Alliance
Sector Skills Councils

LIFELONG LEARNING UK
Skills for Learning Professionals

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Introduction to the Level 3 SVQ in Youth Work GD6C 23

The Level 3 SVQ in Youth Work is based on the 2008 National Occupational Standards (NOS) and will replace the existing Level 3 SVQ in Youth Work, based on the previous version of the NOS. The current SVQs end their accreditation period at the end of 2010.

The Level 3 SVQ in Youth Work has been developed in conjunction with an Expert Group drawn from across the Youth Work sector, statutory and voluntary, in Scotland. The qualification structure was consulted upon during late summer 2010.

Qualification structure

The Level 3 SVQ in Youth Work will comprise five mandatory units and three optional units. A maximum of one optional unit can be selected from Group A (which comprises the four Level 2 SVQ Youth Work mandatory units) and two to be selected from Group B (comprising four units). Where a candidate has already completed the Level 2 SVQ in Youth Work, credit transfer of one unit at Level 2 will be permitted.

In order to achieve the Level 3 SVQ in Youth Work, eight units must be completed.

Mandatory units

Candidates must complete the following units:

SQA Ref	SCQF level	SSC Ref	Title
FX5N 04	6	YW 10	Facilitate Young People's Exploration of Their Values and Beliefs
FX5G 04	7	YW 11	Enable Young People to Work Effectively in Groups
FX5F 04	7	YW 12	Enable Young People to Use Their Learning to Evaluate and Enhance Their Future Development
FX5P 04	6	YW 13	Fulfil the Legal Regulatory and Ethical Requirements Relevant to Youth Work
DR4A 04	6	YW14	Develop Productive Working Relationships with Colleagues

Optional units

Group A – candidates to complete one unit. Where candidates have previously achieved the Level 2 SVQ in Youth Work, credit transfer of one unit at Level 2 will be permitted.

SQA Ref	**SCQF level**	**SSC Ref**	**Title**
FX56 04	5	YW 1	Communicate Effectively with Young People
FX6D 04	5	YW 2	Work as an Effective and Reflective Practitioner
FX6E 04	6	YW 3	Work with Young People to Enable Them to Take Action and to Safeguard Their Own Welfare
FX5Y 04	5	YW 4	Plan, Prepare and Facilitate Group Work for Young People

Group B – candidates must complete two optional units from Group B

SQA Ref	SCQF level	SSC Ref	Title
FX5T 04	7	YW 15	Identify and Secure Resources for Youth Work
FX5V 04	8	YW 16	Investigate the Needs of Young People and the Community in Relation to Youth Work
FX62 04	6	YW 17	Provide Support to Other Workers
DR52 04	7	YW 18	Ensure Health and Safety Requirements are Met in Your Area of Responsibility

MANDATORY UNITS

Unit YW10 Facilitate young people's exploration of their values and beliefs

Source: Youth Work Standard 1.3.1

What this unit is about
This unit is about working with young people, facilitating their exploration of their values and beliefs, enabling them to clarify and consider their values. It includes enabling young people to increase their self awareness and to build their self-esteem.

Who this unit is for
This unit is for youth workers whose work involves enabling young people to explore and develop their values and beliefs

This is a mandatory unit in the Level 3 SVQ in Youth Work.

Elements
YW10.1 Facilitate young people's exploration of their values and beliefs

Evidence requirements
You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance
The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

10.1 Facilitate young people's exploration of their values and beliefs This is about working with young people, facilitating their exploration of their values and beliefs, enabling them to clarify and consider their values. It includes enabling young people to increase their self awareness and to build their self-esteem.	
Performance	**Knowledge**
10.1.1 Define clearly with young people what is meant by 'values and beliefs' 10.1.2 Recognise your own ethical, moral and cultural values and beliefs, and understand how this influences the way in which you work with young people 10.1.3 Work with young people to explore their values and beliefs, without imposing your own values upon them 10.1.4 Identify with young people the connection between vales and beliefs 10.1.5 Explore with young people the choice which they can make regarding their values and beliefs 10.1.6 Explore with young people the implications of their values and beliefs upon themselves and how others may respond to them 10.1.7 Share understandings of values and beliefs without imposing these upon others 10.1.8 Help young people to identify and to value their strengths 10.1.9 Enable young people to identify the positive and negative aspects of their image of themselves 10.1.10 Encourage young people to build upon the positive aspects of their self-image 10.1.11 Enable young people to identify the attitudes and behaviours in themselves, and others, which build or damage self-esteem 10.1.12 Encourage young people to celebrate success, and to congratulate each other, and to build others' self-esteem 10.1.13 Encourage young people to shape their values and beliefs to reflect how and who they want to be	K10.1.1 What is meant by 'values and beliefs', and why it is important to encourage young people to explore their own values and beliefs K10.1.2 Why it is important to be aware of your own values and beliefs, and to be prepared to discuss them K10.1.3 The values and principles which underpin youth work K1.1.4 The importance of building trust with young people in order to have conversations about vales and beliefs, and how to establish this K10.1.5 Differing perspectives regarding vales operating within young people's communities and in wider society K10.1.6 The relationship between values, beliefs and behaviour K10.1.7 Activities and techniques which encourage young people to become more self-aware K1.1.8 The importance to young people and their development of having a positive image of themselves K10.1.9 The potential effects and consequences of negative self-image K10.1.10 The importance of respecting a young person's view of the world and themselves KU10.1.11 Techniques and activities for enabling young people to identify their strengths and to build a positive self-image K10.1.12 Activities and techniques that can provide young people with a sense of success

10.1.14 Provide opportunities within a safe environment that enable young people to explore values and beliefs different from their own	

Unit YW11 Enable young people to work effectively in groups

Source: Youth Work Standard 1.1.2

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

Who this unit is for
This unit is for all who work with young people within a group setting.

This is a mandatory unit in the level 3 SVQ in Youth Work.

Elements
YW11.1 Enable young people to work effectively in groups

Evidence requirements
You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance
The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

11.1.Enable young people to work effectively in groups This is about facilitating group work, and managing group dynamics, and includes supporting individuals' rights within the group process and enabling young people to deal with conflicts.	
Performance	**Knowledge**
11.1.1 Identify and explain clearly your role in relation to the group 11.1.2 Explore and agree with young people the boundaries and norms of behaviour within the group, ensuring that these are fair and inclusive 11.1.3 Address constructively any difficulties in agreeing acceptable norms of behaviour, encouraging the young people to explore the consequences and to negotiate agreed boundaries 11.1.4 Ensure that all group members' views are heard, acknowledged and treated with respect 11.1.5 Encourage young people to review regularly their own behaviour and the way in which a group works together 11.1.6 Assist young people to understand the effect of their actions on other groups and individuals within the community, and to respect the views of others 11.1.7 Develop young people's ability to give, receive and value constructive feedback 11.1.8 Identify the existing and desired dynamics of the group which you work, and develop action plans towards addressing any gaps between the existing and desired states 11.1.9 Choose and use facilitation styles which are appropriate for a group's stage of development, reviewing their impact regularly 11.1.10 Ensure that your interventions deliver a balance between achieving planned group outcomes, meeting individual needs and dealing with group dynamics 11.1.11 Monitor and evaluate the effect of group work sessions on the group and the intended outcomes 11.1.12 Assist young people to communicate clearly and listen actively to others, identifying	K11.1.1 Legal, regulatory and ethical requirements relevant to youth work, and their impact within your area of operations K11.1.2 The values and principles underpinning youth work K11.1.3 The importance to young people of being able to work effectively within groups K11.1.4 How to identify and analyse group dynamics using theoretical models and practical observation K11.1.5 A range of facilitation styles which encourage empowerment and take account of a group's stage of development K11.1.6 The factors likely to affect learning and behaviour individually and in groups K11.1.7 Methods of planning, monitoring and evaluating group work sessions K11.1.8 Why it is important to work with young people in ways which encourage their empowerment K.11.1.9 Methods of working with young people which enable them to review how their group works and individual behaviour K11.1.10 How to work with young people to enable them to communicate more effectively with each other K11.1.11 Why it is important for young people to learn to manage their own behaviour, both individually and in groups K11.1.12 Techniques for addressing conflict positively within groups K11.1.13 Organisational procedures for defining and dealing with unacceptable behaviour K11.1.14 How to assist young people to challenge unacceptable behaviour

