



PART OF **nocn** GROUP

QUALIFICATION SPECIFICATION

Level 2 Youth Work Practice Qualifications

NOCN Level 2 Award in Youth Work Practice

Qualification No: 601/5608/9

NOCN Level 2 Certificate in Youth Work Practice

Qualification No: 601/5607/7

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To know more about NOCN:

- Visit the NOCN website: www.nocn.org.uk
- Call the Customer Service Team: **0300 999 1177**

www.nocn.org.uk

Introduction

NOCN has been providing a qualification and accreditation service to providers across the UK for over 25 years and is justifiably proud of its reputation as, "...a provider of fully accessible, trusted and flexible qualification and accreditation services".

Over the years, NOCN has worked effectively with our centres for the benefit of learners across the country; with a mutual interest in providing a continuously improving service. NOCN, whilst retaining all the advantage of being a national body, has always provided a personal, bespoke service to its customers and prides itself on its local presence and expertise within communities.

This handbook is a resource for NOCN centres who wish to offer the NOCN Level 2 Youth Work Practice qualifications.

The qualifications are relevant to organisations in the Youth Work sector, or who employ Youth Work staff.

The handbook details the qualification specification and provides guidance to the training provider on assessment criteria and evidence requirements.

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NOCN Level 2 Award and Certificate in Youth Work Practice

The NOCN Level 2 Award and Certificate in Youth Work Practice are designed to prepare learners to begin working with young people in a range of youth work settings. Youth work helps young people learn about themselves, others and society, through informal educational activities which combine enjoyment, challenge and learning. Youth workers work typically with young people aged between 11 and 25. Their work seeks to promote young people's personal and social development and enable them to have a voice, influence and place in their communities and society as a whole.

The **Level 2 Award** is suitable if you are a new Youth Work practitioner who is working in a role that provides or needs some support from a qualified practitioner.

The **Level 2 Certificate** is suitable if you need some support and is the minimum qualification required for those wishing to work as a JNC qualified Youth Support Worker Assistant. This is for employees who assist in the delivery of operational youth work and who undertake duties under direction, where initiative and independent action is limited.

These qualifications are suitable for learners **aged 14 years or over**. These qualifications will provide learners with an opportunity to:

- Gain the knowledge, skills and qualities required to work with young people within a Youth Worker role.
- Achieve a standalone qualification that offers a progression route within the Teaching and Lecturing sector.
- Progress onto the NOCN Level 3 Youth Work Practice qualifications.

Learners will gain the knowledge and skills required to prepare for various roles such as Youth Support Worker, Youth and Community Worker whether paid or in a voluntary role.

Entry Requirements

There are no formal entry requirements for learners undertaking these qualifications.

Qualification Structure

The **NOCN Level 2 Award in Youth Work Practice** is an **11** credit qualification and has **73** guided learning hours with a Total Qualification Time (TQT) of **110** hours. Learners **must** achieve all **11** credits from the **4** mandatory units listed below:

Unit Title	Level	Credit Value	Ofqual Unit Number
Theory of Youth Work	2	4	T/506/9206
Safeguarding in a youth work setting	2	3	J/506/9226
Young People's Development	2	2	M/506/9219
Engaging and Communicating with Youth People	2	2	F/506/9239

The **NOCN Level 2 Certificate in Youth Work Practice** is a **26** credit qualification and has **139 - 153** guided learning hours with a Total Qualification Time (TQT) of **260** hours. Learners **must** achieve all **23** credits from the mandatory units and **3** credits from the optional units which are listed below. The first 4 units (which are italicised) form the NOCN Level 2 Award in Youth Work Practice.

Mandatory Group A

Unit Title	Level	Credit Value	Ofqual Unit Number
<i>Theory of Youth Work</i>	2	4	<i>T/506/9206</i>
<i>Safeguarding in a youth work setting</i>	2	3	<i>J/506/9226</i>
<i>Young People's Development</i>	2	2	<i>M/506/9219</i>
<i>Engaging and Communicating with Youth People</i>	2	2	<i>F/506/9239</i>
Group Work within a Youth Work Setting	2	2	J/506/9212
Working with Challenging Behaviour in Youth Work Settings	2	2	T/506/9240
Work-Based Practice in Youth Work	2	6	M/506/9172
Reflective Practice in a Youth Work Setting	2	2	Y/506/9232

Optional Group B

Unit Title	Level	Credit Value	Ofqual Unit Number
Key Principles and Values for Working with Young People who Misuse Substances	2	2	F/506/9502
Supporting Young People with Disabilities and Additional Learning Needs within a Youth Work Setting	2	3	R/506/9214
Supporting Young People's Recreation and Leisure within a Youth Work Setting	2	3	Y/506/9215
Anti-discriminatory Practice in Youth Work	2	3	A/506/9241

Additional Unit

The unit below is not a requirement of the qualification, but has been added to the Level 2 Certificate to support the Welsh Apprenticeship Framework for Youth Work. This unit is optional, and achievement of it would not count towards the credits required for the qualification.

