NATIONAL OCCUPATIONAL STANDARDS

FOR YOUTH WORK

January 2002

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CONTENTS

Part	Section		Pages
1.	**Introduction**		**i - xvi**
	A.	Introduction	i
	B.	Key concepts, Values and Principles underpinning Youth Work	ii - iii
	C.	Role of the Youth Worker	iv
	D.	What are National Occupational Standards and why have them?	v
	E.	The National Occupational Standards for Youth Work	vi - xvi
		i Structure	vi
		ii Key Aspects and Units of Youth Work	vii - ix
		iii Overview of the Units and Elements	x - xv
	F.	Details of the National Occupational Standards (Layout of the NOS)	xvi
2	**The National Occupational Standards for Youth Work**		**1 - 96**
	A.	Build relationships with young people that enable them to explore and make sense of their experiences, and plan and take action.	1 - 17
	B.	Facilitate young people's Learning and their Personal and Social Development.	18 - 30
	C.	Enable young people to Organise and take increasing Responsibility for Activities, Events and Projects.	31 - 41
	D.	Work with young people in accordance with the Core Values of Youth Work.	42 - 56
	E.	Plan, Manage and Develop Youth Work.	57 - 78
	F.	Support and Develop Effective, Efficient and Ethical Practice in Youth Work.	79 - 96
3	**Assessment Strategy for the NVQ / SVQ Framework for Youth Work**		**97 - 99**
4	**The Qualification Structure for Levels 2 & 3**		**100 - 106**
5	**Appendices**		
	I	Signposting to Key/Core Skills – England and Wales	**107 - 115**
	II	Core Skills - Scotland	**116 – 138**

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A. INTRODUCTION

This document presents a set of National Occupational Standards for Youth Work in England, Northern Ireland, Scotland and Wales. Prior to the establishment of **PAULO**, the National Training Organisation (NTO) for Community-based Learning and Development, the National Youth Agency was the standards-setting body responsible for the development of National Occupational Standards for Youth Work in the UK, and managed the development of these standards between 1998-2000. A team of consultants, a steering group, and many colleagues from the Youth Work sector have assisted with this work. The standards have been developed following widespread involvement and consultation across the sector in each of the home countries, and a period of piloting in a wide range of youth work settings.

The National Occupational Standards (NOS) provide: -

- An agreed set of aspects, units and elements that can be used to inform the design of qualifications and awards for Youth Work practitioners within the national qualifications framework, by HE institutions or other awarding bodies;
- A baseline for recruitment processes and drawing up of job specifications;
- A basis for development within youth work, for individuals and organisations;
- Criteria for use in benchmarking and organisational review of practice;
- Criteria for the specification of contracts for new work or work in partnership;
- A means for developing and evaluating training.

The National Occupational Standards aim to represent Youth Work in its entirety and not the specific contribution of individual youth workers. **The premise of these standards is not that a single youth worker can (possibly) undertake all of the activities described in the standards.**

The steering group for the project (full listing of its membership is in *appendix 1*) sought to ensure that the process of the development of National Occupational Standards was participative, consultative, and effective.

The National Occupational Standards for Youth Work outlined in this booklet are a result of the collaborative work of Youth Work practitioners, managers, educators, academics, consultants, trainers and young people. Over 200 people have been directly involved in developing the National Occupational Standards. At every significant stage, consultation exercises were used to gain feedback from practitioners and others with an interest in youth work. During the project four postal consultation exercises and three consultative conferences were organised, together with regional and national development workshops. The profession was informed of developments through regular bulletins.

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B. KEY CONCEPTS, VALUES AND PRINCIPLES UNDERPINNING YOUTH WORK

The National Occupational Standards seek to capture and refine what exists in the Youth Work sector. The concepts and ideas set out in of the National Occupational Standards are appropriate to the context for Youth Work for five years and have a familiar ring to them. The latter is due to the fact that the standards have drawn on many sources, from ministerial statements; policy documents; writings of Youth Work academics, educators and practitioners; and from the many comments and suggestions received from the Youth Work sector during the course of this project.

Youth Work, promoting young people's personal, social and educational development, offers both planned and spontaneous opportunities for young people to learn through experience, about self, others, society and the environment. The values that underpin Youth Work derive from a clear understanding of, and commitment to learning and development, equality of opportunity, social inclusion, and the educational and social importance of choice, freedom, responsibility and justice.

Youth Work takes place where youth workers and young people meet to engage in activities that are in line with its key purposes and reflect its key principles. It takes place indoors and outdoors, in the community and away from the community, in places set aside for young people and places where the community meets and goes about its business. These places may therefore include youth and community centres, mobile facilities, activities and trips away from home, and informal encounters in places where young people meet for reasons other than Youth Work

At the point of encounter with young people, the following features distinguish Youth Work:-

- Young people choose to be involved (not least because they want to relax, meet friends and have fun)
- The work starts where young people are – for example, with their views of the world and their interests, as well as on their territory
- It seeks to go beyond where young people start, in particular by encouraging them to be critical and creative in their responses to their experience and the world around them
- It takes place because young people are young people, not just because they have been labelled (e.g. drug user; disengaged; homeless …..)
- It focuses on the young person as a whole person with particular experiences, interests and perspectives
- It recognises, respects and is actively responsive to the wider networks of peers' community and culture which are important to young people
- Through these networks it seeks to help young people achieve stronger collective identities – for example, as black people, women, disabled people, gay men, or lesbians
- It is concerned with how young people feel and not just with what they know and can do.
- It works with other agencies which contribute to young people and social and personal development

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- It complements school and college-based education by encouraging and providing opportunities for young people to achieve and fulfil their potential. (Based on Davies, B. (1996) Young People Now; August)

Youth Work is conventionally understood to be, at its core, about young people's personal and social development. Youth Work is part of community-based, informal education provision, where young people's participation and active engagement with the wider community are important aspects of informal education and of Youth Work.

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C. ROLE OF THE YOUTH WORKER

The National Occupational Standards for Youth Work are based on the premise that the purpose of Youth Work is: -

To work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in a period of their transitions from dependence to independence.

A general overview of Youth Work in the UK (which drew on the 1998 DfEE Audit of Youth Services) written for an international audience, said: -

'Youth Work supports young people in their transition from childhood to responsible adulthood, encourages their social development and individual fulfilment, and helps them engage fully in society. It is concerned primarily with young people's personal and social development and is critically informed by a set of beliefs which include a commitment to equal opportunity, and to young people as partners in learning and in decision making. Youth Work offers educational programmes and projects that complement and support learning in school and college in which young people choose to be involved. It offers a constructive and educational use of leisure time. It helps young people achieve and fulfil their potential and to make choices about their lives by offering them information, advice and support.'

[*Becksy S. and Perrett J. (1998) Youth Policy and Youth Services in the UK. Leicester: Youth Work Press]*

Informed by Youth Work values, the role of the youth worker is therefore to work with young people in ways that are: -

- Educative;
- Participative;
- Empowering; and
- Promote equality of opportunity and social inclusion.

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D. WHAT ARE NATIONAL OCCUPATIONAL STANDARDS AND WHY HAVE THEM?

National Occupational Standards define what a particular sector considers to be good or best practice. They attempt to reflect current wisdom about what the occupation itself is. They define practice by identifying the activities that have to be carried out to achieve core goals. By defining standards both the achievement of these goals and the way they were achieved can be assessed.

Within other occupational areas standards have – in the eyes of many stakeholders – shown themselves to be a very effective way of transferring and informing best practice. They have brought a focus and a consensus to what is, and what will be important in the development of those occupations.

National Occupational Standards can form the basis of qualifications within a sector, but their uses are also much wider, For example, in other sectors they are being used:

- As a tool for the promotion and management of change within organisations and professional groups
- As a benchmark of good practice
- As part of the training and development cycle
- As a basis for National Traineeships and Modern Apprenticeships.

Standards can be used as a tool within these activities because they represent the activities that people undertake to achieve key goals. They can be used to map the activities that take place (or should take place) within an occupational grouping and the organisations within it. They can provide a comprehensive benchmark against which both individuals and organisations may compare their achievements.

They can be used to help identify priorities for development, as a tool for the development process itself, and a framework around which to organise debate and discussion about practice.

In addition, given that standards can set out a benchmark for good practice, there is potential for their use as the focal point for training and development activities. Thus, for example, standards can be used as a means of gathering evidence of gaps in a practitioner's knowledge and skills, or as a basis for designing educational or vocational training and development programmes for practitioners.

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E. THE NATIONAL OCCUPATIONAL STANDARDS FOR YOUTH WORK

i. STRUCTURE

The structure of the standards is intended to reflect the importance of Youth Work purposes and values in underpinning every aspect of Youth Work. It also demonstrates how units and elements interlink and contribute to an occupation that seeks progressive development, based on reflective practice.

This model simplifies and codifies a complex human activity. Key features of the representation of the model are: -

- The standards are arranged to show, at the centre, the key purpose.
- The key aspects of Youth Work are to: -
  - Build relationships with young people which enable them to explore and make sense of their experiences, and plan and take action;
  - Facilitate young people's learning and their personal and social development;
  - Enable young people to organise and take co-responsibility for activities, events and projects;
  - Work with young people in accordance with the core values of Youth Work;
  - Plan, manage and develop Youth Work;
  - Support and develop effective, efficient and ethical practice in Youth Work.

These standards seek to focus on the specific and unique aspects of work that is 'Youth Work', in particular to work with young people in ways that are inclusive and empowering. It is for this reason that the standards have been developed entirely through the sector. An appendix to the full document refers to NTOs and occupational sectors whose standards informed the National Occupational Standards for Youth Work.

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E. THE NATIONAL OCCUPATIONAL STANDARDS FOR YOUTH WORK

ii. KEY ASPECTS AND UNITS OF YOUTH WORK

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in a period of their transitions from dependence to independence.

A. Build relationships with young people that enable them to explore and make sense of their experiences, and plan and take action

A1 Establish relationships and maintain dialogue with young people

A2 Enable young people to access and use information, and make decisions

A3 Enable young people to be active citizens

A4 Support young people in tackling problems and taking action

A5 Advocate on behalf of young people

B. Facilitate young people's learning, and their personal and social development

B1 Enable young people to explore and develop their values and self-respect

B2 Enable young people to develop awareness of their self-identity and being

B3 Enable young people to work effectively in groups

B4 Enable young people to use their learning to enhance their future development

C. Enable young people to organise and take increasing responsibility for activities, events and projects

C1 Work with young people to design and develop sessions

C2 Work with young people to manage resources for events, activities or projects

C3 Review progress and evaluate opportunities with young people

D. Work with young people in accordance with the core values of Youth Work

D1 Work as an effective and reflective practitioner

D2 Work in ways which promote equality of opportunity, participation and responsibility

D3 Manage your work and create effective work relationships

D4 Work with young people to safeguard their welfare

E. Plan, manage and develop Youth Work

E1 Investigate needs and provision for young people and promote Youth Work opportunities

E2 Identify and establish relationships with other organisations and individuals

E3 Build and maintain partnership work

E4 Identify and secure resources for Youth Work

E5 Design and develop new Youth Work opportunities

E6 Manage Youth Work projects

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F. Support and develop effective, efficient and ethical practice in Youth Work

- F1 Provide information to aid policy formation, and the improvement of practices and provision
- F2 Develop teams and individuals to enhance the quality of Youth Work
- F3 Promote a culture of health and safety
- F4 Promote a culture to safeguard the welfare of young people
- F5 Manage systems to safeguard young people's welfare

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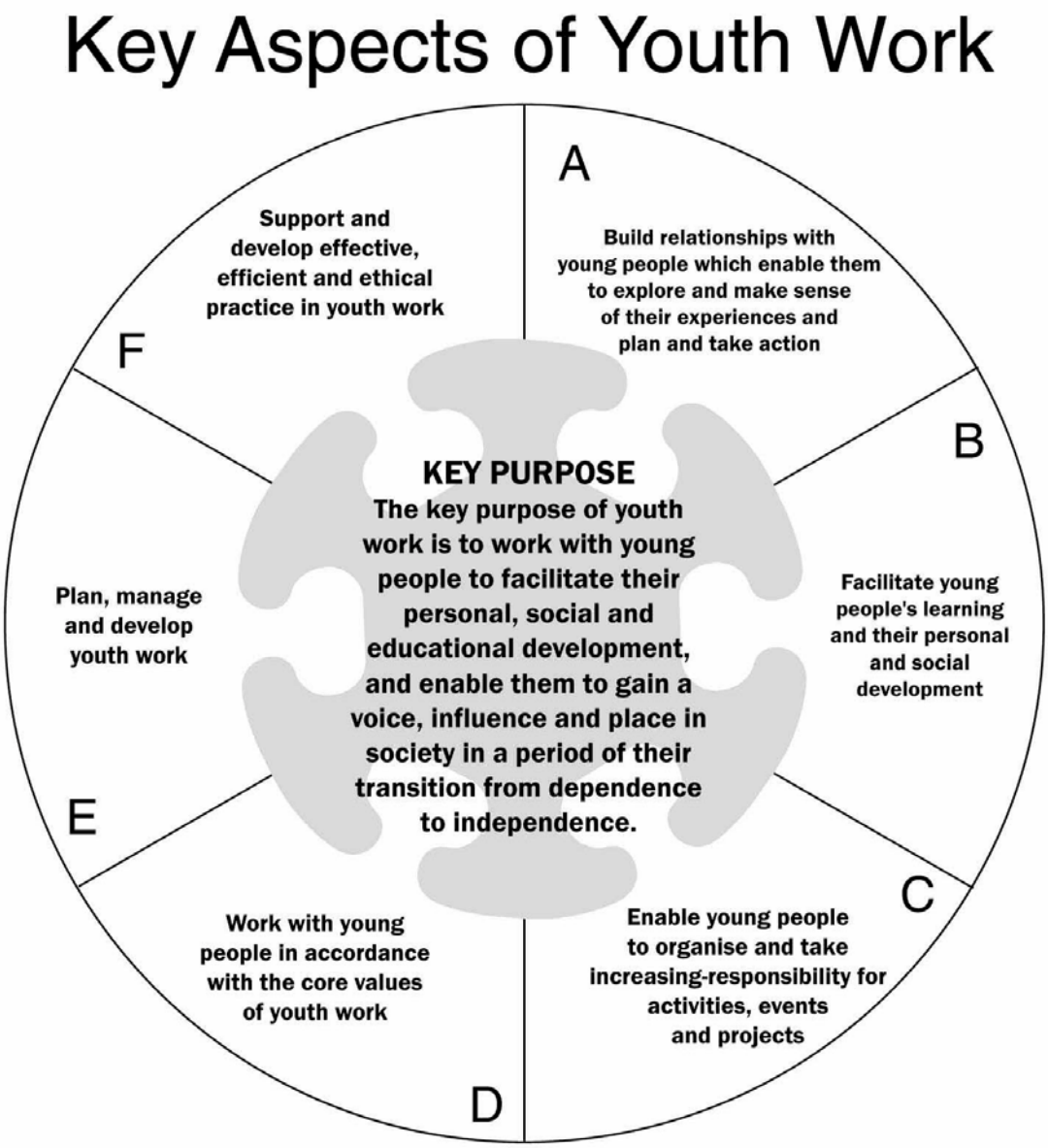
Key Aspects of Youth Work
A
Build relationships with young people which enable them to explore and make sense of their experiences and plan and take action
B
Facilitate young people's learning and their personal and social development
C
Enable young people to organise and take increasing-responsibility for activities, events and projects
D
Work with young people in accordance with the core values of youth work
E
Plan, manage and develop youth work
F
Support and develop effective, efficient and ethical practice in youth work
KEY PURPOSE
The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in a period of their transition from dependence to independence.

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E. THE NATIONAL OCCUPATIONAL STANDARDS FOR YOUTH WORK

iii. OVERVIEW OF THE UNITS AND ELEMENTS

The key purpose of youth work is to work with young people to facilitate personal, social and educational development, and enable them to gain a voice, influence and place in society in a period of their transitions from dependence to independence.

A. Build relationships with young people which enable them to explore and make sense of their experiences, and plan and take action

Units	Elements
A1 Establish relationships and maintain dialogue with young people	A.1.1 Establish contact with young people and maintain relationships with them A.1.2 Enable young people to clarify their situation and express their aspirations A.1.3 Diagnose young people's current position and identify opportunities for their development
A2 Enable young people to access and use information and make decisions	A.2.1 Identify, collect, analyse, store and make information available A.2.2 Enable young people to acquire and use information, to make sense of situations, generate options and make decisions
A3 Enable young people to be active citizens	A.3.1 Assist young people to understand their communities and their own roles within them A.3.2 Enable young people to communicate their views and interests to others and to negotiate and influence people and situations
A4 Support young people in tackling problems and taking action	A.4.1 Enable young people to tackle problems and plan action to achieve their goals and aspirations A.4.2 Enable young people to take action based on their intentions and plans. A.4.3 Enable young people to reflect on and learn from their actions
A5 Advocate on behalf of young people	A.5.1 Identify situations where advocacy is needed A.5.2 Represent the views and interests of young people to others

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B. Facilitate young people's Learning and their Personal and Social Development

Units	Elements
B1 Enable young people to explore and develop their values and self respect	B.1.1 Enable young people to explore the values by which they live B.1.2 Enable young people to build their self-respect and self-esteem
B2 Enable young people to develop awareness of their self-identify and being	B.2.1 Enable young people to undertake purposeful reflection B.2.2 Assist young people in their exploration and development of their spiritual self
B3 Enable young people to work effectively in groups	B.3.1 Create a climate conducive to learning in groups B.3.2 Facilitate the work of young people in groups B.3.3 Enable young people to deal with negative feelings constructively
B4 Enable young people to use their learning to enhance their future development	B.4.1 Reflect with young people on their development and learning B.4.2 Help young people transfer their learning to other parts of their lives.

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C. Enable Young People to organise and take increasing responsibility for Activities, Events and Projects

Units	Elements
C1 Work with young people to design and develop sessions	C.1.1 Identify outcomes and choose between options for sessions with young people C.1.2 Design youth work sessions C.1.3 Select, design and adapt learning resources
C2 Work with young people to manage resources for events, activities or projects	C.2.1 Assist young people to identify, seek and obtain the resources they need for events, activities or projects. C.2.2 Draw up budgets and resource plans for events, activities or projects C.2.3 Monitor and control budgets for events, activities or projects
C3 Review progress and evaluate opportunities with young people	C.3.1 Agree criteria and methods for the evaluation of youth work C.3.2 Evaluate opportunities and identify successes and improvements

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D. Work with Young People in accordance with the Core Values of Youth Work

Units	Elements
D1 Work as an effective and reflective practitioner	D.1.1 Reflect on and evaluate your own values, priorities, interests, abilities and performance D.1.2 Use reflection and feedback to manage and develop your own practice
D2 Work in ways that promote equality of opportunity, participation and responsibility	D.2.1 Promote equality of opportunity and voluntary participation D.2.2 Challenge discrimination, prejudice and oppressive behaviour D.2.3 Enable young people to take responsibility for their own decisions
D3 Manage your work and create effective work relationships	D.3.1 Work in line with organisational strategies, policies and procedures D.3.2 Fulfil your responsibilities to colleagues and teams D.3.3 Maintain effective relationships with managers and decision makers
D4 Work with young people to safeguard their welfare	D.4.1 Promote a safe working environment for youth work D.4.2 Work with young people to assess and manage risk D.4.3 Assist individuals to take action when they are distressed

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E. Plan, Manage and Develop Youth Work

Units	Elements
E1 Investigate needs and provisions for young people and promote youth work opportunities	E.1.1 Gather, record and interpret information on young people's needs and interests, aspirations and issues E.1.2 Interpret and present results on young people's needs and interests, aspirations and issues E.1.3 Promote new youth work opportunities
E2 Identify relationships with other organisations and individuals	E.2.1 Identify organisations and agencies that can contribute to the learning and development of young people and the achievement of their aspirations E.2.2 Identify key groups of educational and other individuals in the communities in which young people live
E3 Build and maintain partnership work	E.3.1 Establish and maintain partnerships with other agencies and providers E.3.2 Work with families and community groups and educational providers to address the needs, interests and aspirations of young people
E4 Identify and secure resources for youth work	E.4.1 Explore the range of available resources E.4.2 Develop and present proposals to meet identified needs E.4.3 Negotiate for and secure resources to support youth work opportunities
E5 Design and develop new youth work opportunities	E.5.1 Use identified goals to define the process for developing new youth work opportunities E.5.2 Evaluate the contribution that other providers can make to the achievement of young people's goals E.5.3 Design and develop new opportunities
E6 Manage youth work projects	E.6.1 Contribute to project planning and preparation E.6.2 Co-ordinate the running of projects E.6.3 Contribute to project evaluation review and completion

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F. Support and Develop Effective, Efficient and Ethical Practice in Youth Work

Units	Elements
F1 provide information to aid policy formation and the improvement of practices and provision	F.1.1 Provide information and advice to aid the development of strategies, policies, practice and provision F.1.2 Collect and present information to aid monitoring, review and improvement of performance
F2 Develop teams and individuals to enhance the quality of youth work	F.2.1 Co-ordinate the development of teams and individuals F.2.2 Plan and evaluate the work of youth work teams and individuals F.2.3 Monitor and maintain performance in your team
F3 Promote a culture of health and safety	F.3.1 Assess and manage health and safety risks in the youth work environment F.3.2 Maintain a healthy and safe environment during youth work F.3.3 Supervise a response to injuries, illness and incidents
F4 Promote a culture to safeguard the welfare of young people	F.4.1 Enable young people to safeguard their own welfare F.4.2 Maintain youth work practice in order to safeguard young people's welfare F.4.3 Co-ordinate a response to signs or disclosure of abuse
F5 Manage systems to safeguard young people's welfare	F.5.1 Establish and implement an organisational policy for the protection of young people F.5.2 Establish and maintain recruitment and monitoring procedures for work with young people

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F. DETAILS OF THE NATIONAL OCCUPATIONAL STANDARDS

LAYOUT OF THE NOS

The standards are arranged in six key aspects and each of these includes a number of units. Each unit contains the following sections: -

About this unit

An overview of the area of practice it covers.

Who is the unit for?

Suggestions about particular types of youth workers who might find their practice described here. Other groups of workers not mentioned here may also find the unit appropriate for them.

Principles of Practice

This section reaffirms the core values of youth work and ensures that these are clearly stated at unit level if other groups use the standards in the future.

