

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Work-based Practice in Youth Work

Unit Reference Number: K/651/9362

Level: Three (3)

Credit Value: Nine (9)

Minimum Guided Learning Hours: 86

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Be able to uphold the youth work principles and practice of participation and empowerment to plan activities with young people in a work-based setting	1.1 Explain what is meant by young people's participation and empowerment
	1.2 Review a range of methods of empowering young people to participate in planning a youth work programme
	1.3 Use a planning model to create session plans for a youth work programme
	1.4 Analyse the rationale for developing the youth work programme
	1.5 Summarise the main stages of programme and activity planning
	1.6 Plan youth work activities using participation and empowerment principles to support young people's own development
	1.7 Comply with organisational policies, procedures and safeguarding requirements when planning the youth work programme
	1.8 Develop and manage budgets and resources in a format appropriate to the needs and capabilities of young people
2. Be able to deliver a youth work programme	2.1 Deliver a youth work programme upholding the principles and values of youth work including anti-oppressive practice

	2.2	Manage individuals in line with organisational procedures
	2.3	Undertake and adjust session plans to deliver a youth work programme
3. Be able to work effectively within a group activity	3.1	Plan a group activity which takes into account internal and external factors that influence effective groups
	3.2	Apply group work theory with a group of young people in a youth work setting
	3.3	Negotiate group appropriate ground rules (which promote acceptance and understanding of others), for use in group activity
	3.4	Review group activity with an appropriate observer
	3.5	Reflect with an appropriate observer, the positives and negatives of the following: • group effectiveness • roles in group • own contribution to group
4. Be able to evaluate practice following the delivery of youth work programmes	4.1	Explain methods of evaluating and recording the effectiveness of activities in youth work programme
	4.2	Plan evaluation and recording methods for the youth work programme
	4.3	Evaluate and record the youth work programme
	4.4	Evaluate and record youth work programme requirements with young people using participation principles and inclusive practice
	4.5	Complete evaluation records for the programme delivered

Assessment Requirements

The following assessment criteria are skills-based and, therefore, the primary method of assessment is direct observation and assessment of practical work-based activities:

- 1.3

- 1.6
- 1.7
- 1.8
- 2.1
- 2.2
- 2.3
- 3.1
- 3.2
- 3.3
- 3.4
- 3.5
- 4.2
- 4.3
- 4.4
- 4.5

Other methods of assessment may be used to triangulate the evidence (e.g., professional discussion, question and answer, reflective accounts).

Indicative Content

LO1	1.1 Learners could reflect on the work they did for the Principles of Youth Work unit on the Principles of Youth Work. They must be able to describe both concepts and give examples from their own practice. Participation must refer to involving young people actively in decision-making processes, activities, and programmes that directly affect them. It recognises their right to have a voice, express their opinions, and contribute to shaping their own lives and the services they receive. In a youth work context, participation means: • Consulting with young people: Seeking their input, ideas, and feedback on matters that impact them. • Involving them in planning, designing, and evaluating activities or projects. • Creating spaces where young people could express their views, share experiences, and collaborate with others. • Empowering young people to take ownership of their involvement. Examples of participation include youth councils, focus groups, peer-led initiatives, and involving young people in programme design. Useful models of participation to reference: The Lundy Model of Child Participation was developed by academic Laura Lundy, Professor of International Children's Rights at the School of Education at Queen's University of Belfast. This model provides a conceptual framework for understanding a child's right to participation, as laid down in Article 12 of the UN Convention on the Rights of the Child¹. Let's explore the key elements of this model: • Space refers to creating physical and social environments where children
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and young people could express their views and engage in decision-making. It emphasizes the importance of providing safe and inclusive spaces for participation.