Unit Title	Level	Credit Value	Ofqual Unit Number
Employment Rights and Responsibilities	2	3	L/504/6160

1.3 Total Qualification Time (TQT)

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

- Guided Learning Hours (GLH):
 - learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training
 - includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
- Other Learning Hours (OLH):
 - an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:
 - preparatory work
 - self-study
 - or any other form of education or training, including assessment.

Examples of GLH activities include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teacher in real time
- E-learning supervised by a teacher in real time
- All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training
- Exam time

Examples of OLH activities include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning

The agreed Total Qualification Time has been used to identify the qualification's Credit Value.

Centre Information

Offering these qualifications

Recognised Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering the NOCN Level 2 Award and Certificate in Youth Work Practice qualifications, please contact: business-enquiries@nocn.org.uk.

If you are ready to add the qualification to your curriculum offer, please log in to the NOCN website, under Centres/Processes and Documents, and complete the 'Additional Qualification Approval Request Form,' which can then be returned to business-enquiries@nocn.org.uk for the attention of your Account Manager.

New Centres

If you are interested in offering this qualification, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering this qualification please see Become a Registered Centre on our website <https://www.nocn.org.uk/customers/nocn-centres/> and click Become a Centre.

If you would like more information about becoming an NOCN centre and offering this qualification please see 'New centres' under the 'Centres' section on our website www.nocn.org.uk or contact assurance@nocn.org.uk.

External Verification

Once recognised as a Centre, NOCN will allocate an External Verifier. The External Verifier will have ongoing responsibility for monitoring the Centre's compliance with the requirements of centre recognised status.

External Verifiers will make regular visits to all Centres. During these visits he/she will:

- Monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal moderators, learners and administrative staff.
- Verify recommendations for achievement submitted by the centre via Quartzweb.

Required Resources for Delivering these Qualifications

As part of the requirement to deliver these qualifications there is an expectation that staff undertaking roles as part of the delivery and assessment of the qualification have a demonstrable level of expertise.

The National Youth Agency (NYA) has released an assessment strategy, outlining the requirements for staff delivering/assessing, and Quality Assuring the Youth Work Qualifications. The strategy can be found on the NOCN website at:

[http://www.nocn.org.uk/assets/0002/1452/Youth_Work_L2 -
L3_Assessment_Strategy_for_Awarding_Organisations.pdf](http://www.nocn.org.uk/assets/0002/1452/Youth_Work_L2_-_L3_Assessment_Strategy_for_Awarding_Organisations.pdf)

Tutor/Assessor

The NYA stipulate that **tutors** of these qualifications **must**:

- for the delivery of Theory of Youth Work and Work Based Practice units, be a JNC Professionally Qualified Youth Work practitioner, having undertaken a recognised professional qualification in youth work as identified by NYA or ETS Wales (A current list of all recognised JNC qualifications in England and Wales is on the NYA website www.nya.org.uk and ETS Wales website www.ets.wales);
- for the delivery of Theory of Youth Work and Work Based Practice units, have a minimum of three years practice experience. The remaining units should be delivered by experienced practitioners with expertise in the subject area;
- have a sound understanding of National Occupational Standards for Youth Work;
- have a sound understanding of the requirements for assessment within Ofqual/Qualifications Wales; be able to evidence continued professional development, including fieldwork activities (this could include, for example, youth work practice, supervision of practitioners or training delivery), within the last three years.

The NYA stipulate that **assessors** of these qualifications **must**:

- for the assessment of Theory of Youth Work and Work Based Practice units, hold a recognised Youth Work (JNC) professional qualification with a minimum of three years' practice experience, with field work experience in the context of youth work, community work, community education or the voluntary community sector, and have relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last 3 years;
- for qualification assessment excluding assessment of Theory of Youth Work and Work Based Practice units, hold a Level 3 in Youth Work Practice (JNC) qualification with a minimum of three years' practice experience, with field work experience in the context of youth work, community work, community education or the voluntary community sector and/or have broader relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last 3 years;

- have a sound understanding of the National Occupational Standards for Youth Work;
- have a sound understanding of the requirements for assessment within Ofqual/Qualifications Wales;
- hold or be working towards a recognised assessor qualification (i.e. D32/33, A1);
- be committed to, and able to evidence, further training and development.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but they **cannot** carry out any verification on work that they have previously assessed.

