of youth work teams and individuals

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Team members:**

R1 a) people for whom you have functional and managerial responsibility

R1 b) people who you work with.

ii) **Constraints:**

Own practice that your development of work plans has taken account of AT LEAST TWO forms of the constraints listed.

R2 a) resource availability

R2 b) organisational policy

R2 c) group values and policy.

iii) **Evaluation:**

Own practice of evaluation of BOTH individual and team performance as indicated.

R3 a) specific to one activity or objective

R3 b) overall team performance

R3 c) overall individual performance.

Unit F.2 Develop teams and individuals to enhance the quality of youth work

<p>Element F.2.3 <i>Monitor and maintain performance in your team</i></p>	
<p><i>This is about</i></p> <p>creating opportunities for team members to discuss their performance with you, identifying performance problems and raising them with team members. It is about identifying courses of action and other sources of support where appropriate. It involves keeping team members informed about disciplinary and grievance procedures, and carrying these out where necessary in line with organisational guidelines and policies on confidentiality.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ol style="list-style-type: none"> a) take positive action to create an environment where team members feel able to come to you to discuss their performance b) privately raise performance <i>problems</i> and discuss them with team members c) respond constructively to team members' <i>problems</i> in a way which maintains respect for the individual and the need for confidentiality d) gather relevant information to identify the nature of <i>problems</i> and identify action or <i>support</i> needed e) inform <i>relevant people</i> promptly of <i>problems</i> beyond your level of competence and responsibility in line with organisational procedures on confidentiality f) give team members clear, accurate and timely information about grievance and disciplinary procedures g) inform and consult <i>relevant people</i> promptly about any grievances or the possibility of disciplinary procedures within your organisation's guidelines on confidentiality h) contribute objectively to the implementation of grievance and disciplinary procedures in line with your role and level of authority i) contribute to disciplinary and grievance procedures in a way which maintains respect for the individual and the need for confidentiality. 	<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 involve team members in how to create an environment where team members can approach you to discuss performance 2 how to discuss performance problems, give and receive feedback 3 a range of options for action in remedying performance problems 4 the range of support services available 5 organisational guidelines on dealing with and reporting performance problems 6 organisational policy on confidentiality 7 organisational procedures on grievance and discipline 8 your role and authority, organisational and legal responsibility concerning grievances and disciplinary procedures 9 why it is important to inform and consult with relevant people promptly as soon as grievance or disciplinary issues arise 10 why it is important to be fair, impartial and prompt when dealing with grievance and disciplinary issues.

Unit F.2 Develop teams and individuals to enhance the quality of youth work

Element F.2.3

Monitor and maintain performance in your team

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Problems:**

Raising and responding constructively on TWO occasions to team member problems as indicated.

R1 a) arising from work-related factors

R1 b) arising from external personal factors.

ii) **Support:**

Identifying the appropriate support in TWO different situations.

R2 a) trainer

R2 b) doctor

R2 c) counsellor

R2 d) team leader/manager.

iii) **Relevant people:**

Having informed and/or consulted TWO of the groups identified.

R3 a) line manager

R3 b) project manager

R3 c) chair of trustees

R3 d) team members concerned.

[This page is intentionally blank]

Element evidence location summary sheet

Element number/title:..... F.2.1 Co-ordinate the development of teams and individuals 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					
<p>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</p> <p>Assessor signature Date</p> <p>I have received the feedback on my assessor's judgements during the collection of this evidence</p> <p>Candidate signature Date</p>																												

[This page is intentionally blank]

Element evidence location summary sheet

Element number/title: F.2.2 Plan and evaluate the work of youth work teams and individuals 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:..... F.2.3 Monitor and maintain performances in your team 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 F.2 Develop teams and individuals to enhance the quality of youth work

Elements of competence

- F.2.1 Co-ordinate the development of teams and individuals
 F.2.2 Plan and evaluate the work of youth work teams and individuals
 F.2.3 Monitor and maintain performances in your team

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 F.3 Promote a culture of health and safety

About this unit

This unit is about identifying hazards, assessing risks, maintaining an appropriate level of supervision, identifying and assessing illness, injuries and incidents and directing others to deal with the situation.

Who is the unit for?

This unit is for people who have responsibility for the co-ordination of health and safety practices within the youth work environment. Youth workers who have a more specific health and safety responsibility, such as for training or for specific activities, may wish to map their competence in more detail against the HSE 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

F.3.1 Assess and manage health and safety risks in the youth work environment.

This is about paying attention to possible hazards in the environment, assessing risks and taking effective action to contain them within acceptable limits. It is about encouraging young people and colleagues to give feedback on risks, hazards and safety procedures and using this feedback to improve risk management.

F.3.2 Maintain a healthy and safe environment during youth work.

This is about ensuring that colleagues and young people are informed and trained, and informing appropriate authorities when risks are not being safely managed. It is about maintaining appropriate supervision, monitoring the implementation of safety procedures and intervening when they are not being followed.