Elements in this unit

This section contains a brief description of each element in the unit.

Performance Criteria

These statements list actions that can be demonstrated in the area of work described and which show the youth worker's competence.

Knowledge Specification

This section lists the key concepts, principles and techniques that the youth worker will need to know in order to demonstrate competence against the performance criteria listed opposite them.

Notes on this Element

This section explains key terms and gives examples of the types of situations, locations, groups or circumstances in which a youth worker might demonstrate competence.

Qualifications designed on the basis of these standards will define: -

- *The combination of units youth workers will need for specific qualifications at particular levels*
- *How the competence can best be assessed*
- *What the appropriate settings may be for work-based assessment relating to the level of qualification to be gained.*

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Section A

Build relationships with young people that enable them to explore and make sense of their experiences, plan and take action.

A.1 Establish relationships and maintain dialogue with young people.

About this unit

This unit is about building trusting relationships with groups or individuals, enabling young people to express their aspirations and concerns and identifying possible learning opportunities.

Who is the unit for?

It is for all youth workers.

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

A.1.1 Establish contact with young people and maintain relationships with them.

This is about contacting a range of young people in a variety of settings and building trusting relationships with groups or individuals.

A.1.2 Enable young people to clarify their situation and express their aspirations.

This is about enabling young people to express their feelings, aspirations and concerns and consider what their development goals might be. It is about enabling them to articulate those goals and what support they will need from you. It is about enabling young people to order their priorities and identify how youth work activities could help them to achieve their aspirations.

A.1.3 Diagnose young people's current position and identify opportunities for their development.

This is about identifying possible learning opportunities arising from young people's ongoing activities (e.g. social or recreational) and through conversations with young people.

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UNIT: **A.1** **Establish relationships and maintain dialogue with young people.**

ELEMENT: **A.1.1** **Establish contact with young people and maintain relationships with them.**

This is about: contacting a range of young people in a variety of settings and building trusting relationships with groups or individuals.

Performance Criteria

You will need to show that you can:

a identify suitable *locations* for making contact with young people

b engage *consistently* with young people in a way which respects their views, concerns and needs

c enable young people to express their concerns and ask questions when they need clarification

d establish through your behaviour, an open, honest and trusting relationship with young people

e listen actively to young people

f respond flexibly to young people's needs

g ensure that your work remains within the *boundaries* of your role as a youth worker

h support young people in their actions to negotiate an ending to the relationship.

Knowledge Specification

You will need to know:

1 locations in the community where young people meet

2 why it is important to make contact with young people on their terms

3 how to *establish rapport* with a wide range of young people

4 young people's issues

5 *boundaries* of your role as a youth worker

6 organisational procedures on health and safety, child protection equal opportunities and confidentiality

7 issues of risk and personal safety and ways of dealing with them

8 relationship and communication skills

9 negotiation skills.

Notes on this element:

I *locations may include:* youth centres, schools, community locations (e.g. streets, graveyards, bus shelters), rural areas, cities, entertainment venues, hostels

II *boundaries of youth work:* ethical, legal, contractual

III *establish rapport*: this can include: listening to young people's views and taking them seriously, encouraging young people to express concerns and needs, using language that they will understand, terms that they are familiar with

IV *consistently:* this includes: being trustworthy and fair, abiding yourself by rules which have been agreed for young people, setting rules which are in line with young people's rather than children's norms

V *respond flexibly:* using young people's ideas as basis for plans, considering unorthodox ways of solving problems, facilitating young people's solutions even if they are not the ones you would have chosen.

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UNIT: **A.1** **Establish relationships and maintain dialogue with young people.**

ELEMENT: **A.1.2** **Enable young people to clarify their situation and express their aspirations.**

This is about: enabling young people to express their feelings, aspirations and concerns and consider what their development goals might be. It is about enabling them to articulate those goals and what support they will need from you. It is about enabling young people to order their priorities and identify how youth work activities could help them to achieve their aspirations.

Performance Criteria

You will need to show that you can:

a enable *young people* to express their values and aspirations

b respect young people's expression of their values and aspirations

c enable young people to identify the *factors* which affect their ability to achieve their aspirations

d enable young people to negotiate and prioritise *goals* which address their aspirations and concerns

e agree with groups of young people *goals* which address their priorities

f identify with young people clear and conciseoptions for achieving their *goals*

g enable young people to prioritise the activities they wish to pursue, given organisational *constraints*

h identify with young people the type and amount of support they need.

Knowledge Specification

You will need to know:

1 issues affecting young people and their communities

2 issues affecting young people and where to access help

3 organisational guidelines on child protection, health and safety and confidentiality

4 communication styles of the young people with whom you are working

5 active listening techniques

6 why it is important to enable young people to identify and set their own *goals* and targets and develop their own solutions

7 how to facilitate individuals and groups of young people using active listening techniques and other tools

8 basic group dynamics

9 *organisational constraints* on young people's aspirations and goals and on opportunities to develop youth work activities.

Notes on this element:

I *young people:* as individuals and in groups

II *factors:* personal and social advantages and disadvantages; communities and individuals

III *goals:* may include individual, group; emotional, spiritual, cognitive, physical; knowledge and skill

IV *constraints:* may include resource availability, organisational policy and aims, group and individual values and policy, youth work purpose and values.

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UNIT:	**A.1**	**Establish relationships and maintain dialogue with young people.**
ELEMENT:	**A.1.3**	**Diagnose young people's current position and identify opportunities for their development.**
This is about:		identifying possible learning opportunities arising from young people's ongoing activities (e.g. social or recreational) and through conversations with young people.

Performance Criteria

You will need to show that you can:

a identify the current activities of young people which could provide opportunities for their development

b accurately assess the extent to which you can plan your activities with young people in the areas where you work

c identify accurately and promptly when young people are signalling a readiness for development

d identify clearly from the behaviour of young people where they have *particular development needs*

e actively listen to young people's reflections and demonstrate to them that you understand and respect their insights and inputs

f use *a range of approaches to* develop relationships with young people

g work with young people to develop workable ideas for taking advantage of *informal development opportunities*

h identify the *range of approaches* for addressing identified needs.

Knowledge Specification

You will need to know:

1 why it is important to use young people's current activities as a starting point for developing learning opportunities

2 listening and facilitation skills

3 how to use a *range of approaches*, such as structured activities or chance and informal encounters to build relationships with young people

4 how to recognise and interpret signals of readiness for learning such as verbal expression; body language; clearly expressed and hinted at

5 how young people are motivated, and how to express your respect for their values

6 how to spot informal learning opportunities

7 the *resources* available to you and any constraints attached to them

8 communication and listening skills and how to give feedback sensitively

9 what resources are available and how they can be used creatively.

Notes on this element:

I particular development needs: *individual, group; emotional, spiritual, cognitive, physical; knowledge and skill*

II range of approaches: *formal activities, informal conversations structured activities*

III informal development opportunities: *may include those on site, off site: individual, in groups, through youth work activities, by contact with other agencies and groups*

IV resources: *many include people; time; funds; equipment; resources of other organisations.*

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Section A (Continued)

Build relationships with young people that enable them to explore and make sense of their experiences, plan and take action.

A.2 Enable young people to access and use information and make decisions.

About this unit

This unit is about helping young people to identify their information needs, assisting them to gather the information they need, and supporting them as they make decisions based on the information they have collected.

Who is the unit for?

It is for workers who have a responsibility for providing information and advisory services for young people.

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

A.2.1 Identify, collect, analyse, store and make information available.

This is about working with young people to identify the kinds of information they require, assisting young people to obtain it, storing it appropriating and making it available to young people.

A.2.2 Enable young people to acquire and use information, make sense of situations, generate options and make decisions.

This is about assisting young people to identify their information needs in specific situations, gather the information they need, and organise it in ways that make sense to them. It is about supporting them as they generate options and make decisions based on the information they have collected.

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UNIT:	**A.2**	**Enable young people to access and use information and make decisions.**
ELEMENT:	**A.2.1**	**Identify, collect, analyse, store and make information available.**
This is about:		working with young people to identify the kinds of information they require, assisting young people to obtain it, storing it appropriately and making it available to young people.

Performance Criteria

You will need to show that you can:

a work with young people to identify accurately the types of information needed to address their information needs

b work with young people to collect and store the necessary information

c identify with young people ways of storing and accessing information in *media* which suit their needs

d ensure that young people have the knowledge they need to access other sources of information

e collect information which broadens the scope of *options* considered by young people

f encourage and influence *information providers* to produce information which is relevant and attractive to young people

g make efforts to ensure that information collected is easily *accessible* to young people

h monitor the currency of information and make efforts to maintain its accuracy

i hold and store information in line with organisational policies and legislation

j provide opportunities to disseminate information.

Knowledge Specification

You will need to know:

1 why it is important to have a wide variety of information available for young people's use

2 issues affecting young people

3 sources of information relevant to young people

4 a range of *media* for storing and displaying information

5 storage, retrieval and display systems appropriate for young people

6 ways of disseminating information, or of making it available to young people

7 information presentation methods which are appropriate and interesting to young people

8 factors affecting *accessibility* of information

9 systems for ensuring that information is kept up to date

10 organisational policies and legislation relevant to the storage of information, photocopying and copyright.

Notes on this element:

I *media:* written and spoken information, telephone information services, displays and notices, computer based information (if possible)

II *options:* options for action, for personal and social development

III *information providers*: may include statutory and voluntary bodies, benefits and allowances services, libraries, leisure facilities, legal services

IV *accessible:* this may include formats adapted to meet particular needs (languages, access for people with visual and hearing impairments, and people with other special requirements) make information available in detached work, formal and informal environments

V *opportunities*: formal and informal.

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UNIT: **A.2** **Enable young people to access and use information and make decisions.**

ELEMENT: **A.2.2** **Enable young people to acquire and use information, to make sense of situations, generate options and make decisions.**

This is about: assisting young people to identify their information needs in specific situations, gather the information they need, and organise it in ways that make sense to them. It is about supporting them as they generate options and make decisions based on the information they have collected.

Performance Criteria

You will need to show that you can:

a ensure that young people are able to identify the information they require

b enable young people to retrieve information from a variety of *sources* helping them address any learning needs they uncover

c refer young people to additional relevant *information sources* where they need them

d *check* that young people *understand* the information provided

e enable young people to organise information to generate options, make decisions and plan action

f actively support young people as they generate options and make decisions based on the information gathered

Knowledge Specification

You will need to know:

1 why it is important for young people to be able to access information for themselves

2 rights to information

3 how to assist young people to learn information retrieval techniques

4 other *sources of information*, and/or methods of accessing further information

5 how to assist young people to acquire communication skills

6 techniques for using information for effective option generation, decision-making or action planning

7 the kinds of support young people may need as they make decisions and plan action

Notes on this element:

I *sources:* written and spoken information, telephone information services, displays and computer based information, libraries

II *information sources:* other agencies, sources of specialist information

III *check for understanding:* this may be through questionnaires, written reports, discussions, feedback from young people

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Section A (Continued)

Build relationships with young people that enable them to explore and make sense of their experiences, plan and take action.

A.3 Enable young people to be active citizens.

About this unit

This unit is about working with young people to enable them to investigate and understand the issues within their communities and their role within their community. It is about helping them to identify their power for action and enabling them to present their ideas and views to others.

Who is the unit for?

It is for youth workers with a community focus to their work.

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

A.3.1 Assist young people to understand their communities and their own role within them.

This is about assisting young people to understand the communities and other circumstances in which they live, to evaluate them and to assess their potential for influence within them.

A.3.2 Enable young people to communicate their views and interests to others, and to negotiate and influence people and situations.

This is about enabling young people to present cases for their position and views, proposals and needs to others. It is about working with young people as they develop and present their case, and assisting them to decide on action depending on the outcome.

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UNIT: **A.3** **Enable young people to be active citizens.**

ELEMENT: **A.3.1** **Assist young people to understand their communities and their own role within them.**

This is about: assisting young people to understand the communities in which they live, to recognise their roles, rights and responsibilities, and assess their potential for influence within them.

Performance Criteria

You will need to show that you can:

- **a** enable young people to identify clearly the various *communities* within which they live
- **b** work with young people to identify local issues of importance to them
- **c** create opportunities for young people to explore *wider issues* affecting them and their communities
- **d** assist young people to recognise their roles, rights and responsibilities as individuals and in their communities
- **e** assist young people to identify and appreciate differing views of *groups and individuals* within their communities
- **f** enable young people to understand *decision-making processes* within their communities
- **g** enable young people to identify potential *points of influence* within the community
- **h** assist young people to identify and develop their influencing skills
- **i** enable young people to understand the effect of their actions on other groups and individuals within the community.

Knowledge Specification

You will need to know:

- **1** different types of communities
- **2** internal and wider issues affecting young people in their communities
- **3** roles, rights and responsibilities of individuals and groups in relation to communities and society
- **4** legal requirements, equal opportunities and anti-discriminatory practice
- **5** the way in which special interest groups such as young people interact with other special interest groups within the community
- **6** decision-making processes in various communities
- **7** why it is important to build young people's confidence in their ability to influence the situations in which they operate
- **8** how to assist young people to develop and use a range of influencing skills
- **9** assertiveness and confidence building techniques.

Notes on this element:

- **I** *communities:* may include social, employment, educational, ethnic, religious
- **II** *wider issues:* issues related to youth work and other issues, local and national issues
- **III** *groups and individuals:* may be related to culture, religion, interest, formal and informal groups, community groups based on locality or common interest, new or well established, groups experiencing disadvantage, discrimination or oppression
- **IV** *decision-making processes:* formal and informal, local and wider based
- **V** *points of influence:* formal and informal, with individuals and groups.

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UNIT: **A.3** **Enable young people to be active citizens.**

ELEMENT: **A.3.2** **Enable young people to communicate their views and interest and to negotiate and influence people and situations.**

This is about: enabling young people to present cases for their position and views, proposals and needs to others. It is about working with young people as they develop and present their position and views, and assisting them to decide on action depending on the outcome.

Performance Criteria

You will need to show that you can:

a work with young people to identify and confirm the position and views that they wish to present, and the people they want to *present* to

b work with young people to develop a clear articulation of their position and views

c agree with young people what support they will need when *presenting* their position and views

d work with young people to ensure that *presentations* are realistic and meet requirements set by *others*

e enable young people to explain, ask and answer questions and negotiate their position and view

f agree processes and success criteria and monitor progress with young people

g work with young people to review and act on outcomes of their *presentation.*

Knowledge Specification

You will need to know:

1 why it is important to encourage young people to develop and present their views and needs themselves

2 a range of methods for developing a *presentation* or business case

3 a range of sources of *information* which could be used when developing presentations or business cases

4 what kinds of skills young people may be able to contribute in preparing *presentations* or business cases

5 the aims, objectives and values of the young people and those of the decision makers

6 how to enable young people to make effective *presentations*

7 how to work with young people to build their negotiation skills

8 how to review the outcomes of *presentations.*

Notes on this element:

I *others*: may include decision makers, people inside and outside their own organisation, formal and informal groups

II *presentation:* for individuals, groups; formal, informal; written, verbal

III *information:* may include grant application guidelines, needs analyses, own and organisational objectives.

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Section A (Continued)

Build relationships with young people that enable them to explore and make sense of their experiences, plan and take action.

A.4 Support young people in tackling problems and taking action.

About this unit

This unit is about enabling groups of young people to take responsibility for detailed planning, negotiation and prioritising their actions. It is about enabling young people to turn their plans into action, working with them to monitor progress and modify plans as required, and finally, to identify what they have learned, and consider their next steps.

Who is the unit for?

It is for youth workers who help young people to plan and take action within their community.

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

A.4.1 Enable young people to tackle problems and plan action to achieve their goals and aspirations.

This is about helping groups of young people identify their goals for action and decide from a number of options for action what best meets their needs. This involves enabling them to take responsibility for detailed planning, negotiation and prioritising their actions.

A.4.2 Enable young people to take action based on their intentions and plans.

This is about enabling young people to turn their plans into action, and working with young people to monitor progress and modify plans as required. It is about ensuring that actions stay within agreed boundaries and monitoring the effect of actions on others.

A.4.3 Enable young people to reflect on and learn from their actions.

This is about working with young people to help them identify what they have learned and why they were successful in learning. It also involves enabling them to identify how they could use their learning in other areas of their life, and consider what their next steps might be.

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UNIT:	**A.4**	**Support young people in tackling problems and taking action.**
ELEMENT:	**A.4.1**	**Enable young people to tackle problems and plan action to achieve their goals and aspirations.**

This is about: helping groups of young people identify their goals for action and decide from a number of options for action what best meets their needs. This involves enabling them to take responsibility for detailed planning, negotiation and prioritising their actions.

Performance Criteria

You will need to show that you can:

a work with young people to identify and agree their *goals* for action

b encourage young people to identify a range of practical options for achieving their *goals*

c enable young people to consult other *interested parties* to decide which are the most feasible options for meeting their *goals*

d assist young people to establish the merits of each identified option

e where possible, ensure young people define how they will measure the success of their chosen options for action

f agree plans for achieving young people's chosen options which are realistic within the *constraints* that apply

g ensure young people have or can develop the *skills* they will need in order to implement their plan

h encourage young people to identify *opportunities* to develop the *skills* needed to implement their plan

i ensure that young people address, where they can, their individual and collective aspirations and development needs in the plan.

Knowledge Specification

You will need to know:

1 why it is important to encourage young people to evaluate options

2 sources of information and advice which young people can use to aid evaluation of options

3 techniques for evaluating options

4 techniques for measuring success

5 how to set realistic objectives and measure their achievement

6 how to use problem solving techniques to plan activities

7 how to develop and present plans

8 organisational guidelines and procedures which apply to the proposed solutions and planning process

9 sources of training/coaching in skills needed by young people to implement their plans

10 legal and statutory frameworks, requirements of funding organisations

11 the law relating to the rights of young people, particularly child protection legislation, health and safety regulations.

Notes on this element:

I *goals:* individual, group; emotional, spiritual, cognitive, physical; knowledge and skill

II *interested parties:* young people, resource providers, carers

III *skills:* may include technical skills, administration, interpersonal skills

IV *opportunities:* formal and informal, training, coaching, opportunities to practise

V *constraints:* these may include resource availability, organisational policy, group values and policy.

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UNIT:	**A.4**	**Support young people in tackling problems and taking action.**
ELEMENT	**A.4.2**	**Enable young people to take action based on their plans.**

This is about: enabling young people to turn their plans into action, and working with young people to monitor progress and modify plans as required. It is about ensuring that actions stay within agreed boundaries and monitoring the effect of actions on others.

Performance Criteria

You will need to show that you can:

a ensure that young people develop plans which are *realistic and rigorous*

b assist young people to identify and agree individual and collective responsibilities for implementing their plans

c ensure that young people consider and agree the effects of their planned actions on other groups and individuals

d agree with young people clear *boundaries* for the action plan

e work with young people to give them maximum freedom of action within agreed *boundaries* of their plan

f ensure that young people monitor the progress of their plan during implementation

g ensure that young people *communicate effectively* with groups and individuals affected by their action

h support young people to identify needed changes to their plans and implement them

i offer information, advice and feedback which will further the progress of young people's action.

Knowledge Specification

You will need to know:

1 why it is important for action to have realistic goals and be properly planned

2 a range of tools and techniques to enable detailed planning

3 why it is important to involve affected groups and individuals in the planning

4 needs, rights and values of other groups

5 a range of monitoring and evaluation techniques which can be used by young people

6 a range of communication strategies and techniques which young people can use

7 organisational constitution and policies, legislation and health and safety requirements.

Notes on this element:

I *realistic and rigorous*: with clear objectives, timescales, resources, roles and responsibilities

II *boundaries*: may include legal guidelines, organisational policies and guidelines, youth work values, boundaries agreed with groups affected by their actions

III *communicate effectively:* regularly, sensitively, in ways which maintain mutual respect.

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UNIT: **A.4** **Support young people in tackling problems and taking action.**

ELEMENT: **A.4.3** **Enable young people to reflect on and learn from their actions.**

This is about: working with young people to help them identify what they have learned and why they were successful in learning. It also involves enabling them to identify how they could use their learning in other areas of their life, and consider what their next steps might be.

Performance Criteria

You will need to show that you can:

a create environments and *times* where young people can reflect on their experiences

b consistently encourage young people to *review* their experience of implementing their plan and taking action

c enable young people to identify and develop skills in reflecting on and learning from their own experience

d enable young people to measure their action against the agreed action plan and review the effects of their action on others

e help young people to identify *achievements* and deal with perceived failures

f explain and promote the benefits of ongoing learning

g enable young people to identify how they can use their learning in other aspects of their lives

h enable young people to develop clear and achievable aims and goals for future action based on their learning.

Knowledge Specification

You will need to know:

1 why it is important to encourage young people to reflect on their own experiences and draw their own learning from them

2 how to create an environment where it is safe to talk openly and honestly about experiences, learning and aspirations

3 a range of facilitation, communication and listening skills

4 a range of reviewing techniques which young people can use

5 how to review achievements against plans

6 how to enable young people to link their learning from action to other parts of their lives

7 how to develop further goals based on learning.

Notes on this element:

I *times for review and reflection:* during implementation of their plan, after implementation

II *review:* through individual reflection, through group discussions and activities

III achievements *:* ability of group to take action, learning and development of group members, progress against aims and objectives.

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Section A (Continued)

Build relationships with young people that enable them to explore and make sense of their experiences, plan and take action.

A.5 Advocate on behalf of young people.

About this unit

This unit is about supporting young people to act on their own behalf wherever possible, and acting on behalf of young people when necessary to represent their views or interests to decision makers.

Who is the unit for?

This unit is for workers who have a special responsibility in or frequent need to represent the views of young people, with the young people and on their behalf; whether groups or individuals, to others, in situations where it is inappropriate, unadvisable or difficult for young people to present their own views, and where young people have requested representation by a youth worker.

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

A.5.1 Identify situations where advocacy is needed.

This is about clarifying the issues within the situation and identifying when it is more appropriate for the youth worker to act on their behalf, than for young people to represent themselves.

A.5.2 Represent the views and interests of young people to others.

This is about representing the view or interests of individuals or groups of young people to others.

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UNIT: **A.5 Advocate on behalf of young people.**

ELEMENT: **A.5.1 Identify situations where advocacy is needed.**

This is about: clarifying the issues within the situation and identifying when it is more appropriate for the youth worker to act on their behalf, than for young people to represent themselves.