Internal Verifier

Each centre must have internal verification policies and procedures in place to ensure that decisions made by assessors are appropriate, consistent, fair and transparent, and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability, and consistency.

The NYA also stipulate that those carrying out **internal quality assurance** of these qualifications must:

- hold a JNC Professional Youth Work qualification and three years' practice experience, with field work experience in the context of youth work, community work, community education or the voluntary community sector, and/or have broader relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last 3 years.
- have recent experience (within the last three years) of internal quality assurance preferably within an occupational area with relevance to youth work;
- have a sound understanding of the National Occupational Standards for Youth Work;
- have a sound understanding of the requirements for assessment within Ofqual /Qualifications Wales;
- hold or be working towards an Internal Quality Assurance qualification (i.e. D.34, V1);
- be committed to, and able to evidence, further training and development.

NOCN supports and recognises Centres' internal quality assurance systems which support the above; any system should encourage standardisation and sharing of good practice.

Continuing Professional Development (CPD)

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with regards to best practice in delivery, assessment and verification.

Unit Information

The NOCN Level 2 Award in Youth Work Practice consists of four mandatory units which are detailed below.

The NOCN Level 2 Certificate in Youth Work Practice consists of mandatory and optional units as outlined in the structure in section 2.2, and which are detailed below.

As the units in the Award are also in the Certificate, the units are outlined once.

To achieve this qualification a learner **must** provide evidence of learning and achievement against **all** of the assessment criteria within each unit. However a number of assessment criteria can be taught and assessed through one activity.

A copy of each of the units follows.

Units

Unit Title	Theory of Youth Work
Ofqual unit reference number	T/506/9206
Unit Level	Two
Unit Credit Value	4
GLH	30
Assessment Guidance	N/A

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the key purpose and role of youth work.	1.1. Describe the key purpose of youth work. 1.2. Identify current national and local policies and guidance that informs youth work. 1.3. Outline current legislation that informs youth work. 1.4. Describe own organisation's purpose and policies.
2. Understand key principles of youth work.	2.1. Describe the following principles for youth work: a) active participation and empowerment of young people b) voluntary engagement by young people c) non-formal education and informal learning d) equality, diversity and inclusion e) code of conduct.
3. Understand the role of youth work in the young person's local community.	3.1. Describe different types of communities. 3.2. Describe how the local community affects young people's lives. 3.3. Outline how youth work impacts on the young person's local community.
4. Understand different models of youth work delivery.	4.1. Identify the sectors and structures in which youth work is delivered. 4.2. Describe different models of youth work delivery.
5. Understand the skills, knowledge, qualities and values required to practice.	5.1. Describe the skills, knowledge, qualities and values of an effective youth worker. 5.2. Outline how professional boundaries are important to engaging with young people and with own team. 5.3. Outline how anti-discriminatory practice can impact on youth work.
6. Understand own skills, knowledge, qualities and values required to practice.	6.1. Assess personal skills, knowledge, qualities and values required to practice as a youth worker. 6.2. Identify the impact own prejudice and values could have when engaging with young people. 6.3. Identify the boundaries of own role as a youth worker in relation to young people and colleagues. 6.4. Create a personal development plan to address own areas for improvement.

Unit Title	Safeguarding in a Youth Work Setting
Ofqual unit reference number	J/506/9226
Unit Level	Two
Unit Credit Value	3
GLH	20
Assessment Guidance	Internal assessment, internal and external moderation