F.3.3 Supervise a response to injuries, illness and incidents.

This is about identifying and assessing illness, injuries and incidents, directing others to deal with the situation, summoning appropriate assistance and providing clear information. It is about ensuring that your own contribution is in line with your level of competence and responsibility, recording and reporting what has happened and recommending ways of preventing repetition.

Unit F.3 Promote a culture of health and safety

<p>Element F.3.1 <i>Assess and manage health and safety risks in the youth work environment</i></p>	
<p><i>This is about</i></p> <p>paying attention to possible hazards in the environment, assessing risks and taking effective action to contain them within acceptable limits. It is about encouraging young people and colleagues to give feedback on risks, hazards and safety procedures and using this feedback to improve risk management.</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 possible <i>hazards</i> and risks in the youth work environment b) actively encourage all <i>relevant people</i> (including young people) to report possible <i>hazards</i> c) assess accurately the <i>risks</i> associated with identified <i>hazards</i> and decide whether they are acceptable according to <i>legal, national and organisational criteria</i> d) take prompt action to deal with <i>unacceptable hazards</i>, within your role as a youth worker e) identify and report promptly <i>unacceptable hazards</i> clearly, accurately and following organisational and legal requirements f) carry out routine health and safety checks as required according to procedures g) use participant and colleague feedback constructively to improve the management of risks in your own area of responsibility h) keep up to date and complete information on relevant health and safety regulations and on health and safety situations within your remit. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 the importance of being constantly vigilant about safety hazards in the youth work environment 2 the importance of involving as many relevant people as possible in identifying hazards and assessing risks 3 the types of health and safety risks which are likely to occur and how to spot them 4 the information which needs to be collected to make an effective risk assessment and how to collect, evaluate and record such information 5 organisational, local and national requirements which are relevant and how to discuss these 6 appropriate action to take in response to the most common risks which are likely to occur 7 own technical limitations and who are the competent specialists who need to be consulted when a risk or hazard is beyond own limitations 8 why young people and staff should be actively encouraged to provide feedback on risks, hazards and ground rules and how to do this.

Unit F.3 Promote a culture of health and safety

Element F.3.1

Assess and manage health and safety risks in the youth work environment

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

- i) **Hazards (something with the potential to cause harm):**
Having identified TWO of the hazards listed.
 - R1 a) activities
 - R1 b) unhealthy and unsafe aspects of the environment
 - R1 c) equipment and materials
 - R1 d) unhealthy and unsafe practices
 - R1 e) young people's behaviour.
- ii) **Risks (through the likelihood of the hazard's potential being realised) affecting:**
Assessing hazards and the linked risks in TWO youth work environments from those listed.
 - R2 a) physical health
 - R2 b) safety
 - R2 c) emotional welfare.
- iii) **Youth work environments:**
Having encouraged young people and TWO of the other groups identified to report possible hazards.
 - R3 a) on-site
 - R3 b) off-site
 - R3 c) transport of young people
 - R3 d) qualifications and training for staff on the streets.
- iv) **Relevant people:**
 - R4 a) colleagues and team members
 - R4 b) young people
 - R4 c) clients
 - R4 d) site owners.
- v) **Criteria which may allow for a certain degree of managed risk, particularly in adventurous activities:**
 - R5 a) legal criteria
 - R5 b) national criteria
 - R5 c) organisational criteria.
- vi) **Unacceptable hazards:**
 - R6 a) unacceptable hazards that present risks beyond those that can be safely managed.

Unit F.3 Promote a culture of health and safety

<p>Element F.3.2 <i>Maintain a healthy and safe environment during youth work</i></p>	
<p><i>This is about</i></p> <p>ensuring that colleagues and young people are informed and trained. It also concerns informing the appropriate authorities when risks are not being managed safely. It is about maintaining appropriate supervision, monitoring the implementation of safety procedures and intervening when they are not being followed.</p>	
<p><i>Performance criteria</i></p> <p>You will need to show that you can:</p> <ul style="list-style-type: none"> a) actively involve the <i>relevant people</i> in developing and agreeing safety and emergency procedures for managing <i>risks</i> b) make sure these procedures are consistent with the risk assessment and legal, national and organisational requirements c) confirm that colleagues and young people have received appropriate training in safety and emergency procedures d) work effectively with young people to develop appropriate safety ground rules for youth work e) obtain relevant guidance on the appropriateness of safety and emergency procedures used by providers of specialist activities f) supervise young people in a way which is appropriate to the level of risks and the aims of the <i>youth work opportunity</i> g) actively encourage the young people to be responsible for their own safety and that of others h) monitor continuously the implementation of safety procedures and promptly intervene when they are not being followed i) follow safety procedures at all times. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 the importance of having safety procedures to manage risks in own area of responsibility 2 why it is important to involve as many people as possible in developing safety procedures and how to do so 3 how to develop safety procedures which are consistent with a risk assessment 4 sources of training in safety and emergency procedures 5 how to ensure that ground rules are consistent with organisational, local and national requirements 6 how to obtain guidance on the appropriateness of safety and emergency procedures used by providers of specialist activities 7 the levels of supervision needed for the range of youth work opportunities and young people 8 who the appropriate authorities are and how to inform them 9 the importance of adhering to safety and emergency procedures that have been developed through risk assessment.