- **Voice** represents the opportunity for children and young people to express their opinions, thoughts, and ideas. It goes beyond mere consultation and aims to ensure that their voices are genuinely heard and respected.
- **Audience** refers to having someone who listens to what children and young people say. It involves ensuring that their views reach relevant decision-makers, policymakers, and practitioners.
- **Influence** signifies the impact that children and young people's participation could have on decisions, policies, and outcomes. It goes beyond tokenism and aims for meaningful influence in shaping their lives and the services they receive.

Hart's Ladder of Participation:

Developed by Dr Roger Hart, this model represents different levels of youth participation, ranging from non-participation to full empowerment.

The ladder consists of several rungs, each representing a different level of involvement:

- **Manipulation:** Young people are used as objects, and decisions are made for them without their input.
- **Decoration:** Youth are consulted, but their opinions have minimal impact.
- **Tokenism:** Young people's views are considered, but they lack real influence.
- **Assigned but Informed:** Youth receive information and are assigned tasks, but decision-making remains with adults.
- **Consulted and Informed:** Young people's opinions are sought, and they receive feedback.
- **Adult-initiated Shared Decisions:** Youth collaborate with adults in decision-making.
- **Youth-initiated and Directed:** Young people take the lead in shaping decisions.
- **Child-initiated, Shared Decisions with Adults:** Youth and adults work together as equal partners.
- **Child-initiated and Directed:** Young people have full control over decisions.

Young People's Empowerment:

Empowerment allows young people to become active agents in their own development and contribute to the betterment of their communities. **This must involve actively tipping the balances of power in favour of young people.**

Empowerment refers to the intentional process of enabling young people to recognise their own agency, build confidence, and take control over their lives. It goes beyond merely providing information or resources; it involves fostering a sense of ownership, autonomy, and self-determination.

Key aspects of empowerment in youth work include:

- **Skills Development:** Equipping young people with practical skills (communication, leadership, problem-solving) that empower them to navigate challenges.
- **Critical Thinking:** Encouraging them to question, analyse, and challenge societal norms and structures.
- **Participation:** Involving them actively in decision-making processes related to their lives and the services they receive.

- **Advocacy:** Supporting their ability to advocate for themselves and others.
- **Creating Safe Spaces:** Where they feel respected, heard, and valued.

Empowerment allows young people to become active agents in their own development and contribute positively to their communities.

Why Empowerment Matters:

- **Rights-Based Approach:** Empowerment aligns with the United Nations Convention on the Rights of the Child (UNCRC), specifically Article 12, which recognises children's right to express their views freely and have those views taken seriously.
- **Positive Outcomes:** Empowered young people are more likely to engage in civic participation, make informed choices, and contribute to social change.
- **Resilience:** Empowerment builds resilience by helping young people cope with adversity and develop a sense of self-worth.
- **Long-Term Impact:** When youth workers prioritise empowerment, they create a foundation for lifelong learning, growth, and active citizenship.

UK Youth 2018 statement:

Youth participation is about young people having a say and influencing change in decisions that affect their lives, organisations and communities.

In particular it means that:

- Young people have an important contribution to make in decisions that impact on their lives, organisations and communities; and
- Young people have the skills, knowledge and confidence to get involved with decision making; and
- A culture exists within which young people's opinions and contributions are recognised, valued and acted upon by wider society.

These principles must be built on the foundations of positive relationships between young people and trusted adults, equality of opportunity and effective safeguarding. Young people must voluntarily participate in purposeful roles and be empowered to share views influencing real, visible and tangible outcomes.

1.2 Learners **must** identify and review four methods from the list below.

1 Youth-Led Consultations:

- **Description:** Organise regular consultations or focus groups specifically for young people. Invite them to share their ideas, preferences, and concerns related to programme activities.
- **Benefits:**
 - Gives young people a voice.
 - Allows direct input into programme planning.
 - Fosters ownership and commitment.
- **Considerations:**
 - Ensure diverse representation.
 - Create a safe space for open dialogue.

2 Peer Facilitation:

- **Description:** Train young people to facilitate discussions, workshops, or planning sessions. They could lead activities, guided discussions, and encourage participation.
- **Benefits:**
 - Builds leadership skills.