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about the importance of safeguarding policies and procedures, in providing a safe environment for young people.	1.1. Define the terms 'child protection' and 'safeguarding'. 1.2. Outline safeguarding legislation, guidelines, policies and procedures relevant to own organisation. 1.3. Outline own organisation's child protection policies and procedures that create a safe, but challenging environment that benefits young people. 1.4. Describe how own organisation's child protection policies and procedures influence own practice. 1.5. Describe the boundaries of confidentiality when working with young people and how this could affect own rights.
2. Be able to assess risk in a youth work setting.	2.1. Describe a health and safety risk assessment process used in a youth work setting, including assessing behaviour and needs of an individual young person or group of young people. 2.2. Develop a health and safety risk assessment of work areas and including off-site visits.
3. Know about roles and responsibilities in relation to keeping young people, vulnerable adults, self and colleagues safe in youth work settings.	3.1. Identify a range of child protection and safeguarding support agencies. 3.2. Describe forms of abuse and their characteristics. 3.3. Identify own organisation's safeguarding office in relation to reporting child protection issues.
4. Understand how to protect young people when using contemporary technologies.	4.1. Describe how e-safety policies and practices help keep young people safe. 4.2. Describe the importance of an organisation-wide approach to using social media and other technologies safely. 4.3. Outline how youth workers can reduce the potential harm related to using contemporary technologies.
5. Understand how youth work protects young people.	5.1. Describe how youth workers protect and support young people. 5.2. Describe how the purposes and principles of youth work align with child protection and safeguarding policies and procedures. 5.3. Outline ways to support and empower young people to manage personal risk. 5.4. Outline the challenges when implementing safeguarding procedures in a youth work setting.

Unit Title	Young People's Development
Ofqual unit reference number	M/506/9219
Unit Level	Two
Unit Credit Value	2
GLH	13
Assessment Guidance	Assessment information is available for this unit.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how young people develop during adolescence.	1.1. Define adolescence. 1.2. Describe theories for adolescent development. 1.3. Outline how adolescent development impacts on young people's lives.
2. Understand how knowledge of adolescence impacts on youth work.	2.1. Identify how knowledge of adolescent development benefits youth work and young people. 2.2. Describe how changes during adolescence could affect the professional relationship between the youth worker and the young person. 2.3. Outline how changes during adolescence affect young people's behaviour and lead to stereotypes. 2.4. Describe how to challenge stereotypes impacting on young people.
3. Know where young people can get support during adolescence.	3.1. Describe how youth workers can support young people during adolescence. 3.2. Describe helping organisations that can support young people that may face difficulty during adolescence.

Unit Title	Engaging and Communicating with Young People
Ofqual unit reference number	F/506/9239
Unit Level	Two
Unit Credit Value	2
GLH	10
Assessment Guidance	Assessment information is available for this unit.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the importance of building professional relationships with young people in youth work.	1.1. Describe why relationship building with young people is important to youth work. 1.2. Describe how effective communication skills impact on building and maintaining professional relationships with young people. 1.3. Identify ways to engage young people in order to establish a professional relationship.
2. Understand the different ways of engaging with young people.	2.1. Describe the different approaches of engaging young people and increasing their participation in youth work.
3. Understand the importance of good communication skills for youth work activities.	3.1. Describe the advantages and disadvantages of different methods of communication when working with young people. 3.2. Describe the challenges of using social media to engage with young people.
4. Be able to engage young people to develop a professional relationship.	4.1. Communicate with young people using effective listening skills.
5. Be able to support young people in engaging with the local community.	5.1. Support young people to develop positive relationships in their local community. 5.2. Assess own strengths and areas for improvement when communicating with others. 5.3. Engage with the local community to support young peoples involvement.
6. Know how to support young people's information needs.	6.1. Describe youth workers' role in supporting young people to access impartial information and guidance.

Unit Title	Group Work within a Youth Work Setting
Ofqual unit reference number	J/506/9212
Unit Level	Two
Unit Credit Value	2
GLH	10
Assessment Guidance	Assessment information is available for this unit.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the importance of group membership.	1.1. Define the types of groups young people are part of or join. 1.2. Describe the reasons why young people may join groups. 1.3. State some of the benefits for young people of joining groups. 1.4. Describe key characteristics of effective groups.
2. Understand the structure of a group.	2.1. Define the different roles in a group. 2.2. Describe own roles within group. 2.3. Identify the role of the group leader. 2.4. Describe the importance of different roles within a group.
3. Understand the stages of a group.	3.1. Define the principles of group work. 3.2. Describe the different stages of group development. 3.3. Define the factors that increase group effectiveness. 3.4. Assess how to maintain groups. 3.5. Describe reasons for group breakdown.
4. Be able to work effectively within a group activity.	4.1. Plan a group youth work activity which takes into account internal and external factors that influence effective groups. 4.2. Negotiate with group appropriate ground rules for working with each other in youth work activity. 4.3. Review activity with an appropriate observer. 4.4. Reflect with an appropriate observer on group effectiveness, roles in group and own contribution to group both positive and negative.
5. Understand how to overcome conflict in group work setting.	5.1. Describe how conflict may arise in group work setting. 5.2. Outline how personal feelings may be managed in a conflict situation. 5.3. Describe ways of defusing conflict in a group setting.
6. Be able to use group work theory with a group of young people.	6.1. Apply group work theory with a group of young people in a youth work setting.