Performance Criteria

You will need to show that you can:

a gather the available *information* on the circumstances of the situation where *advocacy* will be needed

b identify accurately the key groups, individuals and decision-making processes in the situation

c work with young people to identify clearly areas of the situation where they can represent themselves

d ensure that young people *represent themselves* wherever possible

e provide young people with the support they require to represent themselves

f identify and inform young people of situations where you believe they lack the confidence and skills to represent themselves

g identify areas of the situation where it is more appropriate for you to *advocate* on behalf of young people

h clearly and accurately identify information you will need from the young people in order to act on their behalf

i agree clear and consistent advocacy review processes.

Knowledge Specification

You will need to know:

1 organisation policies and local sensitivities about independent action by young people

2 types of groups, individuals and decision makers who may influence the advocacy situation

3 factors affecting the ability of young people to represent themselves, including factors within young people and within the situation

4 ways of assessing the maturity of individuals and the group and their ability to act on their own behalf

5 how to work with groups and individuals to decide circumstances requiring advocacy

6 youth worker's roles and responsibilities within advocacy

7 relevant legislation with regard to individual rights.

Notes on this element:

I *information:* written and verbal, from a variety of sources

II *represent themselves* : this may be in processes where decisions are normally made by others, but where young people are affected, such as youth work policy making, decisions on youth work facilities, informal meetings

III *advocate:* on behalf of individuals and groups, formal and informal, written and spoken, local and further afield.

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UNIT: **A.5** **Advocate on behalf of young people.**

ELEMENT: **A.5.2** **Represent the views and interests of young people to others.**

This is about: representing the views or interests of individuals or groups of young people to others.

Performance Criteria

You will need to show that you can:

a clarify and agree the role, function and *context of the advocacy process* with young people

b collect sufficient valid *information* to enable presentation of the young people's views or interests

c agree with young people the approach to presenting their interests, helping them to take a realistic view of the situation

d involve young people in the planning and the presentation of their interests wherever possible

e represent the views of young people in the way which has been agreed

f keep accurate, complete and clear records of the facts of the case and actions taken

g review regularly the outcomes of advocacy with young people

h work with young people to identify any required follow up actions.

Knowledge Specification

You will need to know:

1 a range of situations in which advocacy may take place, and the factors affecting how the proceedings will be conducted

2 why it is important to establish realistic goals for advocacy

3 the scope and uses of advocacy

4 the *kinds of information* which need to be collected, and methods for collecting them

5 methods of preparing case documentation

6 organisational guidelines for your own and other organisations concerning the appropriate degree of involvement of young people in advocacy

7 procedures used in formal and informal settings

8 presentation skills

9 a range of reviewing techniques.

Notes on this element:

I *context of advocacy* : may include lobbying, presenting to decision-making bodies, organising events

II *information:* written or spoken; formal statements and informal discussions

III *kinds of information* : may be collected using statutory and independent information bases, relevant precedents, and information based on statutory practices and procedures.

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Section B

Facilitate young people's Learning, and their Personal and Social Development.

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

About this unit

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

Who is the unit for?

It is for all youth workers.

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

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

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

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

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

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

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

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

Performance Criteria

You will need to show that you can:

a create an environment where it is possible to have conversations about personal values

b work with young people to define clearly what is meant by "values"

c share your own values where appropriate, in line with the *core values* of youth work

d work with young people on values without imposing your own values on them

e explore a range of *value sets,* in the communities in which young people live and *in wider society*

f assist young people in the identification of their own position in relation to the values they experience around them

g map out with young people the connection between values and behaviour

h map out with young people the choices they can make about their values and behaviour

i encourage young people to shape their values and behaviour to reflect how and who they want to be.

Knowledge Specification

You will need to know:

1 why it is important to encourage young people to explore their values

2 why it is important to be aware of your own values and be prepared to discuss them

3 any differences between your own values and the core values of youth work

4 how to build the level of trust needed in order to have conversations about values

5 how to facilitate conversations and activities to enable young people to identify value sets

6 definitions of values and examples of value sets

7 differing perspectives on the values sets operating in young people's communities and in wider society

8 the relationships between values and behaviour

9 how to facilitate conversations about choice of behaviour

10 your organisation's code of ethics and ethical issues in youth work.

Notes on this element:

I *core values:* educative, empowering, participative and promoting equity

II *value sets: may be* related to relevant issues such as social behaviour, family life, education

III *values in wider society:* may be related to cultures, nationalities, communities, and organisations.

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

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

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

Performance Criteria

You will need to show that you can:

- **a** relate to young people in ways which value who they are and what they can offer
- **b** work with young people to build skills of reflection and self-awareness
- **c** enable young people to identify the positive and negative aspects of their image of themselves
- **d** accept young people's view of themselves, whether positive or negative
- **e** work with young people to help them to identify and value their strengths
- **f** encourage young people to pay attention to and build on the positive aspects of their self image
- **g** enable young people to identify the attitudes and behaviour in themselves and others which build or damage self-esteem
- **h** provide regular opportunities that enable young people to experience success
- **i** encourage young people to congratulate each other and build others' self-esteem.

Knowledge Specification

You will need to know:

- **1** how to work with people in ways which value their input and build trust
- **2** a range of activities and techniques for encouraging young people to become more self-aware
- **3** why it is crucial to young people's development that they develop a positive image of themselves
- **4** the effects and consequences of negative self-image
- **5** listening skills
- **6** reflecting skills
- **7** the importance of respecting a young person's view of the world and themselves
- **8** techniques and activities for enabling young people to identify their strengths and build positive self image
- **9** activities and techniques that can provide young people with a sense of success.

Notes on this element:

- **I** *A range of activities and techniques can include group and individual activities, both indoor and outdoor.* Essential to the activities will be the opportunity to listen and reflect and to receive feedback.

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Section B (Continued)

Facilitate young people's Learning, and their Personal and Social Development.

B.2 Enable young people to develop awareness of their self-identity and being.

About this unit

This unit is about helping young people to practice reflection, encouraging young people to see themselves in a wider setting of relationships with others and to value their life journey.

Who is the unit for?

This is for youth workers who work with groups wishing to explore spirituality in any context, not just in faith-based groups.

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

B.2.1 Enable young people to undertake purposeful reflection.

This is about working with young people to identify the value of a space for reflection. It is about assisting young people to create reflective spaces and activities for themselves and offering opportunities to practice reflection.

B.2.2 Assist young people in the exploration and development of their spiritual self.

This is about encouraging young people to see themselves in a wider setting of relationships with others and with the environment around them. It is about enabling young people to have a sense of and value their life journey.

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UNIT: **B.2** **Enable young people to explore and develop their values and self-respect.**

ELEMENT: **B.2.1** **Enable young people to undertake purposeful reflection.**

This is about: working with young people to identify the value of a space for reflection. It is about assisting young people to create reflective spaces and activities for themselves and offering opportunities to practice reflection.

Performance Criteria

You will need to show that you can:

a work with young people to build an atmosphere of mutual support and sharing

b encourage young people to take time to reflect when they feel under pressure

c assist young people to take note of and reflect on their reactions and feelings towards events and environments

d share your own experience of the benefits of reflection, without imposing your own values and beliefs on young people

e identify and use formal and informal opportunities for reflection in the youth work setting

f create a physical, listening and visual environment that aids reflection and concentration on the inner self

g introduce, conduct and conclude reflection sessions in ways which maintain positive self image

h show young people how to deal with feelings which surface during reflection and meditation

i bring reflection sessions to a close in a way which enables young people to reconnect with the outside world

j create opportunities to discuss with individuals or groups thoughts and issues that arise during reflection.

Knowledge Specification

You will need to know:

1 how to work with young people to create an atmosphere of trust and disclosure

2 how a reflective approach can help people to deal with situations when they feel overloaded

3 a range of activities which can enable young people to build their ability to notice their reactions to people and the environment around them

4 the benefits of spending time focusing on the inner self

5 how to recognise and use formal and informal opportunities for reflection during work with young people

6 how to create a suitable environment for reflection and meditation

7 *a variety of reflection techniques* suitable for different *learning styles*

8 a variety of meditation topics which are in line with your organisation's code of ethics and practice

9 how to introduce, conduct and conclude reflection sessions at a level/depth which is appropriate for your youth work setting and the group

10 how to support young people to deal with thoughts, issues and feeling which arise during reflection sessions

11 sources of support for issues that are beyond your own expertise.

Notes on this element:

I *variety of reflection techniques can be* indoors, outdoors, silent, using activities

II *Learning styles:* Activist, Reflector, Theorist, Pragmatist.

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UNIT:	**B.2**	**Enable young people to develop their awareness of their self-identity and being.**
ELEMENT:	**B.2.2**	**Assist young people in the exploration and development of their spiritual self.**

This is about: exploring the difference between spirituality, religion and faith, encouraging young people to see themselves in a wider setting of relationships with others and the environment around them. It is about enabling young people to have a sense and value of their life journey.

Performance Criteria

You will need to show that you can:

a recognise and understand your own spiritual self, and its influence on the way in which you work with young people

b work with young people to agree the difference between spirituality, religion and faith

c work with young people to examine the range of *aspects of spirituality*

d share your own sense of spirituality where appropriate, without imposing your beliefs on young people

e develop activities to assist young people to notice aspects that they find spiritual in the world around them

f assist young people to explore their feelings at times of great joy or pain in their lives

g encourage young people to reflect on where they are in their life journey

h assist young people to start to develop a sense of their own *spiritual framework*

i encourage young people to develop understanding and respect for people with spiritual and religious beliefs are different to their own.

Knowledge Specification

You will need to know:

1 why it is important to be clear about your own spiritual self

2 ways in which your own beliefs and views may influence the way you work with others

3 why it is important to encourage young people to reflect on their spiritual relationship to the world and life, as well as their physical, emotional, social and rational relationship

4 the difference between spirituality, religion and faith

5 a range of views on spirituality, spiritual and religious beliefs

6 a range of activities and experiences through which young people can relate to the world in a spiritual way

7 a range of techniques to enable young people to identify the nature of their own spiritual journey through life, and reflect on where they are on that journey

8 how to work with young people to encourage respect for and understanding of beliefs they do not share.

Notes on this element:

I *aspects of spirituality:* wonder, acceptance, compassion, integrity, commitment and curiosity

II *spiritual framework:* the set of spiritual values, beliefs and practices by which they live.

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Section B (Continued)

Facilitate young people's Learning, and their Personal and Social Development.

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

About this unit

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

Who is the unit for?

It is for all those who work with groups of young people.

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

B.3.1 Create a climate conducive to group learning.

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

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

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

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

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

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UNIT: **B.3 Enable young people to work effectively in groups.**

ELEMENT: **B.3.1 Create a climate conducive to group learning.**

This is about: helping young people develop in groups and as individuals and developing ways of constructively challenging behaviours that contravene agreed boundaries.

Performance Criteria

You will need to show that you can:

a clearly explain your own role within the group

b enable young people to negotiate and agree boundaries and norms of behaviour, within organisational guidelines

c ensure that all group members' views are heard and valued

d value individual differences and relate to individuals within a group situation

e enable young people regularly to *review* their own behaviour and the way the group works together

f assist young people to challenge constructively behaviour which contravenes norms

g develop young people's ability to give, receive and value constructive feedback

h encourage young people to acknowledge individual and group *achievement*

i enable young people to understand the effect of their actions on other groups and individuals within the community.

Knowledge Specification

You will need to know:

1 why it is important for young people to learn to manage their own behaviour, both individually and in groups

2 your organisation's policies on acceptable behaviour

3 a range of topics which may be included when agreeing group norms and boundaries

4 group dynamics and how to facilitate group discussions

5 how to work with young people to enable them to review group and individual behaviour

6 how to assist young people to challenge unacceptable behaviour

7 the benefits of being able to give and receive constructive feedback

8 how to work with young people in order to enable them give and receive feedback

9 negotiation skills.

Notes on this element:

I *review:* self, by others, with others

II *achievement:* task related or group process related, group or individual.

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UNIT: **B.3 Enable young people to work effectively in groups.**

ELEMENT: **B.3.2 Facilitate the work of young people in groups.**

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

Performance Criteria

You will need to show that you can:

a identify the existing and desired dynamics of the groups you work with

b regularly review the effect of your values and your *facilitation styles* on the groups you work with

c choose and use facilitation styles which are appropriate for the group's *stage of development*

d make *adaptations and interventions* which maximise young people's ability to develop

e encourage young people to take control of their own development, taking into account their maturity and their understanding of each other

f ensure that your interventions are in line with the purpose, process and intended outcomes of sessions and programmes

g establish a balance between achieving planned outcomes, meeting individual needs and dealing with group process

h regularly monitor and evaluate the effect of group work sessions on the group and the intended outcomes.

Knowledge Specification

You will need to know:

1 how to identify and analyse group dynamics using theoretical models and practical observation

2 how to review your own *facilitation styles*

3 a range of facilitation styles which encourage empowerment and take account of the group's *stage of development*

4 why it is important to work with young people in ways which encourage their empowerment

5 the factors likely to affect learning and behaviour individually and in groups

6 theoretical models of group work and typical group roles

7 how to make interventions which encourage development and empowerment

8 how to recognise and deal with issues of power in groups

9 methods of planning, monitoring and evaluating group work sessions.

Notes on this element:

I facilitation styles: *may include directive, coaching, supporting, abdicating*

II stage of development: *the group's and individuals' ability to work together and manage their own development*

III adaptations and interventions*: anything that you say or do which influences the course of a session.*

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UNIT: **B.3 Enable young people to work effectively in groups.**

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

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

Performance Criteria

You will need to show that you can:

a assist young people to identify their own *rights, needs and values* and those of others

b assist young people to communicate clearly and to listen actively to others

c identify accurately *blocks* to communication and mutual understanding, and work with young people to remove these

d when the need arises, create opportunities for young people to express their negative feelings safely and appropriately

e enable young people to explore the underlying causes of conflict between individuals and groups

f enable young people to develop the skills they need to resolve conflicts

g enable groups and individuals to recognise and deal competently with unfinished business

h enable groups and individuals to deal competently with issues that are no longer open for discussion

i manage conflicts in ways which maintain the quality of relationships and enable differences to remain valued

j exercise the *reasonable controls* needed to ensure that conflicts do not escalate

k take action in line with organisational procedures to deal with unacceptable behaviour.

Knowledge Specification

You will need to know:

1 how to work with young people to enable them to consider their own rights, needs and values in relation to those of others

2 how to work with young people to enable them to communicate more effectively with each other

3 differences in the way that individuals think, relate to each other and make decisions

4 possible causes of blocks to communication

5 why it is important to help young people to learn ways of managing conflict

6 the creative possibilities of differences of opinion

7 conflict resolution techniques

8 definitions of unacceptable behaviour in your setting and organisation

9 causes of and techniques for dealing with unacceptable behaviour

10 organisational procedures on dealing with unacceptable behaviour.

Notes on this element:

I *rights, needs and values:* may include social and cultural, physical, emotional and spiritual needs

II *blocks:* may include social, cultural, religious, educational, linguistic

III *reasonable controls:* as defined by common sense, organisational procedure and statute.

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Section B (Continued)

Facilitate young people's Learning, and their Personal and Social Development.

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

About this unit

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

Who is the unit for?

This unit is for all youth workers.

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

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

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

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

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

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UNIT:	**B.4**	**Enable young people to use their learning to enhance their future development.**
ELEMENT:	**B.4.1**	**Reflect with young people on their development and learning.**

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

Performance Criteria

You will need to show that you can:

a actively create environments and times where young people can reflect constructively on their experiences

b use an appropriate *variety of methods* to enable young people to reflect on their experiences and tease out their learning

c assist young people actively to develop their skills by reflection and learning from experience

d maintain an even balance between reviewing the tasks or activities carried out and reviewing group process or issues

e actively encourage young people to value each others' learning and disclosures by personal example

f provide active and sensitive support to enable young people to deal with experiences and learning they find painful

g work effectively with young people to develop their ability to take charge of their own review sessions

h ask for constructive feedback on your own role in youth work activities and review sessions and act on it.

Knowledge Specification

You will need to know:

1 why it is important to encourage young people to reflect on their own experiences and draw their own learning from them

2 how to create an environment where it is safe to talk openly and honestly about experiences, learning and aspirations

3 a variety of reviewing methods and activities, including some that young people can learn to do for themselves

4 how to monitor the group dynamic and enable the group to focus on the most important issues for them

5 how to listen actively to what is and is not being said and reflect this back to young people

6 a range of facilitation skills which work towards empowering young people

7 techniques for helping young people to deal with experiences and learning they find painful

8 sources of further support to help young people deal with issues which are beyond your remit

9 how to give and receive feedback.

Notes on this element:

l *variety of methods:* individual reflection, discussions, group and individual activities.

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UNIT:	**B.4**	**Enable young people to use their learning to enhance their future development.**
ELEMENT	**B.4.2**	**Help young people to transfer their learning to other parts of their lives.**

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

Performance Criteria

You will need to show that you can:

a enable young people to identify links between their learning from youth work experience and other areas of life and consider how each might benefit from the other

b explain and promote clearly the benefits of ongoing learning

c enable young people to develop clear and achievable aims and goals for future action based on their learning

d help young people distinguish between *learning needs* that can be addressed at the time and their ongoing *development needs*

e encourage young people to develop realistic and achievable personal and group development plans based on their learning and on their future goals

f assist young people to check that development plans are realistic and in line with their *learning styles*

g agree with young people suitable sources of support to help them carry out their development plans

h assist young people to identify how they can continue to review their further development.

Knowledge Specification

You will need to know:

1 why it is important to help young people relate their learning from youth work experiences back to other areas of life

2 how to explain and promote the benefits of ongoing learning, and sources of support

3 planning techniques and how to set achievable goals

4 how to determine which development goals should be addressed formally through a sustained approach and which goals would be better met informally

5 how to work out development plans and learning contracts

6 learning styles and other theories relevant to development planning

7 other sources of support for young people as they implement their development plans

8 ways of monitoring and reflecting on development during implementation.

Notes on this element:

I *learning needs*: may be individual, group (community); knowledge, skill

II *development needs*: may be individual, group; emotional, spiritual, cognitive, physical; knowledge and skill

III *learning styles:* Activist, Reflector, Theorists, Pragmatist.

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Section C

Enable young people to organise and take increasing responsibility for Activities, Events and Projects.

C.1 Work with young people to design and develop sessions.

About this unit

This unit is about working with young people to use their identified goals and aspirations to identify options for sessions, setting up an evaluation process, selecting appropriate resources and adapting existing materials, designing and developing new materials and resources to support youth work sessions.

This unit covers similar areas of activity to the previous TDLB (Training Development Lead Body) units B21, B22, B33. However, this unit stresses the importance of involving the learners in design and development of sessions in line with the core values of youth work.

Who is the unit for?

This unit is for those working with young people on short term planning and implementation of youth work. An example might be a sessional worker who works with young people to design and carry out a session or short series of sessions on a specific interest or topic suggested by young people.

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

C.1.1 Identify outcomes and choose between options for sessions with young people.

This is about working with young people to use their identified goals and aspirations to develop options for sessions and making realistic choices between options for sessions

C.1.2 Design Youth Work Sessions.

This is about involving young people and other interested parties in the design of sessions as much as possible, and setting up an evaluation process to enable you to assess the effectiveness of sessions.

C.1.3 Select, design and adapt learning resources.

This is about selecting appropriate resources and adapting existing materials. It is about designing and developing new materials and resources to support youth work sessions.

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UNIT: **C.1** **Work with young people to design and develop youth work sessions.**

ELEMENT: **C.1.1** **Identify outcomes and choose between options for sessions with young people.**

This is about: working with young people to use their identified goals and aspirations to develop options for sessions and making realistic choices between options for sessions.

Performance Criteria

You will need to show that you can:

a enable young people to use their identified goals to develop desired outcomes for sessions

b relate clearly the desired outcomes to the identified needs of young people taking account of their *stage of development*

c enable young people to use their desired outcomes to identify a *range of practical options* for sessions

d work with young people to identify clearly the expertise and *resources* required for each option

e enable young people to choose the *options* which best address their identified goals

f ensure that selected options meet and take account of the needs and *specific resources required* by the young people involved

g where selected *options* are not within your own role or expertise, identify other suitable providers.

Knowledge Specification

You will need to know:

1 why it is important to base choices of youth work sessions on identified goals and needs

2 how needs and stages of development can affect the feasibility of desired outcomes

3 sources of information on *options* to meet identified needs

4 operational procedures and/or relevant legislation and codes of practice on any activities considered as *options* for sessions

5 a range of techniques that young people can use to evaluate the suitability of *options*

6 how to evaluate the needs and special requirements of individuals in relation to sessions

7 where to obtain guidance on evaluating providers.

Notes on this element:

I *stage of development refers to* age, maturity, readiness and ability to take charge of their own learning

II *range of options* which include existing options (using your organisation's resources or external providers), options which do not yet exist

III *resources including* staff, materials, equipment, facilities, funds

IV *options* may include indoor, outdoor, issue based, content based, physical activities, mental activities, social activities, community based activities

V *specific resources* may include languages, physical and support for people with hearing and visual impairments, support for people with learning needs, and people with other special requirements.

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UNIT: **C.1** **Work with young people to design and develop youth work sessions.**

ELEMENT: **C.1.2** **Design youth work sessions.**

This is about: involving young people and other interested parties in the design of sessions as much as possible, and setting up an evaluation process to enable you to assess the effectiveness of sessions.

Performance Criteria

You will need to show that you can:

a work with young people to specify clearly and succinctly the aims and objectives of *sessions*

b ensure the aims and objectives of sessions can be achieved within the resources available

c identify a process for developing sessions which involves young people as much as is practical

d use this process with young people to develop workable session methods and activities

e ensure that methods and activities are in line with the *values of youth work*

f work with young people to identify *ways of evaluating* the effectiveness of sessions which enhance young people's learning

g ensure that session plans include time for young people to identify and reflect on their learning.

Knowledge Specification

You will need to know:

1 why it is important to have clearly specified aims and objectives for sessions

2 the kinds of resources required for various activities

3 options for obtaining resources within budgeting and time constraints

4 processes and techniques for designing and developing sessions

5 a variety of methods and activities for youth work sessions

6 how to design sessions which take account of a range of *learning styles* and differences between individuals

7 how to involve young people in the design process

8 the values of youth work and how they influence the design of sessions

9 a range of ways of evaluating the effectiveness of sessions

10 activities to assist young people to identify and reflect on their learning.