- Enhances peer-to-peer communication.
- Encourages active involvement.

- **Considerations:**

- Provide training and ongoing support.
- Balance peer facilitation with adult guidance.

3 Youth Advisory Boards:

- **Description:** Establish a board composed of young people who meet regularly to advise on programme development. They could review proposals, suggest improvements, and advocate for youth perspectives.
- **Benefits:**
 - Formalizes youth input.
 - Creates a structured platform.
 - Enhances programme relevance.
- **Considerations:**
 - Define roles and responsibilities clearly.
 - Recognise and appreciate their contributions.

4 Co-Design Workshops:

- **Description:** Collaborate with young people in designing programme elements. Conduct workshops where they actively contribute to creating schedules, themes, and content.
- **Benefits:**
 - Encourages creativity.
 - Strengthens programme alignment with youth interests.
 - Promotes shared ownership.
- **Considerations:**
 - Be flexible and open to their ideas.
 - Balance youth input with practical feasibility.

5 Digital Platforms and Surveys:

- **Description:** Use online platforms or surveys to gather feedback from young people. Ask about their preferences, needs, and desired programme features.
- **Benefits:**
 - Overcomes geographical barriers.
 - Allows asynchronous participation.
 - Provides quantitative data.
- **Considerations:**
 - Ensure accessibility for all.
 - Analyse and act on survey results.

6 Youth Ambassador Programmes:

- **Description:** Appoint youth ambassadors who represent their peers. They could advocate for youth issues, promote programmes, and provide insights.
- **Benefits:**
 - Amplifies youth voices.
 - Creates role models.
 - Bridges communication gaps.
- **Considerations:**
 - Rotate ambassadors periodically.
 - Support their capacity-building.

7 Youth Action Research:

- **Description:** Engage young people in research projects related to youth issues, community needs, or programme evaluation. They could collect data, analyse findings, and propose actionable recommendations.

- **Benefits:**
 - Develops research skills.
 - Encourages critical thinking.
 - Provides evidence-based insights.
- **Considerations:**
 - Ensure ethical research practices.
 - Support their learning throughout the process.

8 Youth-led Workshops and Training:

- **Description:** Let young people design and deliver workshops or training sessions for their peers or community members. They could share expertise, lead discussions, and facilitate learning.
- **Benefits:**
 - Builds confidence.
 - Enhances communication skills.
 - Creates a sense of responsibility.
- **Considerations:**
 - Provide guidance on effective facilitation.
 - Acknowledge their expertise.

1.3 One of the following models must be evidenced:

NAOMIE. Needs Aims Outcomes/objectives Methods Implementation Evaluation.

SMART Specific, Measurable, Appropriate, Realistic, Time bound, or the learner's organisations own preferred model of planning.

ADDIE model, which stands for Analysis, Design, Development, Implementation, and Evaluation.

1.4 Learners **must** identify the rationale for the programme of activities and analyse it explaining the reasons for the activity, how the need was identified, and young people's involvement in the process.

This **must** take into account the following.

- Individual needs
- Group needs
- Social context

1.5 Learners should use the planning model selected in 1.3 to summarise the main stage of the youth work programme and activity planning. To recap this could be:

NAOMIE. Needs Aims Outcomes/objectives Methods Implementation Evaluation.

SMART Specific, Measurable, Appropriate, Realistic, Time bound, or the learner's organisations own preferred model of planning.

ADDIE model, which stands for Analysis, Design, Development, Implementation, and Evaluation.

1.6 Learners **must** evidence how they have applied the principles of participation and empowerment when planning activities and explain how this has supported the development of the young people involved.