and addressing correctly any barriers to communication 11.1.13 Create opportunities for young people to express their feelings, both positive and negative, safely and appropriately 11.1.14 Explore any underlying causes of conflict between individuals and groups of young people, and address these constructively, in line with your role and responsibilities 11.1.15 Manage conflict in ways which promote the maintenance of positive relationships and which enable relevant differences to be valued 11.1.16 Take relevant action in line with your organisation's procedures to address unacceptable behaviour	K11.1.15 The importance of working with young people to enable them to consider their own rights, needs and values in relation to those of others, and methods for achieving this in a positive and constructive manner

Unit YW12 Enable young people to use their learning to evaluate and enhance their future development

Source: Youth Work Standards 1.1.1 and 1.2.4

What this unit is about
This unit is about enabling young people to reflect on their learning, learning from their experiences, and to apply this in other areas of their lives, establishing goals for their future development. It includes working with young people to support them in evaluating how their participation within youth work activities is contributing to their own personal development.

Who this unit is for
This unit is for youth workers whose work involves encouraging young people to reflect upon their learning and to evaluate the impact that their involvement in youth work has upon their personal development.

This is a mandatory unit in the Level 3 SVQ in Youth Work.

Elements
YW12.1 Enable young people to use their learning to enhance their future development
YW12.2 Support young people in evaluating the impact of youth work on their own development

Evidence requirements
You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance
The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

12.1. **Enable young people to use their learning to enhance their future development** This is about working with young people to support them in evaluating how their participation within youth work activities is contributing to their own personal development.	
Performance	**Knowledge**
12.1.1 Explore with and promote clearly to young people the benefits of ongoing learning 12.1.2 Encourage young people to reflect constructively upon their experiences and to recognise consequent learning points 12.1.3 Create appropriate learning opportunities for young people to reflect on their learning and experiences, including individual and group discussions 12.1.4 Provide active and sensitive support to enable young people to deal with any experiences and learning they find challenging 12.1.5 Develop the ability of young people to take charge of their own review sessions 12.1.6 Encourage young people to value each other's learning and disclosures, reinforcing this by personal example 12.1.7 Encourage young people to identify how their learning from youth work experiences might be applied in other areas of life 12.1.8 Work with young people to identify and develop clear and achievable personal and group development goals 12.1.9 Assist young people to identify activities which will realise their goals, and which are in line with their learning styles, recording these as appropriate 12.1.10 Identify sources of support to help young people carry out and continuously review their learning and development	K12.1.1 Activities and techniques for explaining and promoting the benefits of ongoing learning, and associated sources of support for young people K12.1.2 The importance of encouraging young people to reflect in their own experiences and draw their own learning from them K12.1.3 Techniques for creating an environment where it safe to talk openly and honestly about experiences, learning and aspirations K12.1.4 Techniques for facilitating and monitoring group dynamics, enabling young people to focus on important issues for them, including those they find challenging K12.1.5 Facilitation skills, including active listening, appropriate to empowering young people in taking ownership of the learning process K12.1.6 How to work with young people to identify achievable goals, and mechanisms for recording young people's development K12.1.7 Learning styles and other theories relevant to development planning K12.1.8 The importance of giving and receiving feedback effectively and methods for achieving this with young people K12.1.9 Activities and techniques that can be used for monitoring and reflecting on development during implementation K12.1.10 Additional sources of support for young people as they implement their development plans and deal with issues which are beyond your remit K12.1.11 How and when to use accreditation to enhance young people's learning K12.1.12 Methods of accrediting learning K12.1.13 The values and principles

	underpinning youth work

12.2 Support young people in evaluating the impact of youth work on their own development This is about working with young people to support them in evaluating how their participation within youth work activities is contributing to their own personal development.	
Performance	**Knowledge**
12.2.1 Identify the relevant youth work activities with which they young people have been involved 12.2 2 Explore with young people what their views, aspirations, needs and concerns relating to their participation in the youth work activities were prior to their involvement in the activities 12.2.3 Explore and identify with young people their motivations in participating within youth work activities 12.2.4 Explore with young people how their views, aspirations, needs and concerns have developed, and their perceptions regarding how their participation has impacted upon this development 12.2.5 Discuss and agree with the young people their developmental goals and achievements 12.2.6 Identify any barriers or constraints which the young people consider to be hindering the realization of their developmental goals 12.2.7 Explore with the young people how any such barriers or constraints might be overcome, agreeing relevant, constructive and appropriate actions towards addressing these 12.2.8 Support young people in developing future development goals and how these might be realised via participation in youth work activities	K12.2.1 Legal, organisational and ethical requirements relevant to youth work, and their impact within your area K12.2.2 Why it is important to support young people in evaluating the impact of youth work activities upon their development and to have ownership of this process K12.2.3 The principal types of developmental goals that young people may have, and how youth work can contribute towards their realisation K12.2.4 The principal types of barriers or constraints that young people face in achieving their developmental goals and potential actions towards addressing these K12.2.5 Available support agencies that can assist the achievement of young people's developmental goals, and how to involve such agencies K12.2.6 Measures of success for typical youth work activities K12.2.7 How to set developmental goals and objectives relevant to young people K12.2.8 The importance of recognising and of celebrating the achievements of young people, and methods for doing this K12.2.9 Your own role and responsibilities and to whom to refer should these be exceeded K12.2.10 The values and principles underpinning youth work

Unit YW14 Fulfil the legal regulatory and ethical requirements relevant to youth work

Source: Youth Work Standard 2.4.1

What this unit is about
This unit is about ensuring that you fulfil those legal, regulatory and ethical requirements which impact upon your youth work.

Who this unit is for
This unit is for youth workers involved in working with young people, often under the support of others, and where their work is subject to legislation and/or codes of practice.

This is a mandatory unit in the Level 3 SVQ in Youth Work.