Unit Title	Working with Challenging Behaviour in Youth Work Settings
Ofqual unit reference number	T/506/9240
Unit Level	Two
Unit Credit Value	2
GLH	13
Assessment Guidance	Assessment information is available for this unit.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand what is meant by conflict and challenging behaviour.	1.1. Define what is meant by challenging behaviour. 1.2. Describe the impact of conflict and challenging behaviour in a youth work setting. 1.3. Describe why it is important to develop a trusting and respectful relationship with young people to enable positive challenge. 1.4. Outline the importance of setting and maintaining appropriate boundaries and expectations with young people. 1.5. Assess own values and how these relate to working with young people and managing young people's behaviour. 1.6. Identify internal and external influences that can contribute to the presentation of conflict and challenging behaviour in a young person.
2. Understand how to de-escalate conflict and challenging behaviour in youth work settings.	2.1. Identify examples of conflict and challenging behaviour that might occur in a youth work setting. 2.2. Describe de-escalation techniques that can be used to address conflict and challenging behaviour in a youth work setting. 2.3. Describe the ways that specific behaviours within groups can be positively defused.
3. Understand the role of feedback in relation to changed behaviour in a youth work setting.	3.1. Describe how positive feedback affects and enhances behavioural change in young people. 3.2. Give examples of the impact of positive acknowledgement of changed behaviour in a youth work setting.
4. Understand when support is required in managing conflict and challenging behaviour.	4.1. Identify situations when additional support is required to manage conflict and challenging behaviour. 4.2. Describe support mechanisms available when managing challenging and conflict behaviour.
5. Be able to develop youth practice in relation to conflict and challenging behaviour.	5.1. Assess personal practice in relation to conflict and challenging behaviour in youth work. 5.2. Reflect on personal practice in relation to managing conflict and challenging behaviour in youth work. 5.3. Create a development plan to enhance skills in managing conflict and challenging behaviour.

Unit Title	Work-Based Practice in Youth Work
Ofqual unit reference number	M/506/9172
Unit Level	Two
Unit Credit Value	6
GLH	20
Assessment Guidance	This unit needs to be assessed through observation (by an experienced Youth Work Practitioner) and portfolio in line with NOS Youth Work requirements for Youth Work qualifications accredited by JNC Committee.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to apply the principles and practice of participation and empowerment to plan a youth work programme.	1.1. Describe what is meant by young people's participation and empowerment. 1.2. Assess youth work programme requirements using participation principles and inclusive practice. 1.3. Comply with organisation policies, procedures and safeguarding requirements when planning youth work programme. 1.4. Describe the main stages of programme and activity planning. 1.5. Plan a youth work programme using inclusive resources. 1.6. Plan an evaluation process for a youth work programme.
2. Be able to deliver a youth work programme, based on participation processes undertaken with young people.	2.1. Support the delivery of a youth work programme. 2.2. Comply with organisation policies, procedures and safeguarding requirements when delivering youth work programme.
3. Be able to evaluate practice following the delivery of youth work programmes.	3.1. Describe methods of evaluating the effectiveness of activities in work based practice. 3.2. Describe the effectiveness of the youth work programme highlighting good practice and areas for development. 3.3. Complete evaluation records for the activities delivered.
4. Be able to reflect on own practice following the delivery of youth work programmes.	4.1. Reflect on own contribution and effectiveness in planning and delivering activities. 4.2. Assess own practice and areas for development in relation to the youth work delivery.

Unit Title	Reflective Practice in a Youth Work Setting
Ofqual unit reference number	Y/506/9232
Unit Level	Two
Unit Credit Value	2
GLH	7
Assessment Guidance	Assessment information is available for this unit.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the principles of reflective practice in youth work.	1.1. Define reflective practice within the context of youth work. 1.2. Describe the benefits of reflection in developing youth work practice. 1.3. Describe the key components of a model of reflective practice.
2. Be able to use reflective practice in youth work.	2.1. Use a reflective practice model in relation to own youth work. 2.2. Use reflective practice to review own strengths and areas for development. 2.3. Create a development plan with SMART objectives to address personal learning and support needs. 2.4. Implement a development plan to address own learning and support needs. 2.5. Outline how reflective practice relates to organisational performance, appraisal and supervision within own youth work setting.