Notes on this element:

I *sessions*: issues based, activity based

II *values of youth work:* educative, empowering, participative and promoting equality of opportunity

III *ways of evaluating:* for the group, for yourself as session leader, for your organisation

IV *learning styles:* for example, Activist, Reflector, Theorist, Pragmatist (Honey & Mumford).

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UNIT: **C.1** **Work with young people to design and develop youth work sessions.**

ELEMENT: **C.1.3** **Select, design and adapt learning resources.**

This is about: selecting appropriate resources and adapting existing materials; designing and developing new materials and resources to support planned sessions.

Performance Criteria

You will need to show that you can:

a specify the aims, objectives and context for the use of *learning resources*

b identify existing learning resource options

c evaluate accurately the likelihood of these existing options meeting the required outcomes

d involve young people in the selection and development of learning resources wherever possible

e ensure that the chosen learning resources meet the requirements of the young people

f create new *personal and social development resources* that address the identified outcomes

g ensure that learning resources developed are in line with *youth work values*

h ensure that resources developed are in a *format* appropriate to the needs and capabilities of the young people.

Knowledge Specification

You will need to know:

1 why it is important to develop resource materials in line with identified aims and objectives

2 sources of resources

3 how to evaluate existing learning and development resources for their suitability for use in youth work

4 how to involve young people in the selection and development of resources

5 approaches to the creation of resources

6 legal and other constraints on the development of resources, such as copyright law

7 how to create resources economically

8 the values of youth work and how they influence the design of learning resources

9 a range of techniques to adapt resources to the needs and capabilities of different groups.

Notes on this element:

I *learning resources:* may include facilities and equipment, written and visual materials, specialist input, activities and games

II *personal and social development resources:* written and visual materials, games, activities

III *values of youth work:* educative, empowering, participative and promoting equality

IV *format:* may include language, reading age, taking account of special resources needed.

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Section C (Continued)

Enable young people to Organise and take increasing Responsibility for Activities, Events and Projects.

C.2 Work with young people to manage resources for events, activities or projects.

About this unit

This unit is about working with young people to draw up a financial and resource plan for an event, activity or project, monitoring the income and expenditure and keeping accurate records.

Who is the unit for?

This unit is for workers who provide support to young people who are managing the resources for an event, activity or project, or for workers who manage the finances of such a project themselves. This unit is not intended to cover the activities of youth workers who manage major budgets; they should find their activities described by the MCI units.

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

C.2.1 Assist young people to identify, seek and obtain the resources they need for events, activities or projects.

This is about working with young people to identify the resources required to meet their identified goals. It is about encouraging them to identify their own skills and talents, both for achieving the goals and for raising any shortfall in money or other resources needed, and about helping them to recognise when they may need to seek resources from elsewhere.

C.2.2 Draw up budgets and resource plans for events, activities or projects.

This is about working with young people to draw up a financial and resource plan for an event, activity or project that has been planned, either by you, or by young people.

C.2.3 Monitor and control budgets for events, activities or projects.

This is about working with young people to monitor the income and expenditure during the implementation of the event, activity or project, and about keeping accurate records.

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UNIT: **C.2** **Work with young people to manage resources for events, activities or projects.**

ELEMENT: **C.2.1** **Assist young people to identify, seek and obtain the resources they need for events, activities and projects.**

This is about: working with young people to identify the resources required to meet their identified goals. It is about encouraging them to identify their own skills and talents, both for achieving the goals and for raising any shortfall in money or other required resources, and about helping them to recognise when they may need to seek resources from elsewhere.

Performance Criteria

You will need to show that you can:

a assist young people's exploration of practical ways of achieving their development *goals*

b enable young people to identify the skills and experience they can contribute to achieving their goals

c work with young people to draw up a comprehensive list of *resources* needed for achieving their goals

d enable young people to identify the gaps in the resources they need to achieve their objectives

e work with young people to explore the available options for meeting the gaps in their *resources*

f work with young people to develop and implement realistic plans for raising money and obtaining other *resources* needed

g enable young people to recognise when their resource requirements may necessitate seeking help from elsewhere

h ensure that records are complete and can be accessed and used when needed.

Knowledge Specification

You will need to know:

1 a range of contributions young people can make towards achieving their development goals

2 why it is important to ensure that young people recognise their own skills and experience

3 a range of available resources, both within your organisation and further afield

4 why it is important to support young people to obtain their own resources for their activities

5 how to evaluate resource requirements and identify gaps

6 how to work with young people to draw up a budget

7 legislation and organisational guidelines relating to raising money or other resources for youth work activities

8 facilitation and group dynamics skills

9 relevant organisational procedures, particularly on child protection and health and safety.

Notes on this element:

I *goals:* may include individual, group; emotional, spiritual, cognitive, physical; knowledge and skill

II *resources:* young people's own, additional skills and experience, financial, other people, equipment, materials.

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UNIT:	**C.2**	**Work with young people to manage resources for events, activities and projects.**
ELEMENT:	**C.2.2**	**Draw up budgets and resource plans for events, activities or projects.**
This is about:		working with young people to draw up a financial and resource plan for an event, activity or project that has been planned, either by you or by young people.

Performance Criteria

You will need to show that you can:

a work with young people to specify accurately the required *budgets* for the *event, activity or project*

b work with young people to identify accurately all expenditure and sources of income within the *budget*

c work with young people to specify accurate schedules for the required activities

d identify and agree critical success factors and key dependencies within the activity schedule

e work with young people to produce schedules and *budgets* in formats which can be understood and followed by others

f work with young people to obtain the resources needed

g work with young people to set up a simple system for monitoring progress against schedules and *budgets*

h ensure that records are complete, up to date and available when required *to relevant people.*

Knowledge Specification

You will need to know:

1 why it is important to involve young people in budget planning wherever possible

2 why it is important to have a clearly specified budget for events

3 how to plan a budget, and how to enable young people to do so

4 sources of resources other than money, and how to work with young people to plan for their use

5 systems for tracking income and expenditure during implementation of an event, activity or project

6 how to keep records in line with organisational procedures

7 legislation and organisational procedures concerning budgeting in your organisation

8 your financial accountabilities and the extent to which people can be financially responsible within your organisation and outside it.

Notes on this element:

I *budgets:* income: may include sales, grants; expenditure: may include capital, running costs

II *event, activity or project:* activity of a size which is capable of being managed by young people

III *relevant people:* may include young people involved, fund-holders, managers, other people affected by the event, activity or project.

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UNIT:	**C.2**	**Work with young people to manage resources for events, activities and projects.**
ELEMENT:	**C.2.3**	**Monitor and control budgets for events, activities or projects.**
This is about:		working with young people to monitor the income and expenditure during the implementation of the event, activity or project and about keeping accurate records.

Performance Criteria

You will need to show that you can:

a enable young people to control *transactions* against the budget

b determine possible courses of action in response to budget variances

c work with young people to make recommendations for action in response to alterations to the planning group

d work with young people to monitor the use of other resources, particularly those borrowed from elsewhere

e work with young people to produce an accurate balance sheet for the event, activity or project

f present the *accounts* for the event, in a suitable format and timescale, to those concerned

g keep clear, accurate and comprehensive records, in a form that other people can understand.

Knowledge Specification

You will need to know:

1 why it is important to involve young people in why it is important to monitor expenditure carefully and to involve young people in monitoring

2 systems and processes for recording and monitoring expenditure

3 how to involve young people in monitoring resources borrowed from others

4 options for action to deal with variants in a budget

5 how to work with young people in order to draw up balance sheets, reports and accounts

6 how to keep records in line with organisational procedures

7 legislation and organisational procedures concerning budgeting in your organisation

8 your financial accountabilities (and the young people's) within your organisation and outside it.

Notes on this element:

I *transactions*: income, expenditure

II *accounts*: comprehensive, using standard accounting practice conventions.

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Section C (Continued)

Enable young people to Organise and take increasing Responsibility for Activities, Events and Projects.

C.3 Review progress and evaluate opportunities with young people.

About this unit

This unit is about working with young people to evaluate youth work opportunities, identifying improvements and successes and communicating them to others.

Who is the unit for?

This unit is for youth workers who involve young people in the process of evaluating youth work activities and provision. Youth workers who have a major responsibility for evaluating provision will wish to map their competence in more detail against the MCI or TDLB standards.

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

C.3.1 Agree criteria and methods for the evaluation of youth work.

This is about working with young people to determine how to evaluate opportunities, creating the evaluation criteria and deciding the evaluation methods.

C.3.2 Evaluate opportunities and identify successes and improvements

This is about encouraging young people to take a critical role in evaluation activities and ensuring that evaluation is carried out in a way that is enjoyable and enhances young people's learning. It is about identifying successes and possible improvements and communicating them to those who can influence further work.

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UNIT: **C.3** **Review progress and evaluate opportunities with young people.**

ELEMENT: **C.3.1** **Agree criteria and methods for the evaluation of youth work.**

This is about: working with young people to determine how to evaluate opportunities, creating the evaluation criteria and deciding the evaluation methods.

Performance Criteria

You will need to show that you can:

a identify accurately or reconfirm the objectives and measurable success indicators for the opportunity

b work effectively with young people and other *key groups and individuals* to decide the *purpose of the evaluation* and the uses to which it will be put

c identify accurately the *recipients of* the evaluation

d work effectively with young people and other key groups and individuals to determine the evaluation criteria

e set realistic and measurable objectives and indicators for the evaluation process

f work effectively with young people to plan the *methods* and timetable of the evaluation

g base your plans on sound and valid information

h where possible, ensure that the evaluation activities are themselves learning activities

i ensure that your plans are in line with organisational procedures on evaluation.

Knowledge Specification

You will need to know:

1 why it is important to involve young people in the evaluation of the opportunities which affect them

2 why it is important to clarify the objectives and success criteria of an opportunity before starting to design an evaluation

3 the various purposes for which evaluation can be used

4 how to agree evaluation criteria and measurable objectives

5 the various data collection methods available

6 how to use data collection methods in ways which contribute to young people's learning

7 how to involve young people in evaluation design

8 evaluation and planning techniques

9 your organisation's policies and procedures on evaluating youth work activities.

Notes on this element:

I key groups and individuals: *may include groups and individuals affected by the opportunity, decision makers, funders*

II purpose of the evaluation*: may be to prove the value of the opportunity, to learn what happened, to record young people's experience of the opportunity, to improve delivery of the opportunity*

III recipients: *may include other young people, decision makers, fund holders, the local community*

IV *method:* may include individual discussion; group meetings; questionnaires and surveys; planned and unplanned, single and in combination.

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UNIT:	**C.3**	**Review progress and evaluate opportunities with young people.**
ELEMENT:	**C.3.2**	**Evaluate opportunities and identify successes and improvements..**

This is about: encouraging young people to take a critical role in evaluation activities and ensuring that evaluation is carried out in a way that is enjoyable and enhances young people's learning. It is about identifying successes and possible improvements and communicating them to those who can influence further work.

Performance Criteria

You will need to show that you can:

a involve young people actively in *data* collection

b encourage young people to contribute openly, honestly and constructively

c use data collection and analysis techniques in ways which are enjoyable and not cumbersome

d use data collection and analysis methods suitable for the *purpose and recipients of the evaluation*

e work effectively with young people to determine recommendations which are realistic and which take account of available resources

f assist young people to identify accurately the implications of the evaluation recommendations

g enable young people to present the evaluation results in a form appropriate to its purpose and *recipients*

h inform the *appropriate people* of the recommendations of the evaluation

i work effectively with young people to ensure that the recommendations of the evaluation are acted on

j encourage young people to publicise the successes of the opportunity and how the outcomes of the evaluation will be acted on.

Knowledge Specification

You will need to know:

1 why it is important to involve young people in data collection and analysis

2 analysis techniques which are enjoyable and which contribute to young people's learning

3 factors which will determine what changes are possible, realistic and implementable

4 how to balance costs against the likely benefits

5 how to identify and assess the implications of the changes identified

6 a range of methods for presenting evaluation results, depending on the requirements of the recipients of the evaluation

7 the appropriate people who should be informed of the outcome

8 methods of publicising the results of evaluations.

Notes on this element:

I *data*: may be written, spoken (through videos or taped discussions) photos, diaries

II *recipients/appropriate people:* may include other young people, decision makers, fund holders, the local community

III *purpose of the evaluation:* may be to prove the value of the opportunity, to learn what happened, to record young people's experience of the opportunity, to improve delivery of the opportunity

IV *publicise:* to other young people, decision makers, other interested groups inside/outside your organisation.

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Section D

Work with young people in accordance with the Core Values of Youth Work.

D.1 Work as an effective and reflective practitioner.

About this unit

This unit is about understanding the effect your values, interests and priorities have on your practice. It is about taking time to reflect on and evaluate your practice, using feedback, supervision and developments made by others to improve your practice.

Who is the unit for?

This unit is for all youth workers.

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

D.1.1 Reflect on and evaluate your own values, priorities, interests, abilities and performance.

This is about reflecting on and evaluating your values, interests, priorities and effectiveness, understanding the effect they have on your practice, and addressing any values or attitudes that adversely influence your work.

D.1.2 Use reflection and feedback to manage and develop your own practice.

This is about reflecting on and evaluating your own practice, seeking and using feedback and supervision, applying your learning to your own practice and systematically planning and implementing development to expand your competence.

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UNIT:	**D.1**	**Work as an effective and reflective practitioner.**
ELEMENT:	**D.1.1**	**Reflect on and evaluate your values, priorities, interests, abilities and performance.**

This is about: reflecting on and evaluating your performance values, interests, priorities and effectiveness, understanding the effect they have on your practice and addressing any values or attitudes that adversely influence your work.

Performance Criteria

You will need to show that you can:

a identify your understanding of your role, and relate it to the role required by your organisation

b identify your own values, interests and priorities, and those of your organisation

c identify your own strengths, weaknesses and limitations

d regularly *evaluate* the effect of your values, interests and strengths on your work with young people

e ensure that your behaviour is in line with organisational values and practice

f ensure that your behaviour encourages young people to develop positive attitudes and behaviour towards others and society

g demonstrate how you are using the core values of youth work to inform and develop your own practice.

Knowledge Specification

You will need to know:

1 your own personal beliefs and preferences, values, interests and priorities

2 changes in your interests, priorities and values and how they affect your work

3 *factors* affecting your health and social well-being

4 the relationship of strengths and limitations to different contexts and work with different people

5 the benefits to your work of becoming more reflective

6 how to evaluate the effect of your own values and practices, strengths and limitations on your work

7 tools to aid reflection, such as learning journals, and sources of support and development

8 organisational values and practice

h values and behaviours which are positive towards others and society.

Notes on this element:

I evaluation: *self evaluation, discussion with colleagues and friends, educational experiences, mentoring*

II *factors:* can include life experiences, socio-economic background and status, cultural, political and ethnic background, gender, sexual orientation.

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UNIT:	**D.1**	**Work as an effective and reflective practitioner.**
ELEMENT:	**D.1.2**	**Use reflection and feedback to manage and develop your own practice.**

This is about: reflecting on and evaluating your own practice, seeking and using feedback and supervision, applying your learning to your own practice and systematically planning and implementing development to expand your competence.

Performance Criteria

You will need to show that you can:

a monitor the outcomes and processes of your own work

b seek feedback from others on your work

c regularly review the growth of your competence and experience within your role

d meet regularly with an *appropriate person* for discussions about your work

e identify the ways in which your own work can be improved

f identify areas of your work where development is appropriate and realistic

g develop a personal *learning/development plan*

h review the ways in which you work within the core values

i apply the results of reflection and development to your own practice

j regularly meet with an appropriate person to review the effectiveness of the development plan and agree next steps.

Knowledge Specification

You will need to know:

1 why it is important for you to monitor and review your practice regularly

2 *advances in knowledge and practice* relevant to your own area of work

3 ways of monitoring and reviewing both tasks and process within youth work practice

4 techniques for giving and receiving feedback

5 why it is important to have regular meetings to discuss your work

6 how to identify and contract with an appropriate person

7 how to use youth work standards to identify *development opportunities* and constraints

8 the range of development opportunities available in your field and area

9 how to identify development opportunities appropriate to your role, interests and learning style

10 how to access and use networks and support systems.

Notes on this element:

I an appropriate person: *may be a manager, more experienced practitioner, co-worker, youth work adviser, mentor, sponsor*

II learning/development plan: *agreement which recognises the development responsibilities of the individual and the organisation*

III advances in knowledge and practice: *may include technology, approaches to working, concepts, models and theories, strategies and policies, legislation*

IV development opportunities: *may include courses, placements, project responsibilities, coaching, mentoring, new responsibilities, change of role.*

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Section D (Continued)

Work with young people in accordance with the Core Values of Youth Work.

D.2 Work in ways that promote equality of opportunity, participation and responsibility.

About this unit

This unit is about applying the core values of youth work in the way in which you work with young people and maintaining young people's right to choose their level of participation. It is also while taking a firm stand against discrimination and enabling young people to work towards taking charge and taking responsibility for their own learning and decisions.

Who is the unit for?

The youth work values are central to all work with young people. This unit is therefore for all youth workers.

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

D.2.1 Promote equality of opportunity and voluntary participation.

This is about upholding young people's right to choose to participate in youth work and ensuring that all young people have maximum opportunities to participate

D.2.2 Challenge discrimination, prejudice and oppressive behaviour.

This is about taking a firm stand against discrimination, prejudice and oppressive behaviour through your own practice, helping young people to do likewise and challenging them if their behaviour is unacceptable.

D.2.3 Enable young people to take responsibility for their own decisions.

This is about promoting young people's sense of self-worth and self-esteem, maximising their involvement in decision making processes and assisting them to develop their ability to manage their own learning.

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UNIT:	**D.2**	**Work in ways that promote equality of opportunity, participation and responsibility.**
ELEMENT:	**D.2.1**	**Promote equality of opportunity and voluntary participation.**
This is about:		upholding young people's right to choose to participate in youth work and ensuring that all young people have maximum opportunities to participate.

Performance Criteria

You will need to show that you can:

a encourage young people to participate and to take responsibility for their decision to engage

b identify and minimise *barriers to participation*

c behave consistently towards young people in ways which value *difference* and promote tolerance

d ensure that each individual has any *specific resource* they need in order to participate

e identify and provide opportunities for *shared experience*

f consistently encourage young people to identify and use their expertise, skills, knowledge and creative ideas

g seek out and create opportunities for young people to express their beliefs and identity and to value each other's ideas and opinions.

Knowledge Specification

You will need to know:

1 why it is central to the purpose of youth work that young people have the right to choose the level of their engagement in the process

2 causes of unequal or non participation, and methods of resolving them

3 why it is important for you and young people to value *difference* and promote tolerance

4 factors which may exclude young people

5 organisational policies and procedures relating to health, safety and security, equal opportunities, discrimination

6 ways of extending young people's experience

7 potential areas of *difference* between individuals and groups

8 how to establish an atmosphere of trust and mutual respect

9 facilitation skills.

Notes on this element:

I *barriers to participation:* physical, social/cultural, emotional/attitudinal

II *difference*: may include difference of ethnicity, culture, religion, class, age, language, gender ,mental or physical ability, political beliefs, sexual orientation

III *shared experience*: other opinions, other cultures, other locations (residential, non-residential)

IV *specific resources:* may include languages, physical and support for people with hearing and visual impairments, support for people with learning needs, and people with other special requirements.

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UNIT:	**D.2**	**Work in ways that promote equality of opportunity, participation and reason.**
ELEMENT:	**D.2.2**	**Challenge discrimination, prejudice and oppressive behaviour.**
This is about:		taking a firm stand against discrimination, prejudice and oppressive behaviour through your own practice, helping young people to do likewise and challenging them if their behaviour is unacceptable.

Performance Criteria

You will need to show that you can:

a communicate in a way which is free from offensive or discriminatory images, language and assumptions

b actively promote anti-discriminatory practice through your own behaviour with groups and individuals

c encourage young people to relate to each other in ways which are anti-discriminatory

d recognise oppressive or *discriminatory practices or incidents*

e deal with incidents in line with organisational procedures and values

f challenge young people and colleagues who behave in ways that are not in line with the values of youth work.

Knowledge Specification

You will need to know:

1 what constitutes discrimination, both direct and indirect

2 your own values, beliefs and attitudes, and how they could impact on your work

3 why it is important to challenge discrimination and oppressive behaviour

4 causes of discrimination, oppressive behaviour and bullying

5 organisational policies and procedures about discrimination and oppression

6 how to challenge young people and colleagues whose behaviour is not within the values of youth work

7 how to support young people who wish to make a complaint about oppressive or discriminatory behaviour

8 procedures for recording and reporting such incidents.

Notes on this element:

l *discriminatory practices or incidents* : victimisation, bullying, harassment, direct or indirect discrimination.

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UNIT:	**D.2**	**Work in ways that promote equality of opportunity, participation and reason.**
ELEMENT:	**D.2.3**	**Enable young people to take responsibility for their own decisions.**
This is about:		encouraging young people to be involved in decision making processes and assisting them to develop the ability to manage their own learning.

Performance Criteria

You will need to show that you can:

a determine and review the level of support required by young people

b provide *opportunities* that encourage young people to assert themselves and promote their sense of self-worth and self-esteem

c involve young people in decision making processes

d assist young people in taking responsibility for youth work activities and projects

e identify and use facilitation styles which will assist the empowerment of young people

f work with young people to develop their leadership skills and experience

g encourage young people to evaluate their experience.

Knowledge Specification

You will need to know:

1 types of support available for individuals and groups

2 roles of feedback in individual and group learning

3 types of opportunities which encourage self-worth and self-esteem

4 how to encourage young people to be assertive

5 why it is important to work in ways which encourage empowerment

6 why it is important for young people to take responsibility

7 how to facilitate the empowerment of young people using a range of approaches

8 stages of individual and group development toward self-management

9 types of leadership styles

10 why it is important to evaluate experience.

Notes on this element:

l *opportunities:* conversation, youth work activities, provision and projects.

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Section D (Continued)

Work with young people in accordance with the Core Values of Youth Work.

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

About this unit

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

Who is the unit for?

This unit is for all youth workers.

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

D.3.1 Work in line with organisational strategies, policies and procedures.

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

D.3.2 Fulfil your responsibilities to colleagues and teams.