Elements
YW13.1 Fulfil the legal regulatory and ethical requirements relevant to youth work

Evidence requirements
You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance
The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

YW13.1 Fulfil the legal regulatory and ethical requirements relevant to youth work This is about ensuring that you fulfil those legal, regulatory and ethical requirements which impact upon your youth work.	
Performance	**Knowledge**
13.1.1 Identify relevant legal, regulatory, organisational and ethical requirements affecting your youth work, and their impact for your responsibilities and activities, including what would happen if these requirements are not fulfilled 13.1.2 Identify the values and principles underpinning youth work, and their impact for your responsibilities and activities 13.1.3 Follow policies and procedures designed to meet all of the necessary requirements 13.1.4 Monitor the work with which you are involved for any breaches of compliance with these requirements 13.1.5 Take actions designed to ensure that your work meets all relevant requirements 13.1.6 Identify any reasons where there is the potential for not meeting the requirements, and where relevant, make recommendations regarding possible adjustments to enhance policies and procedures to reduce likelihood of not fulfilling requirements 13.1.7 Provide full reports about any failures to meet requirements promptly to the relevant person	K13.1.1 Legal, regulatory and ethical requirements impacting upon your youth work activities K13.1.2 The values and principles which underpin youth work and their impact for your youth work activities K13.1.3 The importance of fulfilling legal, regulatory and ethical requirements, and the impact of failing to do so K13.1.4 Policies and procedures within your organisation and area of youth work that are intended to make sure that the requirements are fulfilled K13.1.5 Procedures within your organisation for reporting any breaches of requirements

Unit YW14/MSCD1 Develop productive working relationships with colleagues

Source: Youth Work Standard 3.3.2 *(MSC D1 imported from the Management Standards Centre (MSC) suite of standards)*

What this unit is about
This unit is about developing working relationships with colleagues within your own organisation and within other organisations that are productive in terms of supporting and delivering your work and that of the overall organisation.

'Colleagues' are any people you are expected to work with, whether they are at a similar position or in other positions, including your manager.

Who this unit is for
The unit is recommended for team leaders and first line managers.

This is a mandatory unit in the Level 3 SVQ in Youth Work.

Elements
YW14.1 Develop productive working relationships with colleagues

Evidence requirements
You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance
The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

YW 14.1 Develop Productive Working Relationships with Colleagues This unit is about developing working relationships with colleagues within your own organisation and within other organisations that are productive in terms of supporting and delivering your work and that of the overall organisation	
Performance	**Knowledge**
Outcomes of effective performance You must be able to do the following: 14.1.1Establish working relationships with all colleagues who are relevant to the work being carried out. 14.1.2 Recognise, agree and respect the roles and responsibilities of colleagues. 14.1.3 Understand and take account of the priorities, expectations, and authority of colleagues in decisions and actions. 14.1.4 Fulfil agreements made with colleagues and let them know. 14.1.5 Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements. 14.1.6 Identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out. 14.1.7 Exchange information and resources with colleagues to make sure that all parties can work effectively. 14.1.8 Provide feedback to colleagues on their performance and seek feedback from colleagues on your own performance in order to identify areas for improvement. **Behaviours which underpin effective performance** 1 You present information clearly, concisely, accurately and in ways that promote understanding. 2 You seek to understand people's needs and motivations. 3 You make time available to support others. 4 You clearly agree what is expected of others and hold them to account.	**General knowledge and understanding** You need to know and understand the following: K14.1.1 The benefits of developing productive working relationships with colleagues. K14.1.2 Principles of effective communication and how to apply them in order to communicate effectively with colleagues. K14.1.3 How to identify disagreements with colleagues and the techniques for sorting them out. K14.1.4 How to identify conflicts of interest with colleagues and the measures that can be used to manage or remove them. K14.1.5 How to take account of diversity issues when developing working relationships with colleagues. K14.1.6 The importance of exchanging information and resources with colleagues. K14.1.7 How to get and make use of feedback on your performance from colleagues. K14.1.8 How to provide colleagues with useful feedback on their performance. **Industry/sector specific knowledge and understanding** K14.1.9 Regulations and codes of practice that apply in the industry or sector. K14.1.10 Standards of behaviour and performance in the industry or sector. K14.1.11 Working culture of the industry or sector. **Context specific knowledge and understanding** K14.1.12 Current and future work being carried out. K14.1.13 Colleagues who are relevant to the work being carried out, their work roles and

5 You work to develop an atmosphere of professionalism and mutual support. 6 You model behaviour that shows respect, helpfulness and co-operation. 7 You keep promises and honour commitments. 8 You consider the impact of your own actions on others. 9 You say no to unreasonable requests. 10 You show respect for the views and actions of others.	responsibilities. K14.1.14 Processes within the organisation for making decisions. K14.1.15 Line management responsibilities and relationships within the organisation. K14.1.16 The organisation's values and culture. K14.1.17 Power, influence and politics within the organisation. K14.1.18 Standards of behaviour and performance expected in the organisation. K14.1.19 Information and resources that different colleagues might need. K14.1.20 Agreements with colleagues.

OPTIONAL GROUP A

These units also form the mandatory section from the level 2 SVQ in Youth Work. Candidates must complete one unit. Where candidates have previously achieved the Level 2 SVQ in Youth Work, credit transfer of one unit at Level 2 will be permitted.

Unit YW1 Communicate effectively with young people

Source: Youth Work Standards 3.1.1 and 3.1.2

What this unit is about
This unit is about the youth work practitioner communicating effectively with young people to develop rapport and to enable them to achieve their aspirations, concerns and development goals.

Who this unit is for
This unit is for all those who work directly with young people as individuals or in groups.

This is a mandatory unit in the Level 2 SVQ in Youth Work and an optional unit in Option Group A in the Level 3 SVQ in Youth Work.

Elements

YW1.1 Communicate effectively and develop rapport with young people
YW1.2 Assist young people to express and to realise their goals

Evidence requirements
You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance
The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

1.1 Communicate effectively and develop rapport with young people This is about communicating effectively with young people and about building and maintaining a level of rapport.	
Performance	**Knowledge**
1.1.1 Identify and utilise suitable locations and environments for establishing contact with young people 1.1.2. Hold conversations at an appropriate time and place 1.1.3. Provide ongoing support and encouragement to young people 1.1.4. Facilitate young people's proposals and plans 1.1.5. Maintain appropriate ethical, legal and contractual requirements in all your dealings with young people	K1.1.1. Legal, organisational and codes of practice relevant to working with young people, and their impact for communicating and dealing with young people K1.1.2. Locations in the community where young people meet K1.1.3. The importance of building trust and rapport with young people, and methods for achieving this for a range of young people K1.1.4. Different styles and forms of communication that may be appropriate for communicating with young people, including electronic channels K1.1.5. The importance of non-verbal communication, such as body language, and how different cultures use and interpret body language in different ways K1.1.6. Possible barriers to communication, their causes and ways to overcome them K1.1.7. The importance of ensuring understanding and of avoiding assumptions K1.1.8. Typical issues, concerns and activities of relevance to young people K1.1.9. The potential risks to your personal safety and ways of addressing these K1.1.10. Requirements regarding confidentiality, and the importance of meeting these K1.1.11 The boundaries of your own personal competence and responsibility, when to involve others and how to obtain advice and support K1.1.12 The values and principles underpinning youth work

