

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Principles of Youth Work

Unit Reference Number: D/651/9279

Level: Three (3)

Credit Value: Four (4)

Minimum Guided Learning Hours: 30

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the key purpose and role of youth work	1.1 Explain the key purpose of youth work
	1.2 Identify current national and local policies and guidance and how these impact youth work including social, environmental, economic and political
	1.3 Outline current legislation that informs youth work
	1.4 Explain own organisation's purpose and policies
2. Understand key principles of youth work	2.1 Explain the following principles for youth work: a) active participation and empowerment of young people b) voluntary engagement by young people c) informal education d) equality, diversity and inclusion e) professional codes of conduct
3. Understand the role of youth work in the young person's local community	3.1 Explain different types of communities
	3.2 Explain how the local community affects young people's lives
	3.3 Outline how youth work impacts on the young person's local community

4. Understand different contexts and models of professional youth work delivery	4.1 Identify different contexts where youth work could operate within young people's communities and wider society, including social and political perspectives
	4.2 Explain different models of youth work delivery, taking into account different places and spaces and how approaches might differ dependent on context, environment and/or young person
5. Understand the skills, knowledge, qualities and values required to practice as a youth support worker	5.1 Describe the skills, knowledge, qualities and values of an effective youth support worker
	5.2 Outline how professional boundaries are important to engaging with young people and with own team
	5.3 Outline how anti-discriminatory practice could impact youth work practice
6. Understand own skills, knowledge, qualities and values required to practice youth support work	6.1 Assess personal skills, knowledge, qualities and values required for youth work practice
	6.2 Identify the impact own prejudice and values could have when engaging with young people
	6.3 Identify the professional behaviour boundaries of own role within youth work practice in relation to young people and colleagues
	6.4 Develop a personal development plan to address own areas for improvement

Indicative Content	
LO1	1.1 The National Youth Agency definition of the purpose of youth work is: Youth work is a distinct educational process adapted across a variety of settings to support a young person's personal, social and educational development. Therefore, the learner must be able to: • explore their values, beliefs, ideas and issues • develop and express their voice, influence and place in society • acquire a set of practical or technical skills and competencies, to realise their full potential • facilitate young people's learning and development Learners must refer specifically to Article 12 of the United Nations Convention

	on the Rights of the Child in youth work settings 1.2 Learners must be able to identify policies and guidance specific to their locality and how these impact on the lives of young people. Learners must look at including: • local authority • voluntary sector • national government Learner must be able to identify how these policies and guidance impact youth work socially, environmentally, economically and politically, giving at least one example of each. Trainers/assessors are advised to research current national policies as they are subject to change. 1.3 Current key national legislation and local policies that drive youth work provision in UK nations could differ and is subject to change. Trainers/assessors are advised to ensure they keep up to date with legislation changes. The statutory guidance underpinning the provision of youth services is set out in the Education Act 1996. The provision places a duty on local authorities, “so far as is reasonably practicable”, to secure access for all qualifying young people to a sufficient quantity of ‘youth services’, namely: • a sufficient quantity of educational leisure-time activities which are for the improvement of their well-being and sufficient facilities for such activities and • a sufficient quantity of recreational leisure-time activities which are for the improvement of their well-being, and sufficient facilities for such activities (page 4, section 7 of Statutory guidance for local authorities on services and activities to improve young people’s well-being (publishing.service.gov.uk)) 1.4 Learners must be able to explain their organisational policies/procedures and the purpose/mission statement; identify where they are stored, how to access them and demonstrate their roles and responsibilities within them.
LO2	2.1 a) How to increase active participation and empowerment of young people – starting where young people are at, needs based provision identified by young people and youth support workers. Active participation of young people in the delivery, leading and evaluation/reflection of positive activities. Acquisition of new skills and empowerment, promoting and increasing the voice of young people in their own community, enabling young people to express their views b) Voluntary engagement by young people – establishment of trusting relationships between young people and youth support workers built on mutual respect, where young people chose to take part c) Informal education – youth work takes place in a wide range of settings with individuals and groups of young people, acquisition of new skills, young people encouraged to reflect on their learning d) Equality, diversity and inclusion – principles of anti-oppressive practice, legislation underpinning equality, organisational policies e) Professional codes of conduct – learners must be able to describe their

	organisations code of conduct/professional boundaries and how it impacts on their youth work • Youth Work Wales: Principles and Purposes 2018 • APPG on Youth Affairs (NYA) 2019 • National Occupational Standards for Youth Work 2020 • National Youth Work Curriculum (NYA) 2020 • Youth Support Worker Occupational Standard • Article 12 of the United Nations Convention on the Rights of the Child in youth work settings
LO3	3.1 Models of types of communities: • Community of interest • Geographical community • Community of common purpose • Faith • Friends • Sports/leisure • Digital communities For 3.2 and 3.3 Learners must explain/explore the community around the youth provision - this could be done as an activity with young people: What facilities are there for young people? I.e. leisure centre, schools, skate parks, health services, cinemas, other youth groups – uniformed, faith, voluntary organisations, and local authority provision. Is it urban, rural? Comment on housing for example (but not limited to) social housing, mixed; or where young people meet parks, shops or youth shelters. Understand how the findings inform the youth worker about the needs of young people from the community. Learners must present findings in an appropriate way.
LO4	4.1 Could include: local authority, schools/academies, voluntary/third sector, uniformed organisations, hospitals/health provision, faith based, outdoor education, NCS, Princes Trust, secure estates, UK Youth Parliament. 4.2 Range of delivery points could include universal services - centre based/open access, targeted provision, detached and outreach work, outdoor education, residential work, hospital youth work, sports, creative provision – the arts, music, drama, digital projects, youth forums/parliament.
LO5	5.1 Skills, knowledge and values could include: • Empathy and the ability to build trusting relationship with young people • Strong communication skills • Ability to deal with unexpected issues/problems • Respect for young people • Awareness of community and how it impacts on young people • Understanding of adolescent development • Group work skills and knowledge • Understanding how young people learn

	• Organisational skills • Ability to stay calm • Ability to relate to young people from a range of backgrounds • Patience, tolerance and compassion • Awareness of appropriate legislation and policies/procedures • Safeguarding knowledge • Understanding needs-based youth work • Interpersonal skills • Ability to work in partnership • Being a reflective practitioner • Non-judgemental • Willingness to undertake CPD • Refer to the KSBs of the Youth Support Worker occupational standard 5.2 Learners must be able to outline why professional boundaries are important in their role as a youth support worker and relate them to their professional experience. They must refer to own organisational policies. 5.3 Need to work within the following: • Core values and principles of youth work • National Occupational Standards for Youth Work (2020) • Equality Act 2010 • Organisational policies • Institute for Youth Work Code of Ethics
LO6	6.1 Learners must be supported to reflect and assess their own skills, knowledge, qualities and values and identify areas for development – this could be demonstrated in a range of ways including the use of supervision/appraisal records. 6.2 Learners must be able to understand how their own prejudices and values have been shaped/developed e.g. community, family, faith, school, culture, experiences. They must be able to understand how these prejudices and values could impact on their youth work practice and give examples. They must be aware of unconscious bias and how it could affect their youth work practice. 6.3 Learners must be able to clearly identify the range of professional behaviour boundaries they have when working with young people and their fellow youth work practitioners. Learners must refer to own organisational policies. 6.4 Identify areas for development and record on a personal development plan which includes what action is needed, who could offer support, target dates/timeframe.