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

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

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

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UNIT:	**D.3**	**Manage your work and create effective work relationships.**
ELEMENT:	**D.3.1**	**Work in line with organisational strategies, policies and procedures.**
This is about:		maintaining administrative processes to ensure youth work can be carried out and ensuring that your own practice is in line with your organisation's policies and procedures.

Performance Criteria

You will need to show that you can:

- **a** identify correctly the organisational procedures relevant to your role and the sites where you work
- **b** work consistently according to organisational procedures
- **c** collect and process money accurately and consistently in line with organisational procedures
- **d** ensure that young people's involvement in youth work is always within safety and legal boundaries
- **e** identify accurately *situations requiring immediate action* and take appropriate action promptly
- **f** identify all situations which are beyond your own competence or remit and seek appropriate help
- **g** communicate regularly with other team members about what you are doing and action you have taken
- **h** maintain accurate up-to-date and complete records of your work.

Knowledge Specification

You will need to know:

- **1** your role as a youth worker and the limits of your remit
- **2** organisational procedures, including those on confidentiality, safeguarding young people and protect workers from allegations of *abuse*
- **3** the organisational procedures for the sites and settings where you work
- **4** organisational procedures for collecting and processing money
- **5** the legal and safety limitations on young people's involvement in youth work administration
- **6** organisational situations where you may take action, and procedures for doing so
- **7** sources of support for workers and young people, and relevant procedures
- **8** the importance of communicating actions and decisions to others
- **9** organisational procedures to maintaining and storing records.

Notes on this element:

- **I** *situations requiring immediate action:* hazardous, involving contravention of law, against organisational procedure
- **II** *abuse:* emotional, neglect, physical, sexual.

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UNIT: **D.3 Manage your work and create effective work relationships.**

ELEMENT: **D.3.2 Fulfil your responsibilities to colleagues and teams.**

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

Performance Criteria

You will need to show that you can:

a establish open, honest and appropriate professional relationships with *colleagues*

b identify, clarify and agree your objectives and role boundaries in conjunction with *colleagues*

c offer support to colleagues and ask for additional support in your work when necessary

d carry out your responsibilities as agreed with colleagues, taking account of other priorities and commitments

e share information and views with colleagues, in ways which are clear, accurate and complete

f respond constructively to challenge, advice and support offered by colleagues

g work with other team members to regularly review and improve *the way teams work together*

h communicate with your colleagues openly and honestly, and deal with differences of opinion and conflicts in ways that maintain respect for all parties

i actively value diversity within the teams of which you are a member.

Knowledge Specification

You will need to know:

1 nature of the inter-relationships between yourself and others with whom you work, and how this may affect your ability to work effectively

2 why it is important to clarify your job role and how it relates to those of colleagues

3 types of support, including advice and information, sharing skills, direct help in undertaking a piece of work, offering constructive feedback

4 the benefits of team and individual goal setting

5 reporting relationships and communication channels with colleagues and teams

6 the benefits of continuous review of the way you work together with colleagues

7 support mechanisms within your work area

8 techniques for providing and receiving effective feedback

9 principles for effective conflict resolution

10 organisational requirements for record keeping and procedures on confidentiality.

Notes on this element:

I colleagues: *can include members of your team, members of related teams, your manager, colleagues working on the same and/or different sites, full-time, part-time and volunteer colleagues*

II the way teams work together: *can include decision making, reviewing team progress, supporting learning within the team, sharing best practice, delivering results*

III *value diversity:* includes recognising and valuing different beliefs and cultures, experiences, attitudes and values seeking to establish positive relationships with people who are different from you.

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UNIT:	**D.3**	**Manage your work and create effective work relationships.**
ELEMENT:	**D.3.3**	**Maintain effective relationships with managers and decision makers.**

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

Performance Criteria

You will need to show that you can:

- **a** maintain an effective relationship with all those to whom you have reporting responsibilities
- **b** maintain effective working relationships with any other *decision makers* who affect your job role
- **c** consistently identify the concerns and priorities of managers, and other decision makers
- **d** maintain *regular communication* with managers, and other decision makers affecting your role about youth work activities and issues
- **e** present plans for your work with young people to your manager and other relevant decision makers
- **f** modify and negotiate acceptance of your plans.

Knowledge Specification

You will need to know:

- **1** why it is important to maintain good communication with your manager and other decision makers who affect your job role
- **2** your own reporting lines and role
- **3** range of authority and responsibilities of your manager and other key decision makers
- **4** structure of steering groups, council committees etc which directly affect your job role and remit
- **5** policies and procedures concerning the funding of work with young people and the budgeting process, as they affect your job role
- **6** presentation and negotiation skills.

Notes on this element:

- **I** decision makers: *may include any of the following who affect your remit: young people, management committees, steering groups, trustees, local council committees, advisory groups, patrons*
- **II** regular communication: *should be proactive, keeping key decision makers informed, involved and enthusiastic about your work.*

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Section D (Continued)

Work with young people in accordance with the Core Values of Youth Work.

D.4 Work with young people to safeguard their welfare.

About this unit

This unit is about understanding and evaluating hazards and risks, and carrying out your work safely and in accordance with organisational procedures. It is about enabling young people to assess risks, helping them to develop their confidence to manage them and offering appropriate support to individuals when they are in crisis.

Who is the unit for?

This unit is for all youth workers.

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

D.4.1 Promote a safe working environment for youth work.

This is about understanding and evaluating hazards and risks, both to physical and emotional safety. It is about carrying out your work safely and in accordance with organisational procedures about acceptable levels of risk when working with young people.

D.4.2 Work with young people to assess and manage risk.

This is about enabling young people to assess the risks that face them both inside and outside the youth work setting. It is about helping them to develop their confidence to manage these risks, and making them aware of sources of help and support.

D.4.3 Assist individuals to take action when they are distressed.

This is about offering appropriate support to individuals when they are in immediate crisis and helping them to set up ongoing support to deal with the issue.

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UNIT: **D.4 Work with young people to safeguard their welfare.**

ELEMENT: **D.4.1 Promote a safe working environment for youth work.**

This is about: understanding and evaluating hazards and risks, both to physical and emotional safety. It is about carrying out your work safely and in accordance with organisational policy and procedures and about acceptable levels of risk when working with young people.

Performance Criteria

You will need to show that you can:

a identify which *organisational policies and procedures* are relevant to your role

b work in accordance with legal requirements and organisational policies and procedures

c ensure that your personal conduct promotes the *safety* of yourself and other people

d identify those working practices in any part of your role which could harm yourself or other people

e deal with hazards and practices with low risks in accordance with organisational policies and legal requirements

f report those hazards and practices that present a high *risk*, and suggestions for reducing risk, to the *responsible people* in your organisation.

Knowledge Specification

You will need to know:

1 organisational policies and procedures on health and safety and child protection

2 the specific workplace policies covering your job role

3 safe working practices for your own job role

4 the importance of personal conduct in maintaining the safety of yourself and others

5 your scope and responsibility for identifying and rectifying risks

6 organisational procedures for handling risks which you are unable to deal with.

Notes on this element:

I *organisational policies and procedures:* health and safety, child protection

II *safety*: physical safety, emotional safety

III *risks:* resulting from: unsafe behaviour, environmental factors, working practices which do not conform to laid down policies, the use and maintenance of machinery or equipment

IV *responsible people:* those responsible for health and safety, child protection.

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UNIT: **D.4 Work with young people to safeguard their welfare.**

ELEMENT: **D.4.2 Work with young people to assess and manage risk.**

This is about: enabling young people to assess the risks that face them both inside and outside the youth work setting. It is about helping them to develop their confidence to manage these risks, and making them aware of sources of help and support.

Performance Criteria

You will need to show that you can:

a ensure that young people know the *organisation's procedures for safeguarding their welfare*

b work with young people to identify the *hazards* in youth work environments, and their associated *risk*

c agree with young people clear and concise *safety* ground rules for youth work

d actively encourage young people to be responsible for their own safety and that of others

e ensure that agreed ground rules and practice are within organisational procedures for *safety*

f work with young people to identify all potentially risky situations outside the youth work setting

g assist young people to develop safe practices which are in keeping with their abilities and with the relevant safety procedures

h work with young people to identify sources of support and actions they can take to deal with the risks they have identified.

Knowledge Specification

You will need to know:

1 why self-worth and self-esteem are important to young people as they manage the *risk* in their lives

2 why young people should be encouraged to take responsibility for their own safety

3 how to negotiate and agree safety ground rules for youth work with young people and encourage young people to develop ground rules for themselves

4 common types of *hazards* inside the youth work environment, and their associated risk to young people

5 common types of *hazards* and associated *risk* outside the youth work environment

6 sources of advice and guidance on *risks* to young people and how to deal with them

7 organisational policies and procedures on health and safety and child protection.

Notes on this element:

I *organisation's procedures for safeguarding their welfare*: health and safety, child protection procedures

II *hazards*: something with the potential to cause harm such as in activities, unhealthy and unsafe aspects of the environment, equipment and materials, unhealthy and unsafe practices, young people's or adult's behaviour

III *risks:* the likelihood of the hazard's potential being realised, affecting e.g. physical health and safety, emotional welfare

IV *safety*: physical safety, emotional safety.

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UNIT: **D.4 Work with young people to safeguard their welfare.**

ELEMENT: **D.4.3 Assist individuals to take action when they are distressed.**

This is about: offering appropriate support to individuals when they are in immediate crisis and helping them to set up ongoing support to deal with the issue.

Performance Criteria

You will need to show that you can:

- **a** recognise signs of young people's willingness or need to speak with you
- **b** create a relationship of openness and trust through the use of effective listening techniques
- **c** encourage the young person to explain their distress without pressurising them to discuss or disclose more than they want, need or are able to
- **d** respond sensitively to the young person's need for comfort, within organisational procedures
- **e** respect the young person's need for confidentiality within the organisations procedures about disclosure
- **f** identify sources of *immediate support*
- **g** help the young person to identify options and decide on a course of immediate action
- **h** agree process for *supporting and monitoring progress* with the young person, in line with organisational and legal procedures
- **i** record and report your action appropriately.

Knowledge Specification

You will need to know:

- **1** why it is important to listen and respond to young people's distress
- **2** signs which indicate an individual's willingness or need to speak with you
- **3** listening techniques such as summarising, paraphrasing, checking out etc
- **4** organisational procedures about confidentiality and reportable disclosures
- **5** organisational procedures on appropriate behaviour when supporting people in distress, with particular reference to the protection of young people from abuse
- **6** sources of support/contact for particular (specialist) situations
- **7** organisational procedures for dealing with reportable disclosures.

Notes on this element:

- **I** *individual crises:* related to relationships, health, finances, legal or illegal activities
- **II** *immediate support:* may include support from family and friends, sources of specialist information, statutory and voluntary agencies
- **III** *process for supporting and monitoring progress:* may be formal or informal, internal to your work setting, handing over responsibility to specialist agency.

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Section E

Plan, Manage and Develop Youth Work.

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

About this unit

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

Who is the unit for?

This unit is for workers who take responsibility for developing youth work provision.

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

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

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

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

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

E.1.3 Promote new youth work opportunities.

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

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UNIT: **E.1** **Investigate needs and provision for young people and promote youth work opportunities.**

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

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

Performance Criteria

You will need to show that you can:

a use existing information correctly to identify what kind of new information is needed

b decide accurately what information you need to collect on the issues and aspirations of young people and the provision for them in your area

c ensure that the methods you choose and the data you collect will enable you to make meaningful analysis and decisions

d publicise your need for information to interested people using the appropriate medium

e gather accurate and up-to-date information by working with young people and other interested people to

f record comprehensively how you gathered your information so that future users can build effectively on your work

g record and collate information accurately in a suitable format for analysis

h respect the confidentiality requirements of information providers.

Knowledge Specification

You will need to know:

1 the nature and extent of current provision for young people in your area

2 how to define objectives for information gathering activities

3 how to communicate your need for information and the uses to which you will put it

4 the range of available research methods including one-to-one interviews, qualitative group techniques, questionnaire schedules, literature surveys and database search

5 which agencies and bodies can provide you with the information you need

6 how to involve young people and others in information gathering

7 how to record the information you gather so that others can use it

8 methods of compiling and presenting information for analysis

9 organisational procedures for gathering and storing information.

Notes on this element:

I *information* may include existing records, records of interviews and conversations, written submissions, results of formal research,

II *interested people* may include groups, organisations and individuals; internal and external; regulators

III *the appropriate medium* may be through discussion, newsletters or other written forms

IV *format* may include interview record sheets, descriptive and simple statistics, summary notes of meetings and group sessions.

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UNIT:	**E.1**	**Investigate needs and provision for young people and promote youth work opportunities..**
ELEMENT:	**E.1.2**	**Interpret and present results on young people's needs and interests, aspirations and issues.**

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

Performance Criteria

You will need to show that you can:

a involve appropriate young people, colleagues and *other interested people* in the interpretation and *presentation of the results*

b identify clearly the needs of young people for youth work opportunities

c identify clearly any gaps in youth work opportunities

d identify accurately any *factors* which might inhibit access to young people

e identify any *factors* influencing young people's potential take-up of youth work opportunities

f reflect truthfully organisational values and policies in your interpretation

g *present* your results and their *implications* in a way which meets the needs of your audience

h agree your analysis with *decision makers* and other *interested people*

i prioritise realistically the development areas you have identified.

Knowledge Specification

You will need to know:

1 how to involve young people and others in the interpretation and presentation of information about youth work needs

2 techniques for analysing qualitative and quantitative information

3 trends and developments in provision in your and related fields

4 social, cultural, environmental and economic factors and trends and the way these affect young people's perceptions and take-up of youth work provision

5 the values which underpin your organisation's policies

6 your personal value system and the way in which it affects your decision making

7 local policies and sensitivities which may affect the nature and scope of proposed youth work provision

8 standard formats for recording and presenting information.

Notes on this element:

I *other interested people* are other people from a range of other organisations working with young people in your area

II *presenting results* through formal presentations, written reports, and conversations

III *gaps in youth work opportunities* may be previously unmet needs or newly emerging needs

IV *factors* may include geographical inaccessibility; lack of premises, local agencies and potential provision; funding restrictions; characteristics of the young population requiring extra or specialist provision

V *implications* through refocusing of existing resources and the requirement for new resources

VI *decision makers* may be any of the following that affect your remit: young people, management committees, steering groups, trustees, local council committees, advisory groups, and patrons.

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UNIT: **E.1** **Investigate needs and provision for young people and promote youth work opportunities.**

ELEMENT: **E.1.3** **Promote new youth work opportunities.**

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

Performance Criteria

You will need to show that you can:

- **a** identify accurately the range of young people with whom you will work in line with your role
- **b** identify suitable *locations* for promoting youth work
- **c** publicise opportunities for young people to meet youth workers and participate in youth work opportunities *using an appropriate method*
- **d** inform *relevant organisations* that you are making contact with young people
- **e** communicate clearly and comprehensively the purpose of youth work, its values and methods to *relevant people*
- **f** inform young people of the services and facilities available to them in a manner likely to appeal to them
- **g** provide clear and accurate information to parents and others using *an appropriate method.*

Knowledge Specification

You will need to know:

- **1** why it is important to seek to include all young people in the area where you work
- **2** young people's issues in the community
- **3** limitations of your own competence and role as a youth worker
- **4** locations in the community where young people meet
- **5** the range of methods for publicising youth work opportunities
- **6** your organisation's guidelines on suitable places for and ways of making contact with young people
- **7** ways for making the environment one in which young people will feel at ease
- **8** the purposes and values of work with young people
- **9** why it is important to target your publicity to include young people you want to work with.

Notes on this element:

- **I** *locations* may include youth centres, schools, community locations (e.g. streets, graveyards, bus shelters), rural areas, cities, entertainment venues, hostels
- **II** *using an appropriate method* may include notices, magazines, local radio, word of mouth, posters
- **III** *relevant people* may include parents and carers, schools, community organisations and groups
- **IV** *relevant organisations* may include police, social services, and other youth organisations operating in the area, community groups, and schools.

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Section E (Continued)

Plan, Manage and Develop Youth Work.

E.2 Identify relationships with other organisations and individuals.

About this unit

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

Who is the unit for?

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

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in a period of their transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

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

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

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

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

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UNIT:	**E.2**	**Identify relationships with other agencies and individuals.**
ELEMENT:	**E.2.1**	**Identify organisations and agencies that can contribute to the development of young people and the achievement of their aspirations.**
This is about:		identifying other organisations, departments and agencies that can provide services or otherwise enhance the quality of work with young people.

Performance Criteria

You will need to show that you can:

a identify clearly how other *agencies* can support your work with young people and the role that they might play

b identify accurately contact points for *agencies* relevant to your work with young people in the local community

c identify accurately contact points for *providers of opportunities* for young people in the local community and the role that they might play

d establish constructive contact with a named individual in each organisation wherever possible

e collect up to date and useful information on services provided which are relevant to the young people with whom you work

f evaluate objectively the usefulness of contacts and share them with colleagues in line with codes of ethics and equality

g obtain relevant guidance before using another provider in order to evaluate the quality of their service

h record contacts comprehensively and keep information up to date.

Knowledge Specification

You will need to know:

1 types of agencies relevant to work with young people

2 why it is important to develop and maintain good relationships with other organisations

3 how to make initial contact and maintain constructive dialogue with agencies and providers

4 why it is important to evaluate objectively the quality of services offered to young people by other organisations

5 where to get guidance on evaluating the quality of providers of services or activities to young people

6 your organisation's policy on using and evaluating other providers of youth work services and activities

7 organisational codes of ethics

8 organisational procedures on record keeping.

Notes on this element:

I agencies *relevant to work with young people may include central and local government organisations, advice agencies, professional bodies, social services, education department ,voluntary groups, issue-based organisations*

II providers of opportunities *may include education and training providers, venues for residentials, activity providers, employers, providers of goods and services.*

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UNIT: **E.2** **Identify relationships with other organisations and individuals.**

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

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

Performance Criteria

You will need to show that you can:

a identify accurately key agencies, players, issues and cultures in the communities where young people live

b prioritise realistically and *make contact* constructively with key groups and interests within the community

c use communication styles appropriate to the culture of the group or individual

d be sensitive to the local area's *political dimensions* in your actions and your relationships with key groups and individuals

e explain your role and youth work activities clearly and accurately

f ensure that your role relates appropriately to that of *other groups and individuals* working in the community

g agree ways of maintaining ongoing constructive contact with groups and individuals

h build positive relationships based on mutual respect

i record contact details and relationship history in an accurate form that is understandable to others.

Knowledge Specification

You will need to know:

1 why it is important to build and maintain good relationships with the communities in which young people live

2 types of groups and individuals who are likely to be key players in a community

3 a variety of methods for making appropriate contact with groups and individuals

4 customs, communication styles and requirements of key groups within a community

5 impact of local and national politics on the community

6 key concerns and issues in the community, related and unrelated to young people

7 how to explain your role and youth work activities

8 organisational procedures on record keeping.

Notes on this element:

I make contact *may be through formal or informal opportunities such as local events, personal approach, public meetings, council meetings, forums*

II political dimensions *may include ongoing issues, sources of power, relationships with decision-makers*

III other groups and individuals *may include young people, parents and carers, schools, police, social services, leisure facilities, other statutory and voluntary organisations.*

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Section E (Continued)

Plan, Manage and Develop Youth Work.

E.3 Build and maintain partnership work.

About this unit

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

Who is the unit for?

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

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in a period of their transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

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

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

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

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

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UNIT:	**E.3**	**Build and maintain partnership work.**
ELEMENT:	**E.3.1**	**Establish and maintain partnerships with other agencies and providers.**
This is about:		collaborating with agencies and providers to enhance the quality of work with young people.

Performance Criteria

You will need to show that you can:

a prioritise realistically *key areas of work or projects* where working in partnership with *agencies or providers* is necessary or beneficial

b identify clearly *agencies* and *providers* with whom you wish to work in partnership and establish relationships at levels appropriate to the task

c promote accurately the values of working with young people, the needs of young people and the work of your organisation

d identify accurately the goals and objectives of partner organisations and their reasons for working in partnership

e agree *roles and responsibilities* within the joint work in a spirit of trust and goodwill

f ensure that the relationship agreed is consistent with your job role and organisational policies

g maintain constructive contact and review regularly progress of joint work with the partner organisation and with your own organisation

h share relevant information within the boundaries of confidentiality agreements

i ensure that processes are in place to deal with approaches from other organisations positively and co-operatively.

Knowledge Specification

You will need to know:

1 why it is important to develop partnership working with other *agencies* and *providers* working with young people

2 the difference between the purchaser-provider relationship and the partnership relationship

3 the values and principles of partnership work

4 how to explain the values of work with young people and the needs of the young people within your role

5 how to explain the values and role of your organisation in relation to those of other agencies and providers

6 your remit and the boundaries of your role

7 presentation and negotiation skills

8 communications and reporting systems

9 your organisation's policies on confidentiality and partnership working

10 any organisational procedures that are relevant to partnership working (for example, the key purpose and values of youth work).

Notes on this element:

I key areas of work or projects *may include short or long term projects, work in specialist areas such as disability, drug or alcohol abuse, ongoing provision of services such as instruction for outdoor activities, transport, residential venues*

II agencies *may include central and local government organisations, advice agencies, professional bodies, social services, education department, voluntary organisations, issue-based organisations*

III providers *may include education and training providers, venues for residentials, activity providers, employers, providers of goods and services*

IV *roles and responsibilities* partnership working could include a range of relationships from customer/provider to joint management of projects.

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UNIT:	**E.3**	**Build and maintain partnership work with other groups.**
ELEMENT:	**E.3.2**	**Work with families and community groups and educational providers to address the needs, interests and aspirations of young people.**
This is about:		working in collaboration with groups in the community to enhance the quality of, and opportunities for, work with young people.

Performance Criteria

You will need to show that you can:

a identify accurately useful *sources* of information and *resources* within the community

b develop appropriate *communication networks*

c identify opportunities for partnership working

d set up and negotiate agreements for collaborative work in a spirit of trust and goodwill

e involve the community in agreeing the purposes and objectives of work with young people

f ensure that agreements for partnership work are in line with the values and policies of your organisation

g identify and implement opportunities for members of the local community to be meaningfully involved in work with young people

h identify promptly any potential areas of conflict of interest and manage these effectively

i monitor continuously and evaluate accurately the effectiveness of collaborative working.