1. 2. Assist young people to express and to realise their goals This is about enabling young people to express their aspirations, concerns and development goals. It includes assisting them to prioritise their goals and to agree and realise the support that might be needed.	
Performance	**Knowledge**
1.2.1 Encourage young people to express their views, aspirations, needs and concerns 1.2.2 Agree and prioritise with young people their goals, and options towards realising these goals 1.2.3 Explore and identify with young people the factors affecting the realisation of their needs and aspirations 1.2.4 Identify and explore with young people any constraints to progressing agreed options 1.2.5 Identify any individual or group needs that might need to be addressed in achieving agreed goals, including any emotional, spiritual and skills requirements 1.2.6 identify and assess possible learning opportunities for young people from their ongoing activities, and which might assist in addressing their needs 1.2.7 Agree with young people the type and amount of support required towards achieving their goals 1.2.8 Assist in realising the support agreed, in line with your level of authority and organisational requirements 1.2.9 Behave in accordance with legal, ethical and contractual requirements of youth work.	K1.2.1 The values and principles with underpin youth work K1.2.2 methods for establishing rapport with young people K1.2.3 Why it is important to make contact with young people on their terms K1.2.4 Typical issues and aspirations expressed by young people K1.2.5 Sources of assistance relevant to addressing the issues and needs of young people K1.2.6 Why it is important to enable young people to identify and set their own goals, and to develop their own solutions, and methods for facilitating this process K1.2.7 The importance of using young people's current activities as the starting point for developing learning opportunities K1.2.8 Informal learning opportunities, and associated resources available K1.2.9 How young people are motivated K1.2.10 Basic group dynamics K1.2.11 Communication styles and listening techniques effective in developing dialogue with young people K1.2.12 Your organisation's guidelines relating to child protection, health and safety, and confidentiality K1.2.13 Issues of risk and personal safety, and how to address these K1.2.14 Your role and levels of responsibility and how to address situations where these might be exceeded.

Unit YW2 Work as an effective and reflective practitioner

Source: Youth Work Standards 5.1.1 and 4.4.1

What this unit is about
This unit is about reflecting on your own practice as a youth work practitioner, identifying how you might improve your own practice, taking appropriate action to maintain continuous professional development and the quality of youth work activities and programmes. It includes involving young people, relevant colleagues and agencies in the monitoring and review of quality and practice.

Who this unit is for
This unit is for all those who work directly with young people as individuals or in groups.

This is a mandatory unit in the Level 2 SVQ in Youth Work and an optional unit in Option Group A in the Level 3 SVQ in Youth Work.

Elements
- YW2.1 Work as an effective and reflective practitioner
- YW2.2 Monitor and evaluate the quality of youth work activities

Evidence requirements
You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance
The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

2.1 Work as an effective and reflective practitioner This is about reflecting on your own effectiveness as a youth work practitioner, identifying how you might improve your practice, and taking appropriate actions to maintain continuous professional development	
Performance	**Knowledge**
2.1 1 Evaluate, at regular intervals, the current and future requirements of your role, taking into account the values, objectives and priorities of your organisation, including the values and principles of youth work 2.1.2 Consider your own values, interests and priorities, and identify information relevant to your own work role and professional development 2.1.3 Evaluate and identify your own relative areas of strength and areas of development 2.1.4 Monitor the outcomes of your work, and identify areas of your work which can be enhanced 2.1.5 Seek regular and useful feedback on your performance fro appropriate people 2.1.6 Identify any gaps in your own knowledge and skills, and agree a development plan towards addressing such gaps 2.1.7 Review and update your objective and priorities, taking account of your development activities and any wider changes 2.1 8 Apply the results of your reflection and development to your own practice, including how you fulfil the values and principles of youth work 2.1.9 Ensure that your performance meets consistency, or goes beyond agreed requirements	K2.1.1 The values and principles which underpin youth work K2.1.2 The values, objectives and priorities of your organisation K2.1.3 Your own personal beliefs and preferences, interests and priorities, and how these relate to your role in youth work K2.1.4 The requirements of your work role, including the limits of your responsibilities K2.1.5 How to evaluate the effect of your own values and practices, strengths and areas for development on your work K2.1.6 The importance of monitoring and reviewing your practice regularly K2.1.7 Areas of your own personal and professional development, relevant to enhancing your effectiveness in youth work K2.1.8 The range of learning styles and your own preferred learning style(s) K2.1.9 Techniques for giving and receiving feedback K2.1.10 Types of development activities which can be undertaken to address identified gaps in your knowledge and skills K2.1.11 What an effective development plan should contain, and the length of time that it should cover K21.12 Available support networks and systems, and how to access these

2. 2. Monitor and evaluate the quality of youth work activities This is about monitoring and evaluating the quality of youth work activities and programmes. It includes involving young people fully in the process, together with any further colleagues and agencies involved in the youth work being monitored	
Performance	**Knowledge**
2.2.1 Identify with young people the objectives established for the youth work activities and determine criteria for evaluating the outcomes and the methods for monitoring progress 2.2.2 Work with young people in monitoring the youth work activities and the support provided for young people by your organisation, identifying any issues arising and addressing these promptly and correctly 2.2 3 Explore the perceptions of young people regarding the quality of youth work being provided 2.2.4 Encourage colleagues and other stakeholders involved with the youth work and the delivery of activities and programmes to provide feedback upon the progress being made against the objectives agreed 2.2.5 Review the outcomes achieved by the youth work activities with the young people involved, with colleagues and other relevant stakeholders involved in delivering the activities 2.2.6 Explore the outcomes achieved with young people, comparing these against the objectives for the programmes and the agreed evaluation criteria, identifying the successes and lessons learnt 2.2.7 Identify any obstacles which hindered the success of the youth work activities, and determine how these might be addressed constructively 2.2.8 Use this information to agree how future youth work activities might be enhanced 2.2.9 Provide information regarding those youth work activities which were effective to appropriate parties, setting out and promoting clearly the nature of the activities and why they achieved their objectives 2.2.10 Maintain accurate and up to date records of the findings, conclusions and recommendations agreed	K2.2.1 Legal, regulatory and ethical requirements relevant to youth work and their impact for area of operations K2.2.2 The importance of monitoring and evaluating the impact of youth work activities, and how to do this, including the factors to consider K2.2.3 The importance of involving young people, colleagues and those agencies involved in the activities, and methods for achieving their involvement K2.2.4 Indicators and criteria effective in evaluating the outcomes and success of youth work activities K2.2.5 How to set objectives and criteria towards evaluating and success of youth work activities K2.2.6 Sources of relevant information appropriate to monitoring youth work activities, how to access these and methods of verifying and corroborating the information required K2.2.7 How to distinguish between directly observed evidence, evidence from reliable sources and hearsay K2.2.8 How to distinguish between prejudice and opinions that are backed by evidence K2.2.9 Your organisation's objectives relating to youth work, provision and the related activities and programmes K2.2.10 The importance of promoting the success of youth work, and methods of achieving this, including the dissemination of effective youth work practice K2.2.11 Your own role and responsibilities, and from whom assistance and advice can be sought where necessary K2.2.12 The values and principles underpinning youth work

2.2.11 Make relevant information available readily to appropriate parties, whilst ensuring that confidentiality is maintained in line with organisational and statutory requirements	

Unit YW3 Work with young people to enable them to take action and to safeguard their own welfare

Source: Youth Work Standards 2.2.2 and 1.1.5

What this unit is about

This unit is about working with young people towards safeguarding their own welfare. It includes working with them to assist them in understanding, assessing and addressing hazards and risks associated with their lifestyle and/or environment. It includes supporting and enabling young people to tackle problems, recognise risks and to take responsibility for addressing them so enabling them to identify needs, plan and to take action towards achieving their goals. It also includes enabling them to reflect upon and to learn from their actions.

Who this unit is for

This unit is for all those who work directly with young people as individuals or in groups.