	1.7 Learners must be able to demonstrate in their youth work practice how they have considered and complied with appropriate policies, procedures and safeguarding requirements when they are planning a programme. In order to achieve this, learners must demonstrate compliance with two named relevant policies they are compliant with. 1.8 Learners must evidence the resources they have used, any developments made to them and how these have supported the needs/capabilities of the young people they are working with. Additional evidence could be witness statements, photos of the resources, assessor observation, and feedback from young people. Suitable scenario examples could include; • Recreational - Organising a skating trip including budgeting for: transport, refreshments, entrance, emergencies or other contingencies. • Entertainment - Budgeting for a community event: catering, publicity, venue, entertainment, staffing and other requirements. • Social Action – Litter picking on a beach: transport, refreshments, publicity, emergencies materials (bin bags, gloves).
LO2	A youth work programme must demonstrate the four cornerstones of youth work practice. It must be educative, empowering, participatory, and attendant to equality diversity and anti-oppressive practice. 2.1 Learners must evidence an understanding of • the community in which they are operating, • barriers to access, not only to their provision but also to influence and power within the community • how the learner challenged oppression and/or increased their understanding relating to equalities • Reference to the Equality Act 2010 Protected Characteristics is required • Age: This refers to a person's particular age or age range (e.g., 32-year-olds or 18 to 30-year-olds). • Disability: A person is considered disabled if they have a physical or mental impairment that substantially and adversely affects their ability to carry out normal day-to-day activities. • Gender reassignment: This pertains to individuals who undergo or propose to undergo a process to reassign their sex. • Marriage and civil partnership: Marriage is the union between a man and a woman or between same-sex couples. Civil partnerships are legally recognised relationships for same-sex couples. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act 2010). • Pregnancy and maternity: Pregnancy refers to being pregnant or expecting a baby, while maternity covers the period after childbirth. Protection against maternity discrimination extends for 26 weeks after giving birth, including treating a woman unfavourably because she is breastfeeding. • Race: A racial group is defined by colour, nationality (including citizenship), ethnicity, or national origins. It could include distinct racial groups, such as Black British. • Religion or belief: Religion encompasses any religious affiliation, including a lack of religion. Belief refers to religious or philosophical beliefs and includes a lack of belief. Generally, a belief must significantly impact life

	choices or how one lives to be included in this definition. • Sex: Refers to being male or female. • Sexual orientation: This relates to a person's sexual attraction toward their own sex, the opposite sex, or both sexes. 2.2 As part of preparing a youth work programme learners will lead others to ensure the following. • Everyone understands their own role within the programme. • Ensuring that all staff understand which organisational policies and procedures are relevant to the role they're undertaking, for example, health and safety risk assessment. Learners are required to demonstrate an understanding of management styles that are supportive and developmental for volunteers and assistant youth support workers. 2.3 Learners must keep detailed records of youth work activities/programme they have been responsible for delivering. Where they have had to make adjustments to the plans they must explain why the changes were made and how.
LO3	3.1 Group Formation and Dynamics: • Reasons for Joining Groups: People join groups for various reasons, such as task-focused goals, personal support, friendship, challenge, or a sense of belonging. • Types of Groups Young People Join: Identify the different types of groups young people engage with (e.g., interest-based, peer support, recreational). • Benefits of Group Membership: Recognise the positive outcomes for young people when they participate in groups (e.g., skill development, social connections, empowerment). • Effective Group Size: Consider the optimal group size for different activities within your youth project. Smaller groups could foster deeper connections, while larger groups allow for diversity. Group Development Stages: • Tuckman's Model: ○ Understand the stages of group development: forming, storming, norming, performing, and adjourning/mourning. ○ Each stage has distinct characteristics and challenges. ○ Roles Within Groups: Describe the roles individuals play (e.g., leader, mediator, follower). Understand your own role within the group. ○ Barriers and Characteristics of Effective Groups: ○ Effective Groups: Identify key characteristics of effective groups (e.g., clear communication, shared goals, trust, active participation). ○ Barriers to Group Effectiveness: • Be aware of potential obstacles (e.g., lack of trust, dominant personalities, unclear focus). Address these barriers during planning. Active Group Work Strategies: • Ground Rules: Negotiate ground rules with the group. These rules guide behaviour and interactions. • Conflict Management: Prepare for conflict and learn strategies to address

it constructively.