Unit Title	Key Principles and Values for Working with Young People who Misuse Substances
Ofqual unit reference number	F/506/9502
Unit Level	Two
Unit Credit Value	2
GLH	10
Assessment Guidance	Assessment information is available for this unit.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand substance misuse.	1.1. Define substance misuse. 1.2. Describe a range of drugs to include their: • long-term effects • street names • short-term effects • different categories.
2. Understand the impact of substance misuse on young people.	2.1. Describe the impact of substance misuse on young people.
3. Understand how youth work supports young people who have substance misuse problems.	3.1. Describe how youth work principles and practice support young people who misuse drugs. 3.2. Outline the impact of substance misuse on youth work provision.
4. Understand the boundaries of confidentiality for youth workers with working with young people who have substance misuse problems.	4.1. Describe the key principles of confidentiality and safeguarding as they relate to working with young people who misuse substances. 4.2. Describe how to communicate confidentiality protocols to young people in youth work settings. 4.3. Describe circumstances when confidentiality with a young person needs to be broken.
5. Understand the importance of boundaries when working with people who misuse substances.	5.1. Describe the importance of professional boundaries between youth workers and young people in relation to substance misuse. 5.2. Describe why information sharing protocols are important for supporting young people with substance misuse problems. 5.3. Describe a range of referral organisations that support young people who misuse substances.

Unit Title	Supporting Young People with Disabilities and Additional Learning Needs within a Youth Work Setting
Ofqual unit reference number	R/506/9214
Unit Level	Two
Unit Credit Value	3
GLH	20
Assessment Guidance	This unit must be assessed in line with NOS Youth Work requirements and the assessor must be suitably qualified with recent youth work experience to assess learners.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the rights of young people with disabilities and those with additional learning needs.	1.1. Identify the legal entitlements of young people with disabilities and those with additional learning needs. 1.2. Identify the assessment and intervention frameworks for young people with disabilities and those with additional learning needs. 1.3. Outline the purpose of individual plans for young people with disabilities and those with additional learning needs. 1.4. Describe the principles of working inclusively with young people with disabilities and those with additional learning needs.
2. Understand the needs of young people with disabilities and/or additional learning needs.	2.1. Describe the relationship between disability and additional learning needs. 2.2. Outline the nature of the particular disabilities and /or additional learning needs of young people with whom they work. 2.3. Outline the reasonable adjustments required for young people within the youth work setting. 2.4. Describe young people's own role in deciding their needs. 2.5. Describe the partnership benefits of working with parents and carers in supporting young people.
3. Be able to contribute to the inclusion of young people with disabilities and additional learning needs.	3.1. Outline the individual needs, capabilities and interests of young people with disabilities and those with additional learning needs within the work setting. 3.2. Describe barriers to participation for young people with disabilities and those with additional learning needs within the work setting. 3.3. Work with young people and others to remove barriers to participation. 3.4. Use inclusive practices in own work with young people with disabilities and additional learning needs.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
4. Be able to support young people with disabilities and those with additional learning needs to participate in a full range of activities and experiences.	4.1. Identify adaptations that can be made to support young people with disabilities and those with additional learning needs in a youth work setting. 4.2. Describe how to support the equality of opportunity for young people with disabilities and those with additional learning needs within a youth work setting. 4.3. Work in partnership with young people and others to review and improve activities and experiences provided for young people with disabilities and those with additional learning needs.

Unit Title	Supporting Young People's Recreation and Leisure within a Youth Work Setting
Ofqual unit reference number	Y/506/9215
Unit Level	Two
Unit Credit Value	3
GLH	16
Assessment Guidance	This unit needs to be assessed through observation of practice in line with NOS Youth Work requirements and the assessor must be suitably qualified with recent youth work experience to assess learners.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the importance of recreation and leisure.	1.1. Describe the requirements of the UN Convention of the Rights of the Child in relation to recreation and leisure. 1.2. Describe how recreation and leisure for young people relates to youth work theory. 1.3. Describe how recreation and leisure contribute to young people's physical, social and emotional development. 1.4. Describe the characteristics of freely chosen, self-directed leisure and activities.
2. Be able to support young people's recreation and leisure.	2.1. Describe own role in supporting young people's recreation and leisure activities. 2.2. Undertake routine safety checks on areas used for young people's leisure before, during and after leisure activities. 2.3. Support young people's recreation and leisure, ensuring their safety. 2.4. Use communication skills to interact with young people to include: • interest in what they say, experience and feel • respect for their privacy and freedom to make choices for themselves • encouragement and support for leisure activities.
3. Be able to support young people in balancing risk and challenge.	3.1. Assess the value of risk and challenge in young people's leisure activities. 3.2. Describe what is meant by unacceptable risk and challenge in young people's recreation and leisure. 3.3. Describe why it is important for young people to manage risk and challenge for themselves. 3.4. Demonstrate ways of working which encourage young people to manage risk and challenge for themselves.
4. Be able to reflect on and improve own practice in supporting young people's recreation and leisure activities.	4.1. Reflect on all aspects of own strength and areas where practice could improve. 4.2. Describe how own practice has been improved following reflection.