This is a mandatory unit in the Level 2 SVQ in Youth Work and an optional unit in Option Group A in the Level 3 SVQ in Youth Work.

Elements

YW3.1 Work with young people in safeguarding their welfare
YW3.2 Support young people in taking action and to tackle problems

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

3.1 Work with young people in safeguarding their welfare This is about working with young people towards safeguarding their own welfare. It includes working with them to assist them in understanding, assessing and addressing hazards and risks associated with their lifestyle and/or environment. It includes supporting and enabling young people to recognise risks and to take responsibility for addressing them.	
Performance	**Knowledge**
3.1.1 Work with young people to identify hazards associated with their lifestyle and within their environment, and establish the associated risks to their own welfare 3.1.2 Work with young people to identify sources of support, and actions which they can take, to address the risks identified 3.1.3 Assist young people to develop practices designed to safeguard their own welfare and which are in line with their abilities and with relevant procedures 3.1.4 Agree with young people clear and concise ground rules for youth work designed to maintain their physical and emotional safety, in line with your organisation's procedures and your own responsibilities 3.1.5 Encourage young people to be responsible for their own safety and also that of others 3.1.6 Identify signs of distress in young people, and respond to these promptly, sensitively and correctly, in line with your organisation's procedures 3.1.7 Ensure that your personal conduct promotes the physical and emotional safety of yourself and other people 3.1.8 Report promptly any hazards and practices that present a high risk to the relevant person 3.1.9 Work in accordance with legal and organisational requirements and procedures	K3.1.1 Your legal and organisation's requirements and practices relating to health, safety and protection of individuals and communities K3.1.2 Definition of a hazard to individual welfare, and the typical types of hazards affecting young people, including those associated with the environment, activities, practices and behaviour K3.1.3 The principal types of risks affecting young people's physical health and safety, and their emotional welfare within your community K3.1.4 Your scope and responsibility for identifying and managing risks, and to whom to refer any risks outwith your area of responsibility K3.1.5 The importance of self-worth and self-esteem to young people in managing risks within their lives K3.1.6 The importance of encouraging young people to take responsibility for their own safety K3.1.7 How to negotiate and agree safety ground rules for youth work with young people K3.1.8 Sources of advice and guidance upon risks to young people K3.1.9 Signs that indicate distress in young people K3.1.10 Active listening techniques, including the use of summarising and clarifying understanding K3.1.11 Your organisation's procedures regarding confidentiality and reportable disclosures K3.1.12 The values and principles underpinning youth work

3. 2. Support young people in taking action and to tackle problems This is about supporting young people towards enabling them to identify needs, plan and to take action towards achieving their goals, including enabling them to tackle any problems encountered. It includes enabling them to reflect upon and to learn from their actions.	
Performance	**Knowledge**
3.2.1 Work with young people to identify and agree their personal aims for achievement, exploring and establishing that these are realistic and measurable 3.2.2 Identify with young people a range of actions for achieving their aims, assessing objectively their feasibility with the young person 3.2.3 Assist young person to identify the benefits and any risks associated with potential actions, and to balance the risks against the benefits that are likely to arise 3.2.4 Encourage young people to explore their aims and possible actions towards achieving these with relevant parties, including their parents/carers 3.2.5 Review with young people any concerns, or constraints, that they identify which might be a barrier towards realising their aims, and explore with them how these might be addressed 3.2.6 Assist young people to address problems objectively and constructively 3.2.7 Agree with young people their preferred route towards achieving their aims, and assist them to develop a realistic action plan towards realising their aims 3.2.8 Encourage and assist young people to identify opportunities to develop the skills appropriate to implementing their plan and to realising their aims 3.2.9 Work with young people to consider and identify the effects of their planned actions upon others 3.2.10 Ensure that their agreed actions fulfil legal, regulatory and ethical considerations 3.2.11 Provide ongoing information and support to young people towards realising their aims, in line with the role and responsibilities	K3.2.1 Legal, regulatory and ethical requirements relating to youth work, and their impact within your area of responsibility K3.2.2 The values and principles which underpin youth work K3.2.3 The importance of young people setting goals for their achievement, and of their having ownership for these goals and of the actions appropriate to their realisation, and methods for making this happen K3.2.4 The importance of ensuring that goals are measurable, agreed, and realistic K3.2.5 Factors to be taken into account when assessing the feasibility of proposed aims and action plans, and how to undertake objective assessments K3.2.6 The range of parties with which the young person should consult regarding their aims and plans K3.2.7 The importance of evaluating the options being considered and how to undertake a risk/benefit analysis in relation to action planning K3.2.8 Sources of information and advice available to young people which can assist their evaluation of options K3.2.9 Effective problem solving techniques K3.2.10 Sources of learning and development which can be used by young people in developing the skills appropriate implementing their plans K3.2.11 Effective methods of monitoring and evaluating the progress of action plans in realising the aims of young people K3.2.12 The importance of reflecting upon one's own experiences and of learning from these, and how to create effective opportunities for young people to do this

3.2.12 Create opportunities for young people to reflect upon and learn from their experiences, exploring with them how they can apply such learning in progressing their aims 3.2.13 Celebrate young people's achievements, and support and assist them in dealing with any perceived setbacks	K3.2.13 The importance of creating an environment where young people consider it safe to talk openly and honestly about their aims and experiences, and how to do this K3.2.14 Methods for dealing constructively with setbacks experienced by young people K3.2.15 The importance of recognising and celebrating achievement in motivating young people and methods for doing this effectively

Unit YW4 Plan, prepare and facilitate group work for young people

Source: Youth Work Standard 1.2.1

What this unit is about
This unit is about planning, preparing and facilitating group work involving young people. It includes involving young people in the design of the group work.

Who this unit is for
This unit is for all those who work directly with young people in groups.

This is a mandatory unit in the Level 2 SVQ in Youth Work and an optional unit in Option Group A in the Level 3 SVQ in Youth Work.

Elements
YW4.1 Plan, prepare and facilitate group work for young people

Evidence requirements
You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance
The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

4.1 Plan, prepare and facilitate group work for young people This is about planning, preparing and facilitating group work involving young people. It includes involving young people in the design of the group work.	
Performance	**Knowledge**
4.1.1 Discuss and agree clear aims for the group work with the young people involved 4.1.2 Identify and agree the activity to be undertaken with the young people involved and ensure that the resources necessary for facilitating the activity are obtained correctly 4.1.3 Discuss and establish the roles for members of the group, and agree the allocation of these to relevant members, taking account of the skills and interests of those participating 4.1.4 Identify any concerns, or potential barriers to be overcome in achieving the aims, discussing and agreeing with the young people involved how these should be addressed 4.1.5 Agree with the young people the ground rules foe the activity 4.1.6 Agree with the young people involved criteria against which the success of the group work is to be monitored and evaluated 4.1.7 Ensure that all involved are briefed and understand their roles 4.1.8 Facilitate the group work activity, encouraging the full involvement of all participants 4.1.9 Identify any unacceptable behaviour and address this correctly and fairly 4.1.10 Recognise the successful contributions and completion of activities, acknowledging those involved 4.1.11 Involve participants in monitoring and evaluating the effectiveness of the activity	K4.1.1 What is meant by group work and the importance of group dynamics in managing such activity K4.1.2 The importance of group work in developing the skills and confidence of young people K4.1.3 The importance of agreeing clearly specified aims for group work K4.1.4 The types of resources required for group work activities, and options towards obtaining these within budget and time requirements K4.1.5 Processes and techniques for designing and developing group work activities K4.1.6 The importance of designing activities which take account of the learning styles of those participating, and how to do this K4.1.7 Potential barriers to affective group working and methods for addressing these K4.1.8 Why it is important to allocate roles on a fair basis, taking account of the skills and interests of those participating, and how to do this effectively K4.1.9 Ways of encouraging individuals to participate, and to ask questions K4.1.10 Why it is important to monitor the activity for conflict and how to address this promptly and fairly K4.1.11 Effective ways of monitoring and evaluating group work activities, involving those participating K4.1.12 How to recognise achievement, and to provide constructive feedback to participants K4.1.13 The values and principles underpinning youth work

OPTION GROUP B

Candidates must take two optional units from Group B

Unit YW15 Identify and secure resources for youth work

Source: Youth Work Standard 4.2.4

What this unit is about
This unit is about determining sources of funding and other resources for work with young people and establishing good working relationships with actual and potential fund holders. It includes submitting proposals for funding, or other forms of support, and negotiating the terms of your proposal to a successful conclusion.