Knowledge Specification

You will need to know:

1 the benefits of partnership working for young people, youth work and the communities where young people live

2 the values and principles of partnership work

3 the role of youth work in a community and life long learning context

4 types of resources that can be found within communities

5 values and policies of your organisation

6 principles and practices of community development

7 networking, negotiation and contracting skills

8 legal requirements and organisational procedures relevant to partnership work (for example, procedures concerning non-youth workers working with young people)

9 communication techniques such as newsletters, forums, press releases, email, internet etc

10 how to monitor and evaluate the success of partnership work.

Notes on this element:

I sources *may include statutory and non-statutory providers of services, community groups, interest groups, rights and benefits organisations, community leaders, individual professionals*

II resources *may include funds, buildings, equipment, time, specialist skills*

III communication networks *may include formal and informal, face-to-face and distant, with individuals and groups.*

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Section E (Continued)

Plan, Manage and Develop Youth Work

E.4 Identify and secure resources for youth work.

About this unit

This unit is about finding out about sources of funding and other resources for work with young people, establishing good working relationships with actual and potential fund holders and selecting those most suitable to approach. It is about submitting a proposal for funding or other form of support and negotiating the terms of your proposal to a successful contractual conclusion.

Who is the unit for?

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

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

E.4.1 Explore the range of available resources.

This is about finding out about sources of resources for work with young people, keeping up to date on opportunities and establishing good working relationships with actual and potential resource holders. It is about clarifying exactly what you need, the purpose to which any forthcoming resources will be put, and the benefits to the resourcing organisation.

E.4.2 Develop and present proposals to meet identified needs.

This is about submitting a proposal for funding or other form of support, ensuring that your proposal contains all the information required and that it spells out clearly the benefits both to young people and to the funding body itself that active support would bring.

E.4.3 Negotiate for and secure resources to support youth work opportunities.

This is about negotiating the terms of your proposal to a successful contractual conclusion. You may be required to adapt your original submission before final agreement can be reached.

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UNIT: **E.4 Identify and secure resources for youth work.**

ELEMENT: **E.4.1 Explore the range of available resources..**

This is about: finding out about sources of resources for work with young people, keeping up to date on opportunities and establishing good working relationships with actual and potential resource holders. It is about clarifying what you need, the purpose to which any forthcoming resources will be put, and the benefits to the resourcing organisation.

Performance Criteria

You will need to show that you can:

- **a** establish clear *goals* for the type of support you are seeking
- **b** maintain an up to date list of organisations and individuals providing *resources* for your work at present
- **c** establish and maintain positive relationships with existing *resource holders*
- **d** develop and maintain an up to date list of resource *contacts and opportunities*
- **e** develop effective working relationships with potential resource holders
- **f** keep existing and potential resource holders up to date and informed about youth work activities, successes and needs
- **g** identify accurately the *limits* and constraints of available and potential support
- **h** ensure that activities are in line with priorities of resource holders without compromising the values or focus of your work
- **i** develop a realistic and detailed initial plan of action to bid for *resources.*

Knowledge Specification

You will need to know:

- **1** the overall aims and objectives of your work
- **2** the priorities and focus of actual and potential resource holders
- **3** how to maintain positive relationships with resource holders
- **4** sources of information on resourcing opportunities, both within the statutory and charitable sectors
- **5** who the key decision makers are within resource holding bodies and how they operate
- **6** marketing and communication skills
- **7** negotiation skills
- **8** how to make a business case and promote the benefits of your work
- **9** organisational policies and procedures on acquisition of resources.

Notes on this element:

- **I** goals *which are young people's, organisational*
- **II** resources *may include expertise, money, facilities, equipment, services and time (particularly if provided voluntarily)*
- **III** resource holders *may include local authority committees and managers, charitable trusts, grant making bodies, local competitions*
- **IV** contacts and opportunities *contacts are key individuals in resource-holding organisations, opportunities are key events, projects or short term funds*
- **V** limits *that are legal, procedural, imposed by resource holder.*

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UNIT: **E.4** **Identify and secure resources for youth work.**

ELEMENT: **E.4.2** **Develop and present proposals to meet identified needs..**

This is about: submitting a proposal for funding or other form of support, ensuring that your proposal contains all the information required and that it spells out clearly the benefits both to young people and to the funding body itself that active support would bring.

Performance Criteria

You will need to show that you can:

- **a** ensure you have the *information* you need to pull together bids
- **b** agree the scope and detail of your bids in advance with the *interested parties*
- **c** provide decision makers with the *information they require* to make decisions
- **d** identify the strengths and weaknesses of your case and prepare your *proposals* to take account of these
- **e** demonstrate that your objectives are achievable and in-keeping with those of *decision makers*
- **f** demonstrate that you have the *capabilities* to achieve the required outcomes
- **g** deal courteously with *decision makers* at all times
- **h** respond promptly and appropriately to *decision makers'* queries for additional *information.*

Knowledge Specification

You will need to know:

- **1** your organisation's track record in past delivery of youth work
- **2** any history of the relationship with the decision maker's organisation
- **3** the scope, available resources and purpose of the funding body and any constraints under which they operate
- **4** who the key decision makers are within the funding body and how they operate
- **5** what information is required by the funding organisation and the correct format for the presentation of your proposal
- **6** the overall aims and objectives of your proposal
- **7** how to make a business case and promote the benefits of your programme of work
- **8** how to communicate and negotiate with resource holders.

Notes on this element:

- **I** *information* may include background to your organisation/group, proposed objectives, methods, responsibilities, timings and costs
- **II** *interested parties* who are young people, colleagues, senior managers
- **III** *required information* which is specified in formal bidding information, as requested
- **IV** *proposals* which are written and presented for major projects, minor projects
- **V** *decision makers* may include senior managers: officers of: local and national government, EC; company managers
- **VI** *capabilities* in terms *of* management, technicalities, and facilities.

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UNIT: **E.4** **Identify and secure resources for youth work.**

ELEMENT: **E.4.3** **Negotiate for and secure resources to support youth work opportunities.**

This is about: negotiating the terms of your proposal to a successful contractual conclusion. You may be required to adapt your original submission before final agreement can be reached.

Performance Criteria

You will need to show that you can:

a negotiate amendments and contractual arrangements relevant to the resource provision in a spirit of goodwill and co-operation

b provide promptly any *information* required to fulfil contractual requirements

c inform promptly all *interested parties* of the outcome of your bid

d ensure that any formalities are completed within the required timescales

e conclude your negotiation in a way which maintains the trust, respect and goodwill of all *interested parties* involved in the negotiations

f ensure that any renegotiation of *conditions of the contract* maintains the best interest of your client group at all times

g ensure that all who will use the resource understand clearly the *conditions* that apply to its use

h set up clear arrangements for reporting to the resource provider on the use and benefits of the resource.

Knowledge Specification

You will need to know:

1 the scope, available resources and purpose of the funding body and any constraints under which they operate

2 who the key decision makers are within the funding body and how they operate

3 your overall aims and specific objectives

4 negotiation skills and your scope to manoeuvre and renegotiate

5 how to make a business case and promote the benefits of your programme of work

6 alternative sources of funding and possible provision of youth development opportunities

7 how to set up processes to ensure that resources are used carefully and within any conditions imposed

8 how to set up communication on the use and benefits of the resource to youth work.

Notes on this element:

I *information* may include details of responsible people, detailed plans and progress reports

II *interested parties* who are young people, colleagues, senior managers may include details of responsible people, detailed plans and progress reports

III *conditions relating to contracts* i.e. budgetary, use of funds, record keeping, copyright.

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Section E (Continued)

Plan, Manage and Develop Youth Work

E.5 Design and develop new youth work opportunities for young people.

About this unit

This unit is about identifying the need for new youth work opportunities that do not already exist, researching existing external providers and assessing their suitability, designing and developing new youth work opportunities and ensuring that they meet identified goals and needs.

Who is the unit for?

This unit is for those workers who have the responsibility for developing larger youth work opportunities and activities from scratch.

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

E.5.1 Use identified goals to define the process for developing new youth work opportunities.

This is about identifying the need for new youth work opportunities that do not already exist. It is about agreeing the parameters of the opportunities with young people and other key people, and defining the process for developing the opportunities.

E.5.2 Evaluate the contribution that other providers can make to the achievement of young people's goals.

This is about researching other providers in the area you wish to develop and assessing their suitability to meet the outcomes you require or to contribute in some way to the design process.

E.5.3 Design and develop new opportunities.

This is about designing and developing a new youth work opportunity, including agreeing the development process with all people affected. It is about ensuring that the new opportunity meets the identified goals and needs, and about putting in place the administrative processes to support it.

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UNIT:	**E.5**	**Design and develop new youth work opportunities for young people.**
ELEMENT:	**E.5.1**	**Use identified goals to define the process for developing new youth work opportunities.**

This is about: identifying the need for new youth work opportunities that do not already exist. It is about agreeing the parameters of these opportunities with young people and other key people, and defining the process for developing the opportunities.

Performance Criteria

You will need to show that you can:

a identify accurately the need for new *opportunities by* working with young people and , basing your identification on their identified goals and needs and other *research*

b identify accurately the goals and desired outcomes of the opportunities in consultation with young people and other *key groups*

c ensure that the agreed outcomes are in keeping with the values of youth work and the participants

d agree clearly and confirm with key groups the *process* for achieving desired goals and outcomes

e identify clearly how people needing *specific resources* will be accommodated within the process

f identify correctly all necessary activities, roles and resources required to deliver the opportunity effectively

g ensure that the *resources* required to develop and deliver the opportunity are in place and available when needed

h confirm accurately with young people and other contributors and participants their desired level of participation in the design stages.

Knowledge Specification

You will need to know:

1 why it is important to develop new opportunities on the basis of research involving young people and others

2 who the key groups are, their roles and responsibilities

3 how to consult with young people and other key groups in ways which are appropriate to them

4 the principles and values of all parties concerned

5 your aims and objectives, desired goals and outcomes

6 how to set up processes to develop new opportunities which involve young people and other key groups

7 how to develop plans for new opportunities which identify activities, roles, resources and other key areas

8 how to negotiate the ongoing participation of young people and other key groups

9 organisational procedures relating to partnership work between young people youth workers and other key groups.

Notes on this element:

I *opportunities* may include group work, one-to-one; active, reflective; indoors, outdoors

II *research* which is formal and informal, within your organisation and within the communities it serves

III *key groups* may include young people, colleagues, senior managers, affected groups outside your organisation

IV *process* for different types of opportunity may be outreach, developmental, educational, counselling, advising or combinations of counselling and advising

V *specific resources* may include languages, physical access, support for people with hearing and visual impairments, support for people with learning needs, and people with other special requirements

VI *resources* that are staff, materials, equipment, facilities, funds.

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UNIT:	**E.5**	**Design and develop new youth work opportunities for young people.**
ELEMENT:	**E.5.2**	**Evaluate the contribution that other providers can make to the achievement of young people's goals.**

This is about: researching other providers in the area you wish to develop and assessing their suitability to meet the outcomes you require or to contribute in some way to the design process.

Performance Criteria

You will need to show that you can:

a identify accurately *existing opportunities for youth work* which relate clearly to the area you wish to develop

b check periodically how the goals and values of any *existing opportunities* fit with the desired goals of the new opportunities

c seek guidance from relevant sources on the competence of any *other providers* to provide, to an appropriate standard, the services you require which are beyond the scope of your youth work provision

d ensure that *other providers* used are acceptable according to your organisational procedures

e develop constructive contact with appropriate existing providers of opportunities in order to share expertise

f seek constructive input from appropriate existing providers to the design process of any new opportunities.

Knowledge Specification

You will need to know:

1 why it is important to make use of existing youth work opportunities if possible

2 how to evaluate the goals and values of other providers against the national occupational standards for youth work

3 sources of information on providers of youth work activities in your area

4 sources of guidance on assessing the competence of providers of youth work opportunities

5 how to work with sources of guidance in order to evaluate providers of youth work opportunities

6 your organisation's procedures on using and assessing other providers

7 organisational procedures on child protection, equal opportunities, health and safety

8 how to work with existing providers to design new opportunities.

Notes on this element:

I *existing youth work opportunities* for similar groups, with similar outcomes, specialist providers of services or activities

II *other providers* may include education and training providers, venues for residentials, activity providers, employers, providers of goods and services, careers services.

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UNIT:	**E.5**	**Design and develop new youth work opportunities for young people.**
ELEMENT:	**E.5.3**	**Design and develop new opportunities.**

This is about: designing and developing a new youth work opportunity including agreeing the development process with all people affected. It is about ensuring the new opportunity meets the identified goals and needs, and putting in place the administrative processes to support it.

Performance Criteria

You will need to show that you can:

- **a** ensure that *key groups* with a genuine interest in the opportunity have the chance to contribute constructively to its development
- **b** provide all those taking part in the design with the information they need in sufficient time to make a full contribution
- **c** design *opportunities* which address identified goals and are in line with the agreed principles underpinning the process
- **d** ensure that the design of the opportunity remains flexible enough to accommodate changes in young people's needs and circumstances
- **e** agree with key groups the steps for developing the new opportunities and the roles that each will carry out
- **f** ensure that *participants* who have a particular role in delivering the process are involved early on in the design process
- **g** ensure that those who will deliver the process receive appropriate training in good time
- **h** develop suitable methods for recording and monitoring accurately and comprehensively the implementation of the new opportunity and for evaluating objectively its success
- **i** put in place the administrative processes to support the new opportunity in advance of the implementation stage.

Knowledge Specification

You will need to know:

- **1** why it is important to invite all key groups to take part in the development of the new opportunity
- **2** agreed principles underpinning the opportunity such as the key purpose and core values of youth work, legislation, policies, guidelines
- **3** why it is important that new opportunities are in line with the principles and values originally agreed
- **4** steps in the process for designing a new opportunity
- **5** how to develop others to contribute effectively to the delivery of the new opportunity
- **6** monitoring and evaluation processes
- **7** administrative processes needed to support youth work opportunities.

Notes on this element:

- **I** *key groups* which are young people, colleagues, senior managers, affected groups outside your organisation
- **II** *participants* who are young people, colleagues, volunteers
- **III** *opportunities* that are: group work, one-to-one; active, reflective; indoor, outdoors; structured, spontaneous.

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Section E (Continued)

Plan, Manage and Develop Youth Work

E.6 Manage Youth Work Projects

About this unit

This unit is about developing a project schedule, costing and setting up resourcing and control methods, monitoring and evaluating the project's work, recommending changes and improvements and evaluating the effectiveness of the project.

Who is the unit for?

This unit is for workers who have responsibility for managing a specific short to medium term project or series of projects. It is not for workers whose whole job is to manage a major project; they will want to describe their work in more detail using the MCI units.

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

E.6.1 Contribute to project planning and preparation.

This is about working with relevant people to identify the key features of the project, providing views of the feasibility of the project, developing plans in line with the project's aims and objectives. It is about identifying key tasks, developing a project schedule and costing and setting up resourcing and control methods for the project.

E.6.2 Co-ordinate the running of projects.

This is about supporting members of the project team during implementation, monitoring and evaluating the project's work, keeping activities and resources in line with the project plan and recommending improvements. It is about ensuring that relevant people are kept informed of the project's progress, and gaining feedback and information that can help the project.

E.6.3 Contribute to project evaluation, review and completion.

This is about confirming that the project has achieved its desired outcomes and that procedures have been completed for its closure. It is about evaluating the effectiveness of the project with relevant people, identifying learning and making sure that evaluations and project records are available for future use.

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UNIT: **E.6 Manage youth work projects.**

ELEMENT: **E.6.1 Contribute to project planning and preparation.**

This is about: working with relevant people to identify the key features of the project, providing views of the feasibility of the project, developing plans in line with the project's aims and objectives. It is about identifying key tasks, developing a project schedule and costing and setting up resourcing and control methods for the project.

Performance Criteria

You will need to show that you can:

- **a** work effectively with *relevant people* to identify the project's aims and objectives
- **b** identify clearly the key groups of people who will need to be involved in the project's development
- **c** provide relevant information on the feasibility, critical success factors, risks and *constraints* associated with the project
- **d** develop detailed plans for the project in line with its aims and constraints
- **e** propose achievable strategies to deal with the main anticipated contingencies and risks
- **f** estimate realistically and cost accurately the human and physical *resources* required to carry out the project's tasks
- **g** identify clearly the people needed to help implement the project
- **h** set up appropriate processes to obtain the necessary *resources*
- **i** set up effective monitoring, control and *evaluation* processes for the project
- **j** check thoroughly all aspects of the project planning with *relevant people* and make constructive use of their feedback.

Knowledge Specification

You will need to know:

- **1** why it is important to plan projects effectively
- **2** why it is important to be aware of the links between projects and wider organisational objectives
- **3** project planning tools and techniques
- **4** the importance of agreeing the project's scope and plan with relevant people
- **5** the main contingencies and risks in youth work projects, and how to plan for them
- **6** why it is important to set up effective monitoring and control methods
- **7** communication and negotiation skills
- **8** a range of evaluation methods
- **9** organisational policies and procedures relevant to project planning.

Notes on this element:

- **I** *relevant people* may include young people, team members, colleagues working at the same level, higher-level managers or sponsors, specialists, resource holders, community groups
- **II** *constraints* may include resource availability, organisational policy, group values and policy
- **III** *resources* in terms of funding, buildings, equipment, services and time (particularly if provided voluntarily)
- **IV** *evaluation* for the project participants, for the team, for other relevant people.

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UNIT: **E.6 Manage Youth Work Projects.**

ELEMENT: **E.6.2 Co-ordinate the running of Projects.**

This is about: supporting members of the project team during implementation, monitoring and evaluating the project's work, keeping activities and resources in line with the project plan and recommending improvements. It is about ensuring that relevant people are kept informed of the project's progress, and gaining feedback and information that can help the project.

Performance Criteria

You will need to show that you can:

a monitor and evaluate project work in ways which are consistent with agreed plans

b work effectively with *team members* and other *relevant people* to review project progress regularly

c identify accurately emerging successes, risks and contingencies

d identify promptly *team members'* and other *relevant people's* difficulties

e identify accurately ways of improving project work or resolving problems

f actively support and encourage *team member*s

g consult *team members* and other *relevant people* before making changes to plans, activities or resources

h provide relevant information on project progress to *team members* and other *relevant people* in a format which is appropriate to their needs

i actively seek and assess information from *team members* and other *relevant people* that may affect the running of the project.

Knowledge Specification

You will need to know:

1 why it is important to maintain team morale and commitment during project implementation

2 the types of problems which team members and other relevant people may experience

3 a range of leadership styles appropriate to managing projects

4 how to identify and assess emerging risks

5 the importance of managing change in a flexible and motivating way

6 the importance of implementing and staying within resource control mechanisms and how to do this

7 the importance of keeping all team members and other relevant people up to date with project progress

8 a variety of communication styles.

Notes on this element:

I *team members are* people exclusively involved in the project, people who have other responsibilities and priorities

II *relevant people* may include young people, team members, colleagues working at the same level, higher-level managers or sponsors, specialists, resource holders, community groups.

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UNIT: **E.6 Manage Youth Work Projects.**

ELEMENT: **E.6.3 Contribute to Project Evaluation, Review and Completion.**

This is about: confirming that the project has achieved its desired outcomes and that procedures have been completed for its closure. It is about evaluating the effectiveness of the project with relevant people, identifying learning and making sure that evaluations and project records are available for future use.

Performance Criteria

You will need to show that you can:

a confirm that the project's goals have been achieved in line with agreed measures

b complete thoroughly all *necessary procedures* to complete the project

c evaluate the project in line with the *evaluation methods* agreed

d collect necessary information from *relevant people* on the effectiveness of the project and their level of satisfaction with it

e work effectively with *relevant people* to compare what was planned, what actually happened and what *changes* had to be made

f identify accurately key *learning* from the project

g ensure that all records and documents relating to the project are accurate, complete and securely stored for future use

h present the findings from the project in oral and written formats.

Knowledge Specification

You will need to know:

1 the scope, available resources and purpose of the funding body and any constraints under which they operate

2 who the key decision makers are within the funding body and how they operate

3 your overall aims and specific objectives

4 negotiation skills and your scope to manoeuvre and renegotiate

5 how to make a business case and promote the benefits of your programme of work

6 alternative sources of funding and possible provision of youth development opportunities

7 how to set up processes to ensure that resources are used carefully and within any conditions imposed

8 how to set up communication on the use and benefits of the resource to youth work.

Notes on this element:

I *necessary procedures* relating to finance, resources, people, equipment, materials

II *evaluation methods* may be quantitative, qualitative

III *relevant people may* include young people, team members, colleagues working at the same level, higher-level managers or sponsors, specialists, resource holders, community groups

IV *changes* may include changes to plans, to project aims and objectives, to project scope

V *learning* about the aims, scope and outcomes of the project, about project management

Note of Amendment – July 2002:

This page has been amended to reflect correction of error on earlier version published in January 2002. Users of previous versions should replace page 78 with this corrected version.

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Section F

Support and Develop Effective, Efficient and Ethical Practice in Youth Work.

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

About this unit

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

Who is the unit for?

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

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in a period of their transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

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

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

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

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

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UNIT:	**F.1**	**Provide information to aid policy formation and the improvement of practices and provision.**
ELEMENT:	**F.1.1**	**Provide information and advice to aid the development of strategies, policies, practice and provision.**

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

Performance Criteria

You will need to show that you can:

a Engage in *consultation* about the content of policies, plans and procedures in good time

b present current, accurate and appropriate information to aid *consultation*

c prepare contributions to policy development which are informed by current and anticipated needs and aspirations of local young people in an appropriate format

d make clear, relevant and constructive contributions to the development of policies, plans and procedures

e *communicate* the organisation's policies, plans and procedures in a form and manner appropriate to those concerned

f clearly interpret policies, plans and procedures to meet the requirements of different contexts, activities and initiatives

g accurately identify factors that block the implementation of policies, plans and procedures and offer advice as to how these can be overcome

h use policies, plans and procedures to establish clear, measurable *objectives and indicators of performance.*

Knowledge Specification

You will need to know:

1 the importance of policy at all levels in the organisation and how it is formed

2 history and overall purpose of the organisation

3 the communities within which you operate and the needs and aspirations of the young people within them

4 the impact of the local and national political situation on the operation of your organisation

5 how to consult with others and collect information to aid policy formation

6 existing organisational policies and plans

7 strategic planning processes and how to contribute to them

8 how to communicate policies plans and procedures to aid understanding

9 factors that may block implementation, such as organisational culture

10 how to set objectives and indicators of performance.