Unit Title	Anti-discriminatory Practice in Youth Work
Ofqual unit reference number	A/506/9241
Unit Level	Two
Unit Credit Value	3
GLH	20
Assessment Guidance	Assessment information is available for this unit.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand anti-discriminatory practice in youth work.	1.1. Define what is meant by anti-discriminatory practice. 1.2. Describe how anti-discriminatory practice relates to the principles of youth work. 1.3. Describe the principles of anti-discriminatory practice. 1.4. Outline the current legislation that relates to anti-discriminatory practice. 1.5. Outline what is meant by protected characteristics groups. 1.6. Describe the protected characteristics groups as stated in current legislation.
2. Understand prejudice and discrimination.	2.1. Describe the meaning of the following terms: • prejudice • stereotyping • stigma • labelling • discrimination • equality • diversity. 2.2. Describe the differences between prejudice and discrimination. 2.3. Outline, with examples of each, the following types of discrimination: • direct discrimination • indirect discrimination • discrimination by association • perception discrimination • harassment • third party harassment • victimisation.
3. Understand how anti-discriminatory practice impacts on youth work delivery.	3.1. Describe the possible consequences of not meeting the protected characteristics of a group in relation to: • personal practice • youth service delivery. 3.2. Outline how the needs of protected characteristics groups can be met: • through personal practice • within the youth work environment.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	3.3. Assess own youth work practice in relation to anti-discriminatory practice. 3.4. Create a development plan in relation to anti-discriminatory practice.

Unit Title:	Employment Rights and Responsibilities
Unit Level:	Two
Unit Credit Value:	3
GLH:	24
Ofqual Unit Reference Number:	L/504/6160
Assessment Guidance	Where plural statements are included a minimum of 2 is expected unless otherwise stated. 2.1 To cover apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010, other relevant equalities legislation and Health & Safety legislation, together with the responsibilities and duties of employers. 2.2 At least two changes covering a named time period. 2.3 This can be related to areas such as technology, centralisation of tasks etc.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the terms 'rights' and 'responsibilities'.	1.1. Differentiate between 'rights' and 'responsibilities'.
2. Know organisational structure and changes.	2.1. Outline your organisation. Include at least: • Organisation structure • Organisation values • Organisation marketplace • Organisation approaches to career development and training. 2.2. Outline the main changes that have taken place in the organisations area of business. 2.3. Describe how the changes in 2.2 have affected individuals' working practice.
3. Know employment responsibilities and rights.	3.1. Illustrate a range of employer and employee statutory responsibilities and rights under employment law. Include at least: • Contracts of employment • Anti-discrimination legislation • Age discrimination • Disability discrimination • Working hours, rest breaks and holiday entitlements • Absence and sickness • Data protection and personal information access • Sector representations. 3.2. Describe the health and safety legal requirements relevant to the organisation.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	3.3. Outline the implications of health and safety legal requirements for own job role.
4. Understand documents relevant to own employment.	4.1. Describe the main terms and conditions of a contract of employment. 4.2. Outline the contents and purpose of a job description. 4.3. Describe the types of information held on personnel records. 4.4. Illustrate how to update information held on personnel records. 4.5. Interpret the information shown on a pay slip or other statement of earnings.
5. Know key employment procedures at work.	5.1. Describe the procedures to follow if someone needs to take time off. 5.2. Describe the procedures to follow if there is a grievance. 5.3. Describe the procedures to follow if there is evidence of discrimination or bullying. 5.4. Identify sources of information and advice on employment issues: • Internal to their organisation • External to their organisation.

Assessment and Evidence

The NOCN Level 2 **Award and Certificate in Youth Work Practice qualifications** are internally assessed qualifications. Learners must provide evidence of learning and achievement against **all** of the assessment criteria specified within each unit.

The NOCN Level 2 **Award and Certificate in Youth Work Practice qualifications** are vocationally based qualifications and as such, the units offer the opportunity for learners to achieve a balance of practical skill and knowledge.

Centres must ensure that knowledge based learning is substantive, and relevant to the work or events likely to be encountered in the course of a Youth Work job role.