Who this unit is for
This unit is for youth workers who have responsibility for securing substantial levels of finance to develop youth work provision.

This is an optional unit in the Level 3 SVQ in Youth Work.

Elements
YW15.1 Identify and secure resources for youth work

Evidence requirements
You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance
The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

15.1 Identify and secure resources for youth work This is about determining sources of funding and other resources for work with young people and establishing good working relationships with actual and potential fund holders. It includes submitting proposals for funding, or other forms of support, and negotiating the terms of your proposal to a successful conclusion.	
Performance	**Knowledge**
15.1.1 Identify the finances and other resources required to deliver your organisation's proposed youth work programme 15.1.2 Establish an up to date and accurate list of individuals and organisations which provide resources currently, and which might provide resources for future programmes 15.1.3 Develop fully costed proposals and recommendations for obtaining the finances and other resources required to deliver proposed youth work programmes 15.1.4 Prepare proposals that provide all of the information required, including the objectives, rationale and demonstrating that your organisation has the relevant capabilities 15.1.5 Identify potential sources of the finance and other resources required, taking account of their objectives, interests and any costs and risks 15.1.6 Agree your proposals and recommendations with relevant stakeholders 15.1.7 Ensure the timely submission of clear proposals, bids or applications to potential providers of finance and other resources 15.1.8 Address requests for further information and clarification promptly and correctly 15.1.9 Agree contractual arrangements with providers which set out clearly and correctly the terms of the resource provisions 15.1.10 Inform promptly all relevant parties regarding the outcome of your bid 15.1.11 Ensure that all involved in making use of the resources understand clearly any conditions applying to its use 15.1.12 Develop contingency plans to address any problems regarding the finances and	K15.1.1 Guidelines and codes of practice and any legislative, regulatory and ethical requirements in relation to types and providers of funding for youth work K15.1.2 The objectives and plans of your organisation K15.1.3 The proposed activities of your organisation, including those which require finance and resources K15.1.4 The organisation's stakeholders and their views in relation to the financing of your organisation's activities K15.1.5 The current types and providers of finance and other resources used by your organisation, and other potential types and providers of finance and their associated benefits and risks K15.1.6 Organisational policies and procedures on acquisition of resources, including the criteria for selecting types and providers of finance and other resources which are appropriate to organisational needs and the views of stakeholders K15.1.7 Sources of information on resourcing opportunities, including those within the statutory and charitable sectors K15.1.8 How to make a business case and promote the benefits of your proposed youth work project's, and which builds upon your organisation's track record K15.1.9 The scope, available resources and purpose of the funding body being approached, and any constraints under which they operate K15.1.10 What information is required by the funding organisation and the correct format for the presentation of your proposal K15.1.11 Relevant people in your organisation and any key stakeholders who should be

resources required 15.1.13 Monitor the effectiveness of the sourcing process, and identify and make changes where necessary towards enhancing the process in the future	consulted on proposals and recommendations for obtaining finance and resources K15.1.12 The importance of consulting with relevant people in your organisation and key stakeholders on proposals and recommendations for obtaining finance and resources K15.1.13 The importance of submitting clear proposals of bids or applications to potential providers of finance and other resources, and of allowing sufficient time for their submission and consideration K15.1.14 The type of agreements that should be put in place with providers of finance and what they should cover K15.1.15 The type of actions that might need to be taken in the event of a shortfall in funding K15.1.16 Why it is necessary to put contingency plans in place in relation to obtaining finance and the type of contingencies that might occur K15.1.17 The values and principles underpinning youth work

Unit YW16 Investigate the needs of young people and the community in relation to youth work

Source: Youth Work Standards 3.2.1 and 4.1.1

What this unit is about
This unit is about engaging with the local community and investigating the needs of young people and the local community in relation to youth work, to develop an analysis of existing youth work provision and the opportunities for developing that provision. It includes promoting the value of youth work, and the interests and contributions of young people.

Who this unit is for
This unit is for all youth workers involved in building and maintaining effective relationships within the local community and through this involved in investigating the opportunities for developing and enhancing the provision of youth work within their community.

This is an optional unit in the Level 3 SVQ in Youth Work.

Elements
YW11.1 Engage with the local community
YW11.2 Investigate the needs of young people and the community in relation to youth work

Evidence requirements
You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance
The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

YW16.1 Engage with the local community This is about engaging with the local community, and includes promoting the value of youth work, and the interests and contributions of young people.	
Performance	**Knowledge**
16.1.1 Identify key contacts and agencies within the local community who are appropriate towards developing and promoting awareness of your organisation's youth work activities 16.1.2 Develop and maintain a network of contacts within the local community, ensuring that they have an accurate idea of your knowledge, skills and experience relating to youth work, and the services that your organisation provides 16.1.3 Promote the benefits of youth work, and of working in partnership with your organisation, to the mutual advantage of their and also your own objectives 16.1.4 Identify and respect the aims and objectives of others in the community, recognising when their priorities may not always coincide with your own 16.1.5 Create opportunities to be involved positively with the local community	K16.1.1 Legal and regulatory and ethical requirements relevant to youth work, and their impact for your area of operations K16.1.2 The values and principles underpinning youth work K16.1.3 The history of the local community and the culture(s) within it, and the impact of these in relation to engaging with your community K16.1.4 The benefits for individuals and organisations of networking K16.1.5 Principles of effective communication and how to apply them in engaging with the local community K16.1.6 The range of different communication styles and how people prefer to communicate K16.1.7 The range of methods for developing effective relationships with others involved with young people and, where necessary, how to end relationships which are no longer effective K16.1.8 How to make effective use of the information and resources gained though personal networks K16.1.9 Build awareness of the rights of young people, and of the contributions that young people make to the community K16.1.10 How local, national and global issues and activities can impact upon each other, including how local activities relate to wider context, and vice versa K16.1.11 The importance of ensuring that activities undertaken by one area of a community do not impact adversely upon another K16.1.12 The principles of confidentiality, and how to develop guidelines for exchanging information between individuals and organisations K16.1.13 Your own values, motivations and

	emotions, and the effect of these on your own actions K16.1.14 Your own interests and how these may conflict with the interests of others K16.1.15 Your own objectives in developing and personal networks K16.1.16 Your current and likely future needs for information and resources K16.1.17 People and organisations that can support your work, and vice versa K16.1.18 The range of information and resources people may need