Notes on this element:

I consultation *can include written, verbal, formal, informal, exchanging ideas and perspectives, making decisions, making recommendations and suggesting appropriate phrasing of policies and plans*

II communicate *may include communication with individuals and community groups within the community, colleagues outside of the organisation, funders, management groups*

III *objectives and indicators of performance* that are quantitative, qualitative.

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UNIT:	**F.1**	**Provide information to aid policy formation and the improvement of practices and provision.**
ELEMENT:	**F.1.2**	**Collect and present information to aid monitoring, review and improvement of performance.**
This is about:		monitoring the operations of your part of the organisation in relation to objectives, giving feedback, offering information about achievement of objectives, making suggestions about future activities and changes.

Performance Criteria

You will need to show that you can:

a contribute effectively to the development of organisational quality assurance mechanisms and *success measures*

b monitor continuously the progress and *effectiveness* of your own work against established objectives and indicators of performance

c monitor continuously the implementation of policies, plans and procedures, using agreed measures

d gather accurate and relevant information about the benefits and *effectiveness* of the work undertaken by your part of the organisation

e offer clear, constructive feedback *to relevant people* about the *effectiveness* of the work of your part of the organisation

f present accurate information about the extent to which your own and your team's objectives, objectives and indicators of performance have been achieved

g make clear, realistic and pertinent suggestions about future activities, changes and improvements which need to be implemented

h monitor continuously the *effectiveness* of existing quality assurance mechanisms and measures, and make suggestions for improvements.

Knowledge Specification

You will need to know:

1 why it is important to establish procedures for monitoring the *work of your organisation*

2 types of quality assurance mechanisms already in use in your organisation

3 a range of methods for obtaining feedback

4 a range of methods and systems for monitoring and measuring

5 organisational procedures (particularly equal opportunities) relevant to gathering information and monitoring

6 how to collect and present information about the extent to which objectives have been met

7 how to make realistic and well supported suggestions for changes and improvements

8 how to assess the effectiveness of quality assurance measures.

Notes on this element:

I success measures *which are formal and informal, for the team and the organisation*

II effectiveness *in terms of quality and quantity*

III organisation's work *which is policies, aims and objectives, plans, procedures, practice*

IV relevant people *may include team members, colleagues working at the same level, higher-level managers or sponsors, specialists.*

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Section F (Continued)

Support and Develop Effective, Efficient and Ethical Practice in Youth Work.

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

About this unit

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

Who is the unit for?

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

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in a period of their transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

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

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

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

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

F.2.3 Monitor and maintain performance in your team.

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

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

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

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

Performance Criteria

You will need to show that you can:

a use the youth work standards to enable team members to identify accurately their own aspirations and *development requirements*

b ensure that identified development needs are in line with organisational objectives and values

c work effectively with team members to identify *development ideas and activities*

d agree realistic and achievable development plans with teams and individuals in line with organisational guidelines and *constraints*

e contribute constructively to *development activities* for team members

f ensure your *contributions* to *development activities* take account of work activities, learning styles and personal circumstances of team members

g seek and use feedback constructively from those taking part in the activities to improve your future contributions to *development activities.*

Knowledge Specification

You will need to know:

1 why it is important to enable team members to identify their own aspirations and development needs

2 the importance of team development to the continuing effectiveness of your organisation and your role in contributing to this

3 how to collect and check the information needed to identify development opportunities and needs

4 organisational objectives and values and the impact they have on prioritising development activities

5 how to prepare development plans based on identified aspirations and needs

6 organisational guidelines and constraints influencing development activities

7 the importance of monitoring and reviewing development activities

8 how to give and receive constructive feedback.

Notes on this element:

I *development requirements* to meet team objectives, to meet individual aspirations

II *development ideas and activities* may be formal and informal, group and individual, training, coaching, mentoring, special projects, special responsibilities

III *constraints* may include resource availability, organisational policy, group values and policy

IV *contributions* may be providing information, providing training, providing learning opportunities, providing feedback.

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

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

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

Performance Criteria

You will need to show that you can:

a work effectively with *team members* to plan and organise work

b develop realistic work plans which take account of *team members*' strengths and aspirations, and which are in line with organisational procedures and *constraints*

c agree realistic work plans with *team members*

d regularly review and update plans *with team members*

e work effectively with *team members* to develop *evaluation* measures for their work

f actively encourage *team members* to evaluate their own work

g evaluate *team members'* work objectively against agreed criteria and according to principles of fair assessment

h meet *team members* regularly to discuss frankly their *evaluation*

i give constructive feedback and publicly value *team members*' response to it

j work effectively and continuously with *team members* to identify their strengths and areas for further development

k record accurately and store safely information on *evaluations* and assessments in line with organisational procedures on confidentiality.

Knowledge Specification

You will need to know:

1 why it is important to involve team members in work planning

2 the difference between line and functional responsibility and how this may affect work planning

3 the importance of developing clear work plans in order to achieve organisational effectiveness

4 organisational procedures and constraints relevant to work planning

5 why it is important to encourage team members to evaluate their own work

6 the range of purposes of work evaluation

7 quantitative and qualitative evaluation and assessment methods

8 the principles of fair and objective evaluation of work and how to ensure this is achieved

9 why it is important to provide clear and accurate feedback to team members on their performance, and your role in doing this

10 the principles of giving constructive feedback

11 organisational procedures for record keeping

12 organisational policy on confidentiality.

Notes on this element:

I *team members* are people for whom you have functional and managerial responsibility; people who you work with

II *constraints* may include resource availability, organisational policy, group values and policy

III *evaluation* may be specific to one activity or objective, overall team performance, overall individual performance.

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

ELEMENT: **F.2.3** **Monitor and maintain performance in your team.**

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

Performance Criteria

You will need to show that you can:

a take positive action to create an environment where team members feel able to come to you with to discuss their performance

b privately raise performance *problems* and discuss them with team members

c respond constructively to team members' *problems* in a way which maintains respect for the individual and the need for confidentiality

d gather relevant information to identify the nature of *problems* and identify action or *support* needed

e inform *relevant people* promptly of *problems* beyond your level of competence and responsibility in line with organisational procedures on confidentiality

f give team members clear, accurate and timely information about grievance and disciplinary procedures

g inform and consult *relevant people* promptly about any grievances or the possibility of disciplinary procedures within your organisation's guidelines on confidentiality

h contribute objectively to the implementation of grievance and disciplinary procedures in line with your role and level of authority

i contribute to disciplinary and grievance procedures in a way which maintains respect for the individual and the need for confidentiality.

Knowledge Specification

You will need to know:

1 why it is important to involve team members in how to create an environment where team members can approach you to discuss performance

2 how to discuss performance problems, give and receive feedback

3 a range of options for action in remedying performance problems

4 the range of support services available

5 organisational guidelines on dealing with and reporting performance problems

6 organisational policy on confidentiality

7 organisational procedures on grievance and discipline

8 your role and authority, organisational and legal responsibility concerning grievances and disciplinary procedures

9 why it is important to inform and consult with relevant people promptly as soon as grievance or disciplinary issues arise

10 why it is important to be fair, impartial and prompt when dealing with grievance and disciplinary issues.

Notes on this element:

I *problems* arising from work-related factors, arising from external personal factors

II *support* may include training, doctor, counsellor, team leader/manager

III *relevant people* may include line manager, project manager, chair of trustees, team members concerned.

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Section F (Continued)

Support and Develop Effective, Efficient and Ethical Practice in Youth Work.

F.3 Promote a culture of health and safety.

About this unit

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

Who is the unit for?

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

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in a period of their transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

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

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

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

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

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

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

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UNIT: **F.3** **Promote a culture of health and safety.**

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

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

Performance Criteria

You will need to show that you can:

j identify possible hazards and risks in the youth work environment

k actively encourage all *relevant people*(including young people) to report possible *hazards*

l assess accurately the *risks* associated with identified *hazards* and decide whether they are acceptable according to *legal, national and organisational criteria*

m take prompt action to deal with *unacceptable hazards*, within your role as a youth worker

n identify and report promptly *unacceptable hazards* clearly, accurately and following organisational and legal requirements

o carry out routine health and safety checks as required according to procedures

p use participant and colleague feedback constructively to improve the management of risks in your own area of responsibility

i keep up to date and complete information on relevant health and safety regulations and on health and safety situation within your remit.

Knowledge Specification

You will need to know:

1 the importance of being constantly vigilant about safety hazards in the youth work environment

2 the importance of involving as many relevant people as possible in identifying hazards and assessing risks

3 the types of health and safety risks which are likely to occur and how to spot them

4 the information which needs to be collected to make an effective risk assessment and how to collect, evaluate and record such information

5 organisational, local and national requirements which are relevant and how to access these

6 appropriate action to take in response to the most common risks which are likely to occur

7 own technical limitations and who are the competent specialists who need to be consulted when a risk or hazard is beyond own limitations

8 why young people and staff should be actively encouraged to provide feedback on risks, hazards and ground rules and how to do this.

Notes on this element:

I hazards *are something with the potential to cause harm such as activities, unhealthy and unsafe aspects of the environment, equipment and materials, unhealthy and unsafe practices, young people's behaviour*

II risks *through the likelihood of the hazard's potential being realised affecting e.g. physical health and safety, emotional welfare*

III youth work environments *which are on-site, off-site, transport of young people, qualifications and training for staff on the streets*

IV relevant people *may include colleagues and team members, young people, clients, site owners*

V legal, national and organisational criteria are *criteria which may allow for a certain degree of managed risk, particularly in adventurous activities*

VI *unacceptable hazards are* hazards that present risks beyond those that can be safely managed.

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UNIT: **F.3** **Promote a culture of health and safety.**

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

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

Performance Criteria

You will need to show that you can:

a actively involve the *relevant people* in developing and agreeing safety and emergency procedures for managing risks

b make sure these procedures are consistent with the risk assessment and legal, national and organisational requirements

c confirm that colleagues and young people have received appropriate training in safety and emergency procedures

d work effectively with young people to develop appropriate safety ground rules for youth work

e obtain relevant guidance on the appropriateness of safety and emergency procedures used by providers of specialist activities

f supervise young people in a way which is appropriate to the level of risks and the aims of the *youth work opportunity*

g actively encourage the young people to be responsible for their own safety and that of others

h monitor continuously the implementation of safety procedures and promptly intervene when they are not being followed

i follow safety procedures at all times.

Knowledge Specification

You will need to know:

1 the importance of having safety procedures to manage risks in own area of responsibility

2 why it is important to involve as many people as possible in developing safety procedures and how to do so

3 how to develop safety procedures which are consistent with a risk assessment

4 sources of training in safety and emergency procedures

5 how to ensure that ground rules are consistent with organisational, local and national requirements

6 how to obtain guidance on the appropriateness of safety and emergency procedures used by providers of specialist activities

7 the levels of supervision needed for the range of youth work opportunities and young people

8 who are the appropriate authorities and how to inform them

9 the importance of adhering to safety and emergency procedures that have been developed through risk assessment.

Notes on this element:

I relevant people: *are colleagues and team members, young people, clients, site owners*

II youth work opportunities *include physical and non-physical activities, off-site activities*

III hazards *are something with the potential to cause harm such as activities, unhealthy and unsafe aspects of the environment, equipment and materials, unhealthy and unsafe practices, young people's behaviour*

IV risks *in terms of the likelihood of the hazard's potential being realised affecting e.g. physical health and safety, emotional welfare.*

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UNIT: **F.3** **Promote a culture of health and safety.**

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

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

Performance Criteria

You will need to show that you can:

a recognise promptly *signs and symptoms of illness* and injury

b identify promptly and assess correctly *incidents and emergencies* when they occur

c ensure *assistance* appropriate to the nature of the illness, injury or incident is summoned as soon as possible

d provide clearly the necessary information to relevant people

e direct others to deal with injuries, illness or incidents in a way which is consistent with the safety and emergency procedures

f make sure that your own contribution to the response is in line with your level of competence and responsibility

g record and report accurately illness, injuries and incidents according to organisational and legal requirements.

Knowledge Specification

You will need to know:

1 types of illness and injury which are likely to occur in young people

2 the types of incidents and emergencies which are likely to occur and how to deal with these

3 how to decide what type of assistance is appropriate to the incident and emergency and how to summon such assistance

4 information which the people providing assistance will need to know

5 your own level of competence and responsibility in relation to an emergency or incident

6 how to ensure that other team members respond effectively to incidents and emergencies

7 how to record and report incidents and emergencies

8 how to recommend new approaches that might prevent emergencies and incidents being repeated.

Notes on this element:

I signs and symptoms of illness of *common illnesses, physical and mental illness, drug or alcohol abuse*

II incidents and emergencies *may include near misses, minor accidents which can be treated on-site, accidents requiring outside medical attention, major accidents reportable to the Health and Safety Executive, missing persons, fire, extreme natural conditions, sudden illness, hazardous substances, failure of equipment, structural failure*

III assistance *both internal, external.*

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Section F (Continued)

Support and Develop Effective, Efficient and Ethical Practice in Youth Work.

F.4 Promote a culture to safeguard the welfare of young people.

About this unit

This unit is about giving information to young people about potential abusive situations and how to keep safe. It also involves planning your work to ensure the welfare of young people, co-ordinating a response to a disclosure of abuse promptly and calmly providing information to relevant people.

Who is the unit for?

This unit is particularly designed for workers who have a specific responsibility for safeguarding young people's welfare, or who spend much of their time working with young people who are at risk.

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

F.4.1 Enable young people to safeguard their own welfare.

This is about encouraging young people to assert themselves, giving information to young people about potential abusive situations and how to keep safe, telling young people what they could do if they or their friends have been abused.

F.4.2 Maintain youth work practice in order to safeguard young people's welfare.

This is about planning work to minimise situations where abuse could occur, ensuring that staff and young people are aware of organisational procedures to safeguard their welfare, and ensuring that procedures are followed.

F.4.3 Co-ordinate a response to signs or disclosure of abuse.

This is about co-ordinating a response to a disclosure of abuse promptly and calmly in line with organisational procedures. It is about providing information to relevant people, responding immediately to any requests for reports and ensuring confidentiality.

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UNIT: **F.4** **Promote a culture to safeguard the welfare of young people.**

ELEMENT: **F.4.1** **Enable young people to safeguard their own welfare.**

This is about: encouraging young people to assert themselves, giving information to young people about potential abusive situations and how to keep safe, telling young people what they could do if they or their friends have been abused.

Performance Criteria

You will need to show that you can:

a provide suitable opportunities that encourage *young people* to assert themselves

b provide clear and relevant information in good time to *young people* about potentially risky situations

c work effectively with *young people* to identify ways to keep safe which are appropriate to them

d communicate information clearly to *young people* in ways which are appropriate to their level of *maturity*

e use appropriate opportunities to raise *young people's* awareness about what is abusive language and behaviour by others

f provide *young people* with appropriate guidance on what they could do if they or their friends have experienced *abuse*

g follow organisational procedures and policies designed to safeguard young people and yourself from allegations of abuse.

Knowledge Specification

You will need to know:

1 the importance of young people being able to protect themselves from abuse and why being self-assertive is helpful

2 how to encourage young people to be assertive

3 why self-worth and self-esteem are important to young people protecting themselves from abuse

4 the difference between appropriate and inappropriate behaviour and how to talk to young people about this

5 what young people could do if they or their friends have been abused and how to give them guidance on this

6 organisational procedures relevant to child protection and why it is important to follow them.

Notes on this element:

I *young people* refers to young people from diverse social and/or cultural backgrounds, people of different sexual orientation, disabled young people, males, females

II *maturity* either physical, intellectual, emotional, social

III *abuse:* which is physical, neglect, emotional, sexual, bullying, harassment.

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UNIT: **F.4** **Promote a culture to safeguard the welfare of young people.**

ELEMENT: **F.4.2** **Maintain youth work practice in order to safeguard young people's welfare.**

This is about: planning work to minimise situations where abuse could occur, ensuring that staff and young people are aware of organisational procedures to safeguard their welfare, and ensuring that procedures are followed.

Performance Criteria

You will need to show that you can:

a ensure that colleagues and young people are aware of current organisational procedures on safeguarding young people's welfare

b plan work so as to minimise situations where *abuse* can occur

c use supervision effectively as a means of protecting young people

d follow correctly organisational procedures and policies designed to safeguard young people and yourself from allegations of *abuse*

e actively support *other staff and volunteers* in following procedures and guidelines

f ensure that other staff are correctly trained in how to deal with a disclosure of *abuse*

g inform young people clearly and sensitively of their right to talk with an independent person about possible *abuse*

h report immediately any *incident that could be misinterpreted* or any allegation made against other staff or volunteers.

Knowledge Specification

You will need to know:

1 organisational policies and procedures for the protection of young people from abuse

2 the situations and practices which make it easy and difficult for abuse to occur

3 how to use supervision to protect young people from the possibility of abuse

4 why it is essential for all staff and volunteers to abide by procedures to safeguard young people and themselves from allegations of abuse

5 why it is important that young people should be able to talk to an independent person

6 organisational procedures on dealing with disclosures of abuse and guidelines produced by relevant agencies

7 why it is important for all staff and volunteers to report immediately any incident that might be misinterpreted.

Notes on this element:

I *abuse* which is physical, neglect, emotional, sexual, bullying

II *other staff and volunteers* may include paid staff, volunteers, full time and part time staff, line managers or supervisors, policy makers

III *incident that could be misinterpreted* is an incident where a member of staff, volunteer or young person innocently and inadvertently contravenes protection procedures.

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UNIT: **F.4** **Promote a culture to safeguard the welfare of young people..**

ELEMENT: **F.4.3** **Co-ordinate a response to signs or disclosure of abuse.**

This is about: co-ordinating a response to a disclosure of abuse promptly and calmly in line with organisational procedures. It is about providing information to relevant people, responding immediately to any requests for reports and ensuring confidentiality.

Performance Criteria

You will need to show that you can:

a ensure that other staff and volunteers know how to respond promptly, correctly and calmly to a young person's *disclosure* of *abuse*

b ensure that other staff know the organisational procedures for reporting and dealing with a *disclosure* of *abuse*

c collect accurate and relevant *information* about the *abuse* only within the limits of a youth worker's remit, as set down in organisational procedures

d inform the young person sensitively about possible sources of help and *relevant people* who will need to be informed

e follow agreed procedures for confidentiality at all times

f record complete information on the *disclosure* accurately as soon after the *disclosure* as possible

g provide required information about the *abuse* to a *relevant person* according to the policies and procedures of your organisation

h respond promptly to legitimate requests for *reports* on incidents, *disclosures* of suspicions of *abuse*

i contribute to case conferences as required by the agency handling the investigation.

Knowledge Specification

You will need to know:

1 the common signs and indicators of physical, emotional, sexual abuse, neglect, bullying and harassment in young people

2 the importance of responding promptly and calmly to a young person's disclosure of abuse and how to do so

3 the organisational procedures defining the limits of your remit to respond to disclosures of abuse

4 why it is important to make it clear to the young person that other people will need to be informed

5 who are the people who will need to be informed

6 procedures for investigation of abuse and for the alleged abuser

7 what sources of further help are available for young people who might have been abused

8 why confidentiality is important - who should and should not be informed of possible abuse

9 the information needed for case conferences and how to provide it.

Notes on this element:

I *disclosure in* full or partial of abuse by an external person, by a staff member or volunteer

II *abuse which is* physical, neglect, emotional, sexual, bullying

III *information* may include observed signs and symptoms, young person's comments and disclosures, reported concerns, background information

IV *relevant people* may include colleagues, external agencies, parents/carers, depending on circumstances and organisational procedures

V *reports* that are verbal, written, set forms.

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Section F (Continued)

Support and Develop Effective, Efficient and Ethical Practice in Youth Work.

F.5 Manage systems to safeguard young people's welfare.

About this unit

This unit is about developing guidelines on dealing with disclosure of abuse, exploring work candidates' suitability and previous history of work with young people and monitoring staff and volunteers during and after induction.

Who is the unit for?

This unit is for those workers who have a management responsibility for ensuring that young people are protected from risk of abuse during youth work activities.

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Elements in this unit

F.5.1 Establish and implement an organisational policy for the protection of young people.

This is about planning the work of the organisation to ensure the welfare of young people, developing guidelines on dealing with disclosure of abuse, training staff and volunteers.

F.5.2 Establish and maintain recruitment and monitoring procedures for work with young people.

This is about using a systematic recruitment process for all would-be staff and volunteers, exploring candidates' suitability and previous history of work with young people, monitoring staff and volunteers, during and after induction.

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UNIT: **F.5** **Manage systems to protect young people from abuse.**

ELEMENT: **F.5.1** **Establish and implement an organisational policy for the protection of young people.**

This is about: planning the work of the organisation to ensure the welfare of young people, developing guidelines on dealing with disclosure of abuse, training staff and volunteers.

Performance Criteria

You will need to show that you can:

a adopt an *appropriate* policy on safeguarding the welfare of young people

b plan the work of the organisation so as to minimise situations where *abuse* can occur

c use supervision appropriately as a means of protecting young people

d brief *staff* and volunteers clearly on the importance of abiding by procedures which are designed to protect young people and themselves from allegations of *abuse*

e set up *appropriate* training for all *staff* and volunteers in the prevention of *abuse*

f issue guidelines on how to deal with the disclosure or discovery of *abuse* and ensure they are received and correctly understood

g introduce an appropriate system whereby young people may talk with an independent person about possible *abuse*

h set up and maintain clear procedures for reporting and dealing with any *incident that could be misinterpreted*.

Knowledge Specification

You will need to know:

1 why it is important to have and to implement a policy on safeguarding the welfare of young people

2 the situations and practices which make it easy and difficult for abuse to occur

3 why it is essential for all staff and volunteers to abide by procedures to safeguard young people and themselves from allegations of abuse

4 why it is important that young people should be able to talk to an independent person

5 organisational guidelines on dealing with disclosures of abuse and guidelines produced by relevant agencies

6 why it is important that all staff and volunteers are trained including those not directly involved with young people.

7 why it is important for all staff and volunteers to report immediately any incident which might be misinterpreted

8 management structures and working practices that will help protect young people.

Notes on this element:

I *abuse* which is physical, neglect, emotional, sexual, bullying

II *staff* may include paid staff, volunteers, full time and part time staff, line managers or supervisors, policy makers

III *appropriate* in the sense that different degrees of training may be required by different groups of staff and volunteers

IV *incident that could be misinterpreted* is an incident where a member of staff, volunteer or young person innocently and inadvertently contravenes protection procedures.