- Facilitation Techniques: Use facilitation skills to encourage participation, manage discussions, and maintain a positive atmosphere.

External Factors:

- Peer Group Pressure and Reputation: Build positive relationships with young people to counter negative influences.
- Family and Personal Issues:
 - Understand family dynamics, personal challenges, and erratic attendance.
 - Provide sensitive support to address external factors.

Leadership Styles:

- Appropriate Leadership Styles: Different group stages and situations require varying leadership approaches (e.g., directive, participative, transformational).
- Your Own Leadership Style: Reflect on your leadership style when working with young people.
- Analyse how different styles impact group outcomes.

3.2 Learners **must** demonstrate the application of **one** youth work theory with a group of young people in youth work setting.

3.3 Learners must demonstrate negotiation based on the following principles:

Inclusive Discussion:

- Involve the learners: Begin by discussing ground rules with the young people rather than imposing them. Encourage their active participation.
- Icebreaker Activity: Consider using an icebreaker activity to help everyone feel more relaxed and open to discussion.

Understanding Non-Negotiables:

- Identify Non-Negotiable Rules: Determine which rules are non-negotiable (e.g., health and safety requirements, respect for others).
- Examples of Non-Negotiables:
 - No anti-social behaviour.
 - Respect for diverse views and beliefs.
 - Keeping the area tidy.

Negotiable Rules:

- Discuss Flexible Rules: Some rules could be negotiated based on the group's preferences and needs.
- Examples of Negotiable Rules:
 - Eating and drinking during sessions.
 - Use of mobile phones (switching them off during sessions).
 - Duration of breaks (e.g., maximum of 20 minutes).

Positive Language:

- Frame Rules Positively: Convert negative rules into positive statements.
- Example: Instead of saying, "No eating or drinking during sessions," say, "Eat and drink outside of the session."

Role Modelling:

- Lead by Example: As a youth worker, adhere to the ground rules yourself.

	• Set a Positive Tone: Your behaviour influences how young people perceive and follow the rules. Methods for Establishing Ground Rules: • Discussion and Negotiation: ○ Facilitate a discussion where learners recognise acceptable behaviour and take ownership. ○ Encourage listening, compromise, and respect. • Collaborative Poster Creation: ○ Have learners write down rules individually. ○ Discuss in pairs and then join into groups to create a poster or list. ○ Present the agreed-upon rules to the full group. 3.4 Appropriate observers in this context must be JNC professionally qualified Youth Workers 3.5 Learners are encouraged to review the Group Work within a Youth Work Setting component and the Principles of Youth Work component when completing this assessment criteria.
LO4	4.1 Could include specific organisational methods. Must involve young people's participation. Could include questionnaires, session recording sheets, reflective logs, achievement of learning outcomes. To support delivery and assessment of this criteria learners are encouraged to review the Group Work within a Youth Work Setting component, Learning Outcome 5. Be able to evaluate a programme of group work activities, specifically Assessment Criteria 5.1: Reflect on methods used to evaluate and record youth work sessions. 4.2 Learners are encouraged to review the Group Work within a Youth Work Setting component and the Principles of Youth Work component when completing this assessment criteria. 4.3 To support delivery and assessment of this criteria learners are encouraged to review the Group Work within a Youth Work Setting component, Learning Outcome 5. Be able to evaluate a programme of group work activities, specifically Assessment Criteria 5.1: Reflect on methods used to evaluate and record youth work sessions. 4.4 Learners must demonstrate two methods used to encourage the participation of young people in the evaluation of the youth work programme requirements. 4.5 The evaluation process must identify the planned methods to be used and must involve young people's participation and contribution and that of colleagues as well as the learner's own reflections and evaluation. The evaluation undertaken by the learner must meet organisational requirements and therefore, where required, must be on appropriate organisations paperwork/evaluation recording mechanisms.