16.2 Investigate the needs of young people and the community in relation to youth work This is about investigating the needs of young people and the local community in relation to youth work, to develop an analysis of existing youth work provision and the opportunities for developing that provision.	
Performance	**Knowledge**
16.2.1 Gather available information regarding your local community relevant to identifying their needs and issues regarding the provision of youth work 16.2.2 Explore with young people their interests, needs and aspirations regarding the current provision of youth work and opportunities for enhancing and developing its provision 16.2.3 Explore with relevant agencies and stakeholders working with young people their views regarding the current provision of youth work and the opportunities for its development 16.2.4 Collate and assess the feedback, identifying trends and patterns relevant to determining opportunities for youth work 16.2.5 Identify existing youth work provision in your community and how this addresses the existing and emerging needs of young people 16.2.6 Identify correctly those factors affecting take-up of existing youth work opportunities, including any constraints hindering access by young people to such opportunities 16.2.7 Identify any gaps in the current provision 16.2.8 Share your analysis with young people and relevant agencies and other stakeholders, discussing and agreeing its impact towards identifying opportunities for youth work 16.2.9 Agree potential opportunities towards enhancing and developing youth work in your community	K16.2.1 Legal, regulatory and ethical requirements impacting upon the provision of youth work, and in investigating needs and their impact for your investigations K16.2.2 The types of information that might be provided by young people, relevant agencies and other stakeholders appropriate to establishing community needs from youth work K16.2.3 Methods of obtaining feedback from young people, agencies and stakeholders, including relevant research methods K16.2.4 The importance of ensuring objectively when evaluating feedback and the factors to consider when assessing its validity K16.2.5 How to assess the interests of those providing feedback, and the implications for identifying and evaluating the opportunities for youth work K16.2.6 Which agencies and stakeholders can provide the information required K16.2.7 The nature and extent of current youth work provision in your local community K16.2.8 Trends and developments in the provision of youth work of relevance to your area of work and your local community K16.2.9 Techniques for analysing qualitative and quantitative information K16.2.10 The concept of needs analysis, and how to undertake such an analysis K16.2.11 The importance of ensuring that your research is sufficient to justify any conclusions drawn from its results K16.2.12 The importance of ensuring that the opportunities identified are of a size sufficient to warrant your organisation's attention, and are also accessible to your organisation K16.2.13 Available sources of information and

	support in investigating community needs and identifying opportunities for youth work K16.2.14 The values and principles underpinning youth work

Unit YW 17 Provide support to other workers

Source: Youth Work Standard 5.3.1

What this unit is about
This unit is about providing support to youth workers, including those for whom you have no managerial responsibility.

Who this unit is for
This unit is for team leaders and for youth workers involved in working with others to provide youth work services, providing them with support and advice but without necessarily having line management responsibilities.
.
This is an optional unit in the Level 3 SVQ in Youth Work

Elements
YW17.1 Provide support to other workers

Evidence requirements
You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance
The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

17.1. Provide support to other workers This is about providing support to youth workers, including those for whom you have no managerial responsibility.	
Performance	**Knowledge**
17.1.1 Give people in your area support and advice when they need it, especially during periods of setback and change 17.1.2 Motivate and support people in your area to achieve their work and development objectives and provide recognition when they are successful 17.1.3 Empower people in your area to develop their own ways of working and take their own decisions within agreed boundaries 17.1.4 Encourage people to give a lead in their own areas of expertise and show willingness to follow this lead 17.1.5 Win, through your performance, the trust and support of people within your working area	K17.1.1 Legal, regulatory and ethical requirements relating to youth work, and their impact for your area of operations K17.1.2 The values and principles which underpin youth work K17.1.3 The fundamental differences between management and providing support in a non-managerial capacity K17.1.4 Types of support and advice that people are likely to need and how to respond to these K17.1.5 How to select and successfully apply different methods for communicating with people K17.1.6 Types of difficulties and challenges that may arise, including conflict within the area, and ways of identifying and overcoming them K17.1.7 The importance of encouraging others to take the lead and ways in which this can be achieved K17.1.8 How to empower people effectively K17.1.9 How to select and successfully apply different methods for encouraging, motivating and supporting people and recognising achievement K17.1.10 Your own values, motivations and emotions K17.1.11 Your own role, responsibilities and level of power K17.1.12 The overall objectives of your organisation

Unit YW18/MSCE6 Ensure health and safety requirements are met in your area of responsibility

Source: Youth Work Standard 5.4.2 *(MSC E6 imported from the Management Standards Centre (MSC) suite of standards)*

What this unit is about
This unit is concerned with managing the overall health and safety process in your area of responsibility. It is intended to go beyond meeting health and safety legislation and move towards a situation where health and safety considerations are firmly embedded in the planning and decision making processes and the 'culture' of your area of responsibility.

Who this unit is for
This unit is for first line managers and middle managers.

This is an optional unit in the Level 3 SVQ in Youth Work.

Elements

YW18.1 Ensure health and safety requirements are met in your area of responsibility

Evidence requirements
You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance
The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

18.1 Ensure health and safety requirements are met in your area of responsibility This is concerned with managing the overall health and safety process in your area of responsibility. It is intended to go beyond meeting health and safety legislation and move towards a situation where health and safety considerations are firmly embedded in the planning and decision making processes and the 'culture' of your area of responsibility.	
Performance	**Knowledge**
18.1.1 Identify your personal responsibilities and liabilities under health and safety legislation 18.1.2 Ensure that the organisation's written health and safety policy statement is clearly communicated to all people in your area of responsibility and other relevant parties 18.1.3 Ensure that the health and safety policy statement is put into practice in your area of responsibility and is subject to review as situations change and at regular intervals and the findings passed to the appropriate people for consideration 18.1.4 Ensure regular consultation with people in your area of responsibility or their representatives on health and safety issues 18.1.5 Seek and make use of specialist expertise in relation in health and safety issues 18.1.6 Ensure that a system is in place for identifying hazards and assessing risks in your area of responsibility and that prompt and effective action is taken to eliminate or control identified hazards and risks 18.1.7 Ensure that systems are in place for effective monitoring, measuring and reporting of health and safety performance in your area of responsibility 18.1.8 Show continuous improvement in your area of responsibility in relation to health and safety performance 18.1.9 Make health and safety a priority area in terms of informing planning and decision-making in your area of responsibility 18.1.10 Demonstrate that your own actions reinforce the messages in the organisation's health and safety statement 18.1.11 Ensure that sufficient resources are allocated across your area of responsibility to	***General knowledge and understanding*** K18.1.1 Why health and safety in the workplace is important K18.1.2 How and where to identify your personal responsibilities and liabilities under health and safety legislation K18.1.3 How to keep up with legislative and other developments relating to health and safety K18.1.4 The requirement for organisations to have a written health and safety policy statement K18.1.5 How to communicate the written health and safety policy statement to people who work in your area of responsibility and other relevant parties K18.1.6 How and when to review the application of the written health and safety policy statement in your area of responsibility and produce/provide findings to inform development K18.1.7 How and when to consult with people in your area of responsibility or their representatives on health and safety issues K18.1.8 Sources of specialist expertise in relation to health and safety K18.1.9 Ways of developing a culture in your area of responsibility which puts 'health and safety' first K18.1.10 They types of hazards and risks that may arise in relation to health and safety – how to establish and use systems for identifying hazards and assessing risks and the type of actions that should be taken to control or eliminate them K18.1.11 How to establish systems for monitoring, measuring and reporting on health