Unit F.3 Promote a culture of health and safety

Element F.3.2

Maintain a healthy and safe environment during youth work

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) **Relevant people:**

Having actively involved young people and TWO of the other groups listed in developing and agreeing safety and emergency procedures on TWO occasions.

R1 a) colleagues

R1 b) team members

R1 c) young people

R1 d) clients

R1 e) site owners.

ii) **Youth work opportunities:**

Addressing risks in physical and non-physical activities including off-site activities for TWO pieces of work.

R2 a) physical activities

R2 b) non-physical activities

R2 c) off-site activities.

iii) **Hazards (something with the potential to cause harm):**

Having identified TWO of the hazards listed.

R3 a) activities

R3 b) unhealthy and unsafe aspects of the environment

R3 c) equipment and materials

R3 d) unhealthy and unsafe practices

R3 e) young people's behaviour.

iv) **Risks (through the likelihood of the hazard's potential being realised) affecting:**

Assessing hazards and the linked risks in TWO youth work environments from those listed.

R4 a) physical health

R4 b) safety

R4 c) emotional welfare.

Unit F.3 Promote a culture of health and safety

<p>Element F.3.3 <i>Supervise a response to injuries, illness and incidents</i></p>	
<p><i>This is about</i></p> <p>identifying and assessing illness, injuries and incidents, directing others to deal with the situation, summoning appropriate assistance and providing clear information. It is about ensuring that your own contribution is in line with your level of competence and responsibility, recording and reporting what has happened and recommending ways of preventing repetition.</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 promptly <i>signs and symptoms of illness</i> and injury b) identify promptly and assess correctly <i>incidents and emergencies</i> when they occur c) ensure <i>assistance</i> appropriate to the nature of the illness, injury or incident is summoned as soon as possible d) provide clearly the necessary information to relevant people e) direct others to deal with injuries, illness or incidents in a way which is consistent with the safety and emergency procedures f) make sure that your own contribution to the response is in line with your level of competence and responsibility g) record and report accurately illness, injuries and incidents according to organisational and legal requirements. 	<p><i>Knowledge specification</i></p> <p>You will need to know:</p> <ul style="list-style-type: none"> 1 types of illness and injury which are likely to occur in young people 2 the types of incidents and emergencies which are likely to occur and how to deal with these 3 how to decide what type of assistance is appropriate to the incident and emergency and how to summon such assistance 4 information which the people providing assistance will need to know 5 your own level of competence and responsibility in relation to an emergency or incident 6 how to ensure that other team members respond effectively to incidents and emergencies 7 how to record and report incidents and emergencies 8 how to recommend new approaches that might prevent emergencies and incidents being repeated

Unit F.3 Promote a culture of health and safety

Element F.3.3

Supervise a response to injuries, illness and incidents

Notes on this element (range) and evidence requirements

Candidates must provide performance evidence of

i) Illness:

Evidence from own practice or by simulation of being able to recognise signs and symptoms of:

- R1 a) common illnesses
- R1 b) physical and mental illness
- R1 c) drug or alcohol abuse.

ii) Incidents and emergencies:

Own practice or by simulation of identifying and assessing AT LEAST TWO of the situations listed as incidents and emergencies in this element.

- R2 a) near misses
- R2 b) minor accidents which can be treated on-site
- R2 c) accidents requiring outside medical attention
- R2 d) major accidents reportable to the Health and Safety Executive
- R2 e) missing persons
- R2 f) fire
- R2 g) extreme natural conditions
- R2 h) sudden illness
- R2 i) hazardous substances
- R2 j) failure of equipment
- R2 k) structural failure.

iii) Assistance:

Own practice or by simulation of providing appropriate assistance from both within your organisation and externally to it in TWO different situations.

- R3 a) internal
- R3 b) external.

[This page is intentionally blank]

Element evidence location summary sheet

F.3.1 Assess and manage health and safety risks in the youth work environment

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				
<p>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</p> <p>Assessor signature Date</p> <p>I have received the feedback on my assessor's judgements during the collection of this evidence</p> <p>Candidate signature Date</p>																											

[This page is intentionally blank]

Element evidence location summary sheet

Element number/title:..... F.3.2 Maintain a healthy and safe environment during 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: F.3.3 Supervise a response to injuries, illness and incidents 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 F.3 Promote a culture of health and safety

Elements of competence

- F.3.1 Assess and manage health and safety risks in the youth work environment
- F.3.2 Maintain a healthy and safe environment during youth work
- F.3.3 Supervise a response to injuries, illness and incidents

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 3 (9248-31)

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

TS-31-9248

Photos from www.JohnBirdsall.co.uk

Award Guidance and Record of Assessment