The centre must ensure that the assessment activities are:

Valid The assessment activity **must** be fit for purpose which means that the assessment tasks measure the intended outcomes of the unit. They should afford the learner an opportunity to provide sufficient evidence of learning to meet the assessment criteria at the appropriate level.

Sufficient The assessment activities afford the learner an opportunity to provide sufficient evidence of learning to meet the assessment criteria.

Reliable Assessment activities must generate clear and consistent outcomes across all assessors.

Although the activities may be applied to differing scenarios and in different contexts, with different learners, the evidence sought by the activity must be assessed with a universal standard to ensure that the resulting assessment decisions are consistent across all assessors and centres offering the qualification.

Authentic Evidence presented must be the learner's own work.

Fair and Equitable Assessment

Assessment within the NOCN Level 2 Award and Certificate in Youth Work Practice qualifications are designed to be accessible and inclusive.

The assessment methodology is appropriate for individual assessment or for groups of learners.

Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the NOCN Reasonable Adjustments Policy and Procedure found on the NOCN website at www.nocn.org.uk

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Recognition process requires policy statements on Equal Opportunities, Diversity and Disability Discrimination. These policy statements are then checked and confirmed through the Quality Review and Risk Assessment process. Please contact assurance@nocn.org.uk for further details.

Recognised Prior Learning

Recognition of prior learning is an assessment method leading to the award of credit. The process involves considering if a learner can meet the specified assessment requirements for a unit through knowledge, understanding or skills that they possess already, as a consequence, they do not need to undertake a course of learning.

Centres are encouraged to recognise previous achievements and experience, both formal, for example through accredited units or qualifications and informal, for example through continuous learning. This involves the recognition of achievement from a range of activities that will have been assessed through any valid method of assessment.

When using the process of the recognition of prior learning, it is essential that the assessment requirements of a specific unit or, more exceptionally, a qualification have been met. The evidence of learning provided must be sufficient, reliable, authentic and valid.

Functional Skills

These qualifications could contribute towards the learning for Functional Skills in the following areas:

English

- Speaking, listening and communication – could be demonstrated through team work, practical work, e.g. following and giving instructions.
- Reading - demonstrated when following written instruction, reports, posters.
- Writing – could be demonstrated through written reports, assignments.

ICT - could be demonstrated through the use of IT to prepare assignments, reports, presentations etc

Mathematics - Development of mathematics skills can be demonstrated through practical exercises such as calculation of areas, measuring and weighing, working out costs or expenses.

For more information see the Functional Skills criteria for English, ICT and/or maths on the NOCN website: www.nocn.org.uk

Assessment and Evidence for the units

Centres can use a variety of assessment activities to capture evidence of learners' understanding. Activities may include:

- Case Studies
- Oral Question and Answer
- Role Play/Simulation
- Report
- Practice file
- Reflective Log or Diary
- Practical Demonstration

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website:

http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents.

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered and portfolio references provided as required.

Appendix 1 - Resource suggestions

Film footage and reports

Acts of Parliament

eg Health and Safety at Work Act 1974

National guidance documents

Visits to appropriate venues

Expert speakers

eg Safety Officers

Note: *this is not an exhaustive list*

Appendix 2 - Assessment Documentation

1. Learner Evidence Record Unit 1

NOCN Level 2 Award in Youth Work Practice

Unit Title: Theory of Youth Work

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
1.1.				
1.2.				
1.3.				

Learner Signature: _____

Tutor Signature: _____

Confirmation of Achievement of Unit – Date: _____

Evidence Record cont....

NOCN Level 2 Award in Youth Work Practice

Unit Title: Theory of Youth Work

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
2.1.				
2.2.				
2.3.				

Learner Signature:

Tutor Signature:

Confirmation of Achievement of Unit – Date:

Learner Evidence Record Unit 2

NOCN Level 2 Award in Youth Work Practice

Unit Title: Safeguarding in a Youth Work Setting

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
1.1				
1.2				
1.3				

Learner Signature: _____

Tutor Signature: _____

Confirmation of Achievement of Unit – Date: _____

Appendix 3 - Feedback Sheet

Feedback Sheet

Tutor/Assessor Comments:

Learner comments:

Tutor/assessor sign:

Date:

Learner sign:

Date:



Level 2 Award in Youth Work Practice
Level 2 Certificate in Youth Work Practice

NOCN

Acero Building
1 Concourse Way
Sheaf Street
Sheffield
South Yorkshire
England
S1 2BJ

Tel: 0300 999 1177

Email: nocn@nocn.org.uk

www.nocn.org.uk