deal with health and safety issues 18.1.12 Develop a culture within your area of responsibility which puts 'health and safety' first **Behaviours which underpin effective performance** 1 You respond quickly to crises and problems with a proposed course of action. 2 You identify people's information needs. 3 You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes. 4 You are vigilant for possible risks and hazards. 5 You take personal responsibility for making things happen. 6 You identify the implications or consequences of a situation. 7 You act within the limits of your authority. 8 You constantly seek to improve performance. 9 You treat individuals with respect and act to uphold their rights.	and safety performance in your area of responsibility K18.1.12 Why and how health and safety should inform planning and decision-making K18.1.13 The importance of setting a good example to others in relation to health and safety K18.1.14 The type of resources required to deal with health and safety issues ***Sector specific knowledge and understanding*** K18.1.15 Sector specific legislation, regulations, guidelines and codes of practice relating to health and safety K18.1.16 Health and safety risks, issues and developments which are particular to the industry or sector ***Context specific knowledge and understanding*** K18.1.17 Other relevant parties with an interest in health and safety in your area of responsibility K18.1.18 The organisation's written health and safety policy statement and how it is communicated to people who work for the organisation, people in your area and to other relevant parties K18.1.19 Sources of specialist health and safety expertise used in your area of responsibility K18.1.20 The operational plans for your area of responsibility K18.1.21 The resources allocated to and across your area of responsibility for health and safety K18.1.22 Allocated responsibilities for health and safety in your area and the organisation in general K18.1.23 Systems in place in your area of responsibility for identifying hazards and assessing risks and taking action

	K18.1.24 Systems in place for monitoring, measuring and reporting health and safety performance in your area of responsibility

CORE SKILLS

Core skills signposting

The table below shows how the Level 3 SVQ in Youth Work signposts to where the evidence generated through the units might contribute to the evidence for Core Skills.

Many units include *implicit* Core Skills of communication and/or problem solving and/or working with others (so there are few noted in the grid), but there are limited opportunities for evidence to be generated to meet the requirements of ICT and Numeracy.

Core Skill	SCQF level	Unit												
		YW 10	YW 11	YW 12	YW 13	YW 14 MSC D1	YW 1	YW 2	YW 3	YW 4	YW 15	YW 16	YW 17	YW 18 MSC E6
Communication	3													
Communication	4						●							
Communication	5					●		●	●	●				●
Communication	6	●	●	●	●						●	●	●	
ICT	3							●						
ICT	4			●		●						●		
ICT	5										●			●
ICT	6													
Numeracy	3													
Numeracy	4					●								
Numeracy	5													
Numeracy	6										●			
Problem solving	3													
Problem solving	4									●				
Problem solving	5					●	●	●	●			●		●
Problem solving	6	●	●	●	●						●			
Working with others	3													
Working with others	4													
Working with others	5						●			●				
Working with others	6	●	●	●		●					●	●	●	●

Assessment Strategy

SVQ in Youth Work

Introduction

Lifelong Learning UK, as the Sector Skills Council for the Lifelong Learning Sector, is responsible for developing an assessment strategy for all its qualifications in Scotland based on National Occupational Standards.

The strategy complements the generic criteria that Awarding Bodies must meet for the delivery of qualifications on the SCQF.

Lifelong Learning UK works in partnership with Awarding Bodies in order to deliver quality assessment and is happy to provide appropriate further guidance and support in implementing requirements.

1. Units of assessment

SVQs are competency based qualifications. The Assessment Strategy requires the Awarding Organisation to provide detail on each of the following listed below:

Quality assurance

Awarding Organisations should take appropriate steps to quality assure assessments at approved centres.

Risk assessment

Awarding Bodies should take an approach to their centres based on an assessment of risk with respect to the quality and consistency of assessment.

Awarding Body meetings

Lifelong Learning UK will arrange regular meetings with Awarding Bodies, the aim of which will be to promote consistency in the assessment process.

2. Workplace Evidence and Simulation

All performance evidence must come from real workplace practice in Youth Work.
The use of simulation is not allowed for these qualifications.

Assessment evidence, although demonstrating competency across the performance and knowledge should, wherever possible, be holistic. This means that learners where possible should gather evidence to illustrate competency:

- Across elements and units that naturally link together in terms of whole jobs
- From naturally occurring evidence collected in the workplace;

Evidence must be authentic, current, sufficient, fit for purpose and valid.

Workplace evidence may be collected in the context of full time, part time, casual or voluntary employment.

3. Requirements for assessors

All those who assess these qualifications or units must:

- have up-to-date working knowledge and experience of best practice in youth work or a related vocational area, in line with any requirements as set out by any relevant national professional organisation;
- hold or be working towards one of the following:
  - L&D9DI Assess workplace competence using direct and indirect methods;
  - A1 Assess candidate performance using a range of methods;
  - any appropriate QCF qualifications and/or units as recognised by SQA accreditation;
- OR hold D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence.

All assessors must show current evidence of continuing professional development in a relevant area of practice.

4. Requirements for internal quality assurance

All those who internally quality assure the SVQ qualifications or units must:

- have up-to-date working knowledge and experience of best practice in youth work or a related vocational area, in line with any requirements as set out by any relevant national professional organisation;
- hold one of the following:
  - L&D9DI Assess workplace competence using direct and indirect methods;
  - A1 Assess candidate performance using a range of methods;
  - any appropriate QCF qualifications and/or units as recognised by SQA accreditation;
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence.

They must either hold or be working towards one of the following internal quality assurance qualifications:

  - L&D11 Internally monitor and maintain the quality of workplace assessment
  - V1 Conduct internal quality assurance of the assessment process
- or hold D34 Internally verify the assessment process

All internal quality assurers must show current evidence of continuing professional development in a relevant area of practice.

5. Requirements for external quality assurance

All those who externally quality assure these qualifications or units must:

- have up-to-date working knowledge and experience of best practice in youth work or a related vocational area, in line with any requirements as set out by any relevant national professional organisation;
- hold one of the following:
  - L&D9DI Assess workplace competence using direct and indirect methods
  - A1 Assess candidate performance using a range of methods
  - any appropriate QCF qualifications and/or units as recognised by SQA accreditation
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence

They should hold one of the following internal quality assurance qualifications:

- L&D11 Internally monitor and maintain the quality of workplace assessment
- V1 Conduct internal quality assurance of the assessment process
- any appropriate QCF qualifications and/or units as recognised by SQA accreditation
- D34 Internally verify the assessment process

They must hold or be working towards one of the following external quality assurance qualifications:

- L&D12 Externally monitor and maintain the quality of workplace assessment
- V2 Conduct external quality assurance of the assessment process
- any appropriate QCF qualifications and/or units as recognised by SQA accreditation
- D35 Externally verify the assessment process

All external quality assurers must show current evidence of continuing professional development in a relevant area of practice.

6. Review and evaluation of the strategy

Lifelong Learning UK and the Awarding Bodies will continually monitor the effectiveness of the Assessment Strategy. It will be reviewed annually and revised, where necessary, every two years. The feedback will also be used to review assessment and quality assurance practices, identify and promulgate best practice and inform improvement to the strategy and to future revisions to NOS and qualifications.