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UNIT: **F.5** **Manage systems to protect young people from abuse.**

ELEMENT: **F.5.2** **Establish and maintain recruitment and monitoring procedures for work with young people.**

This is about: using a systematic recruitment process for all would-be staff and volunteers exploring candidates' suitability and previous history of work with young people, monitoring staff and volunteers during and after induction.

Performance Criteria

You will need to show that you can:

a set up and implement effective and ethical recruitment procedures designed to ensure suitability of *applicants* for work with young people

b develop objective criteria for assessing an *applicant's* reasons for applying and previous history of working with young people

c explore thoroughly previous relevant experience with an *applicant* during an interview and evaluate their responses using the criteria

d identify relevant and incisive questions for referees

e gain references from *relevant people* who have direct experience of *relevant work* carried out by the *applicant*

f ask *applicants* for details of spent and unspent convictions, pursuing any gaps in employment and carry out a police check where necessary

g set up a comprehensive and safe system for confidential storage and processing of information

h set up a clearly defined supervised period for new workers and agree the specific criteria to be monitored

i review the induction period within the appropriate timescale and take *appropriate action.*

Knowledge Specification

You will need to know:

1 relevant policies and procedures concerning recruitment of staff and volunteers

2 the importance of treating all applicants as job applicants, and of setting up rigorous recruitment procedures

3 the importance of enquiring about an applicant's reasons for wanting to work with young people in the context of protecting young people from abuse

4 how to evaluate responses to interview questions in the context of protection of young people from abuse

5 procedures for obtaining references and carrying out police checks

6 what are the key features to monitor during an induction period, and how to review it with applicants

7 data protection requirements and arrangements for confidential storage of information.

Notes on this element:

I *applicants* who are full time and part time, paid and unpaid

II *relevant people are* people who have observed the candidate at work

III *relevant work is* work with young people or children, group work, paid or unpaid

IV *appropriate action* is confirming or rescinding the appointment.

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ASSESSMENT STRATEGY FOR THE NVQ/SVQ FRAMEWORK FOR YOUTH WORK

1. INTRODUCTION

This document sets out the Assessment Strategy for the NVQ/SVQ framework developed for the occupational area of Youth Work. Supplemental documents are available that give: -

- Details of the consultation processes involved in the development of the National Occupational Standards and this assessment strategy.
- Implementation guidance to assist awarding bodies in implementing their NVQs/SVQs.

2. EXTERNAL QUALITY CONTROL OF ASSESSMENT

The Awarding Body will be required to make suitable arrangements for the independent assessment of one of the mandatory units at both Levels 2 and 3. An assessor not directly involved with the training, management and/or supervision of the candidate will carry out assessment.

3. WORKPLACE ASSESSMENT

The main principles upon which this Strategy is based are that: -

- The workplace will be the primary assessment location

and

- Naturally occurring workplace evidence (activities and products produced in normal working conditions) will provide the primary evidence source.

Assessment evidence, although demonstrating competence across the performance and knowledge should, wherever possible, be holistic, i.e. rather than collecting individual pieces of evidence for each element and performance criteria, candidates should gather evidence to illustrate competence: -

- Across elements and units that naturally link together in terms of whole job operations
- Where self-evaluation and working with others is required, the evidence may be collected for the job function but also provide evidence for the core and optional units.

Performance evidence should be gathered wherever possible from naturally occurring evidence collected in the work place.

4. USE OF SIMULATION

Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of each unit, unless otherwise specified within that unit.

5. OCCUPATIONAL EXPERTISE OF ASSESSORS AND VERIFIERS

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Assessors

- Must hold a Youth Work or related qualification[1] and/or three years experience of working in this area, recognised by the relevant body in one of the four countries, e.g. youth work, youth and community work, community education or be able to demonstrate an equivalent level of training/experience within voluntary community sector.
- Must be working in the occupational area they are assessing and have a minimum of three years experience in a level 3 post or above.
- Have a sound understanding of the National Occupational Standards for Youth Work.
- Have a sound understanding of N/SVQ systems.
- Satisfy the qualification requirements for assessors of NVQ/SVQs specified by the regulatory authorities.
- Have direct or related relevant experience in assessment
- Be committed to further training and development.

Internal verifiers

- Will hold a Youth Work, or related qualification[1] and/or three years experience of working in this area, recognised by the relevant body in one of the four countries, e.g. youth work, youth and community work, community education or be able to demonstrate an equivalent level of training/experience within voluntary community sector.
- Have recent experience (within last 3 years) and for a minimum of 3 years within the occupational area they are verifying.
- Have a sound understanding of the National Occupational Standards for Youth Work
- Have a sound understanding of N/SVQ systems
- Satisfy the qualification requirements for internal verifiers of N/SVQs specified by the regulatory authorities.
- Have direct or related relevant experience in assessment and verification
- Be committed to further training and development.

[1] *Related qualification and/or three years experience will include: qualified teacher, social worker, community worker, and advice/guidance/counselling of young people. Qualifications related to the Connexions Service, i.e. personal adviser, learning mentor might be included in the near future.*

External verifiers

- Must hold a youth work qualification or equivalent (as above).
- Must have worked in the occupational area that is being verified for a minimum of three years or be currently employed in the sector covered by **PAULO** (minimum of three years duration).

- Have a sound understanding of the National Occupational Standards for Youth Work

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- Have a sound understanding of NVQ/SVQ systems
- Satisfy the qualification requirements for external verifiers of NVQ/SVQs specified by the regulatory authorities.
- Have direct or related relevant experience in assessment and verification
- Be committed to further training and development

6. AWARDING BODY FORUM

PAULO will establish a sector-based forum to meet with Awarding Bodies to facilitate networking and standardisation for assessors and verifiers. The development of SVQ/NVQs for Youth Work represents a major leap forward for the occupational area and will require both vigilant evaluation and consequent revision. At this stage it would be unwise to impose requirements, which might prove unworkable or too costly. **PAULO** wishes to move forward collaboratively within a robust framework which ensures reliability and validity.

In order to provide equal access to the forum it will meet across the four countries; however future events might persuade **PAULO** to organise country-based meetings to ensure adequate composition and presentation of issues.

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QUALIFICATION STRUCTURES FOR LEVEL 2 & 3 NVQ/SVQS IN YOUTH WORK

LEVEL 2 NVQ/SVQ IN YOUTH WORK

The qualification consists of 6 units, 4 of which are mandatory and 2 that are optional, from a choice of 8 units.

MANDATORY UNITS – LEVEL 2

The four mandatory units are four of the eight designated by **PAULO** as 'for all youth workers' and are as follows: -

A. Workplace Assessment

Units	Elements
A.1 Establish relationships and maintain dialogue with young people.	A.1.1 Establish contact with young people and maintain relationships with them.
	A.1.2 Enable young people to clarify their situation and express their aspirations.
	A.1.3 Diagnose young people's current position and identify opportunities for their development.

D. Work with young people in accordance with the core values of Youth Work

Units	Elements
D.1 Work as an effective and reflective partner.	D.1.1 Reflect on and evaluate your own values, priorities, interests, abilities and performance.
	D.1.2 Use reflection and feedback to manage and develop your own practice.
D.2 Work in ways that promote equality of opportunity, participation and responsibility.	D.2.1 Promote equality of opportunity and voluntary participation.
	D.2.2 Challenge discrimination, prejudice and oppressive behaviour.
	D.2.3 Enable young people to take responsibility for their own decisions.
D.4 Work with young people to safeguard their welfare.	D.4.1 Promote a safe working environment for youth work.
	D.4.2 Work with young people to assess and manage risk.
	D.4.3 Assist individuals to take action when they are distressed.

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OPTIONAL UNITS – LEVEL 2

Candidates may choose any two optional units from those shown below: -

A. Build relationships with young people that enable them to explore and make sense of their experiences, plan and take action.

Units	Elements
A.2 Enable young people to access and use information and make decisions.	A.2.1 Identify, collect, analyse, store and make information available.
	A.2.2 Enable young people to acquire and use information, to make sense of situations, generate options and make decisions.
A.3 Enable young people to be active citizens.	A.3.1 Assist young people to understand their communities and their own role within them.
	A.3.2 Enable young people to communicate their views and interests to others and to negotiate and influence people and situations.
A.4 Support young people in tackling problems and taking action.	A.4.1 Enable young people to tackle problems and plan action to achieve their goals and aspirations.
	A.4.2 Enable young people to take action based on their intentions and plans.
	A.4.3 Enable young people to reflect on and learn from their action.
A.5 Advocate on behalf of young people.	A.5.1 Identify situations where advocacy is needed.
	A.5.2 Represent the views and interests of young people to others.

B. Facilitate young people's learning, their personal and social development.

Units	Elements
B.2 Enable young people to develop awareness of their self-identity and being.	B.2.1 Enable young people to undertake purposeful reflection.
	B.2.2 Assist young people in their exploration and development of their spiritual self.

C. Enable young people's to organise and take co-responsibility for activities, events and projects.

Units	Elements
C.1 Work with young people to design and develop sessions.	C.1.1 Identify outcomes and choose between options for sessions with young people.
	C.1.2 Design sessions
	C.1.3 Select, design and adapt resources.

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Units	Elements
C.2 Work with young people to manage resources for events, activities or projects.	C.2.1 Assist young people to identify, seek and obtain the resources they need for events, activities or projects.
	C.2.2 Draw up budgets and resource plans for events, activities or projects.
	C.2.3 Monitor and control budgets for events, activities or projects.
C.3 Review progress and evaluate opportunities with young people.	C.3.1 Agree criteria and methods for the evaluation of youth work.
	C.3.2 Evaluate opportunities and identify successes and improvements.

LEVEL 3 NVQ/SVQ IN YOUTH WORK

The qualification consists of 8 units, 4 of which are mandatory and 4 options (2 from a choice of 8 units plus a further 2 from a choice of 6 units).

MANDATORY UNITS – LEVEL 3

B. Facilitate young people's learning and their personal and social development.

Units	Elements
B.1 Enable young people to explore and develop their values and self-respect.	B.1.1 Enable young people to explore the values by which they live.
	B.1.2 Enable young people to build their self-respect and self-esteem.
B.3 Enable young people to work effectively in groups.	B.3.1 Create a climate conducive to learning in groups.
	B.3.2 Facilitate the work of young people in groups.
	B.3.3 Enable young people to deal with negative feelings constructively.
B.4 Enable young people to use their learning to enhance their future development.	B. 4.1 Reflect with young people on their development and learning.
	B.4.2 Help young people transfer their learning to other parts of their lives.

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D. Work with Young People in accordance with the core values of Youth Work

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

OPTIONAL UNITS – LEVEL 3

Candidates may choose any two optional units from those shown below: -

A. Build relationships with young people that enable them to explore and make sense of their experiences, plan and take action.

Units	Elements
A.2 Enable young people to access and use information and make decisions.	A.2.1 Identify, collect, analyse, store and make information available.
	A.2.2 Enable young people to acquire and use information, to make sense of situations, generate options and make decisions.
A.3 Enable young people to be active citizens.	A.3.1 Assist young people to understand their communities and their own role within them.
	A.3.2 Enable young people to communicate their views and interests to others and to negotiate and influence people and situations.
A.4 Support young people in tackling problems and taking action.	A.4.1 Enable young people to tackle problems and plan action to achieve their goals and aspirations.
	A.4.2 Enable young people to take action based on their intentions and plans.
	A.4.3 Enable young people to reflect on and learn from their action.
A.5 Advocate on behalf of young people.	A.5.1 Identify situations where advocacy is needed.
	A.5.2 Represent the views and interests of young people to others.

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B. Facilitate young people's learning, their personal and social development.

Units	Elements
B.2 Enable young people to develop awareness of their self-identity and being.	B.2.1 Enable young people to undertake purposeful reflection.
	B.2.2 Assist young people in their exploration and development of their spiritual self.

C. Enable young people's to organise and take co-responsibility for activities, events and projects.

Units	Elements
C.1 Work with young people to design and develop sessions.	C.1.1 Identify outcomes and choose between options for sessions with young people.
	C.1.2 Design sessions
	C.1.3 Select, design and adapt resources.
C.2 Work with young people to manage resources for events, activities or projects.	C.2.1 Assist young people to identify, seek and obtain the resources they need for events, activities or projects.
	C.2.2 Draw up budgets and resource plans for events, activities or projects.
	C.2.3 Monitor and control budgets for events, activities or projects.
C.3 Review progress and evaluate opportunities with young people.	C.3.1 Agree criteria and methods for the evaluation of youth work.
	C.3.2 Evaluate opportunities and identify successes and improvements.

AND 2 units from: -

E. Plan, manage and develop youth work.

Units	Elements
E.1 Investigate needs and provisions for young people and promote youth work opportunities.	E.1.1 Gather, record and interpret information on young people's needs and interests, aspirations and issues.
	E.1.2 Interpret and present results on young people's needs and interests, aspirations and issues.
	E.1.3 Promote new youth work opportunities.

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Units	Elements
E.2 Identify relationships with other organisations and individuals.	E.2.1 Identify organisations and agencies that can contribute to the learning and development of young people and the achievement of their aspirations.
	E.2.2 Identify key groups of educational and other individuals in the communities in which young people live.
	C.2.3 Monitor and control budgets for events, activities or projects.
E.3 Build and maintain partnership work.	E.3.1 Establish and maintain partnerships with other agencies and providers.
	E.3.2 Work with families and community groups and educational providers to address the needs, interests and aspirations of young people.

F. Support and develop effective, efficient and ethical practice in Youth Work.

Units	Elements
F.1 Provide information to aid policy formation and the improvement of practices and provision.	F.1.1 Provide information and advice to aid the development of strategies, policies, practice and provision.
	F.1.2 Collect and present information to aid monitoring, review and improvement of performance.
F.2 Develop teams and individuals to enhance the quality of youth work.	F.2.1 Co-ordinate the development of teams and individuals.
	F.2.2 Plan and evaluate the work of youth work teams and individuals.
	F.2.3 Monitor and maintain performance in your team.
F.3 Promote a culture of health and safety.	F.3.1 Assess and manage health and safety risks in the youth work environment.
	F.3.2 Maintain a healthy and safe environment during youth work.
	F..3.3 Supervise a response to injuries, illness and incidents.

RULES OF COMBINATION

Units chosen at Level 3 must exclude Units already secured at Level 2.

ADDITIONAL UNITS

Optional Units not already used for a Level 3 qualification may be certified as additional Units.

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QUALIFICATION STRUCTURES

for NVQ/SVQs in Youth Work

Unit No.	Unit Title	Level 2		Level 3	
A.1	Establish relationships and maintain dialogue with young people.	M			
A.2	Enable young people to access and use information and make decisions.		O		O
A.3	Enable young people to be active citizens.		O		O
A.4	Support young people in tackling problems and taking action.		O		O
A.5	Advocate on behalf of young people.		O		O
B.1	Enable young people to explore and develop their values and self-respect.			M	
B.2	Enable young people to develop awareness of their self-identity and being.		O		O
B.3	Enable young people to work effectively in groups.			M	
B.4	Enable young people to use their learning to enhance their future development.			M	
C.1	Work with young people to design and develop sessions.		O		O
C.2	Work with young people to manage resources for events, activities or projects.		O		O
C.3	Review progress and evaluate opportunities with young people.		O		O
D.1	Work as an effective and reflective partner.	M			
D.2	Work in ways that promote equality of opportunity, participation and responsibility.	M			
D.3	Manage your work and create effective work relationships.			M	
D.4	Work with young people to safeguard their welfare.	M			
E.1	Investigate needs and provisions for young people and promote youth work opportunities.				O
E.2	Identify relationships with other organisations and individuals.				O
E.3	Build and maintain partnership work.				O
F.1	Provide information to aid policy formation and the improvement of practices and provision.				O
F.2	Develop teams and individuals to enhance the quality of youth work.				O
F.3	Promote a culture of health and safety.				O

M = Mandatory O = Optional

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APPENDIX I

SIGNPOSTING TO KEY/CORE SKILLS IN THE NATIONAL OCCUPATIONAL STANDARDS

ENGLAND & WALES:

The key/core skills that have been signposted across the full range of the Standards are presented in summary form below.

The tables indicate the units in which each of the key skills is located, whether it is explicitly referred to or implicit in the performance criteria, together with a brief note indicating particular features for further guidance.

There is overall a wide coverage across the units. Those including communication and working with others are, not surprisingly, the most frequently found. The remainder are much more specifically referenced, the detail including the element and, in some instances, the particular performance criteria to be met.

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COMMUNICATION

Coverage/Performance Criteria	Comments
A Build relationships with young people	
A.1, A.2, A.3, A.4. Implicit	Coverage of Communication Skills is implicit throughout these units.
A.5 Implicit	This Unit applies to those Youth Workers responsible for advocacy and presentation that will require more complex and highly developed communication skills.
B Facilitate young people's learning.	
B.1, B.2, B.3, B.4. Implicit	Coverage of Communication Skills is implicit throughout these units.
C Work with young people – organise events and projects	
C.1, C.2, C.3. Implicit	Coverage of Communication Skills is implicit throughout these units.
D Work with young people in accordance with the core values of youth work.	
D.1.2 PC - b Implicit	This PC requires communication with others to get feedback on performance.
D.2, D.3.2, D.3.3, D.4 Implicit	There is coverage throughout the Units D.2 and D.4 and in elements D.3.2 and D.3.3.
E Plan, manage and develop youth work.	
E.1, E.2, E.3, E.4, E.5, E.6 Implicit	Coverage of communication skills is implicit throughout these units at a more highly developed level, involving senior staff presenting complex information in a variety of ways to resource holders and decision-makers.
E.4.2, E.4.3 Implicit	These elements require explicit coverage of communication skills.
F Support and develop efficient and ethical practice in youth work.	
F.1, F.2, F.3, F.4, F.5 Implicit	Coverage of communication skills is implicit throughout these units at a more highly developed level, involving negotiating with resource holders and decision-makers, ad well as motivating team members.

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APPLICATION OF NUMBER

Coverage/Performance Criteria	Comments
A Build relationships with young people	
A.1.3 PC – c-h Implicit	These PCs relate to the identification of (time and financial) resources, i.e. require the interpretation of results & the presentation of findings.
B Enable young people to explore and develop their values and self-respect. No coverage	
C Work with young people to design and develop sessions.	
C.1.1 PC - d	This PC relates to quantifiable resources such as time and finance.
C.2.2 PC - c	This PC relates to quantifiable resources such as time and finance.
C.2.2 PC – a, b, e, g, h Explicit	These PCs require the drawing up of budgets and resource plans.
C.2.3 PC – a, e, f, g Explicit	These PCs require the monitoring and control of budgets.
C.3.1 PC – f Implicit	This PC requires quantifiable resources to be taken into account in evaluating Youth Work.
C.3.2 PC – e Implicit	
D Work with young people in accordance with the core values of youth work. No coverage	
E Plan, manage and develop youth work. This key area is appropriate to more senior staff who will be required to develop complex strategies and will be required to analyse and present complex financial and statistical information.	
E.1.1 PC – a,b,c,e,g Explicit	These PCs require the use of statistical and financial data.
E.1.2 PC – a Explicit	This PC involves the interpretation of numerical information.
E.4.1 PC – c,e,f,g Explicit	These PCs involve the use of numerical information to obtain resources and to deal effectively with resource holders.
E.4.3 PC – e,f,g Explicit	These PCs involve the use of numerical information in negotiating for resources.
E.5.1 PC – c,d,f,h,i Explicit	These PCs involve the use of numerical information in resources used to develop opportunities for Youth Work.
E.6.1 PC – c,d,f,h,i Explicit	These PCs involve the use of numerical information in project planning and preparation.
E.6.2 PC –h,i Explicit	These PCs involve the use of numerical information in monitoring the progress of projects.
E.6.3 PC – b,c,d,e,g,h Explicit	These PCs involve the use of numerical information in the evaluation of projects and in presenting reports

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Coverage/Performance Criteria	Comments
F Support and develop efficient and ethical practice in youth work.	
F.1.1 PC – b,h Explicit	These PCs require the use of numerical data as well as other information as an aid to decision making.
F.1.2 PC – a,b,c,d,f,h Explicit	These PCs require the use of numerical data as well as other information as an aid to decision making.

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INFORMATION TECHNOLOGY

Coverage/Performance Criteria	Comments
A Build relationships with young people	
A.2.1 PC - c Explicit	This PC requires the youth worker to guide young people in identifying means of storing and accessing information, including IT-based systems.
A.2.2 PC – b Explicit	This PC involves assisting young people in retrieving and using information, including IT-based information.
B Facilitate young people's learning No coverage	
C Enable young people to organise events and projects	
C.2.1 PC – c, d, e, h Implicit	These PCs involve facilitating the use of any IT-based systems likely to be used to acquire and use information.
C.2.2 PC – a, b, c, e, g, h Implicit	These PCs involve facilitating the use IT in presenting and using information.
C.2.3 PC – a, e, f, g Implicit	These PCs involve facilitating young people's use of systems that are likely to include IT-based systems.
C.3.2 PC – a, c, d Implicit	These PCs involve facilitating young people's use of systems that are likely to include IT-based systems. This PC requires quantifiable resources to be taken into account when evaluating youth work.
D Work with young people in accordance with the core values of youth work. No coverage	
E Plan, manage and develop youth work.	
E.1.1 PC – a, b, c, g Explicit	These PCs require the gathering and interpretation of information, some of which is likely to be IT based, e.g. costings, timings.
E.2.1 PC – e, h Explicit	These PCs require the recording of information likely to be IT-based.
E.2.2 PC –g Explicit	This PC may require IT-based record keeping.
E.4.1 PC – i Explicit	The use of IT is likely to be required, e.g. in presenting financial information.
E.4.2 PC – a, c Explicit	Information may be IT-based.
E.4.3 PC – b, h Explicit	Information may be IT-based.
E.5.3 PC – h Explicit	IT may be involved in the recording and monitoring of information.
E.6.1 PC – c, d, f, h, I, j Explicit	Information may be IT-based.

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Coverage/Performance Criteria	Comments
E.6.2 PC – h, i Explicit	Information may be IT-based.
E.6.3 PC – c, d, g, h Explicit	Information may be IT-based.
F Support and develop efficient and ethical practice in youth work.	
F.1.1 PC – b, h Implicit	The use of IT is likely to be required in presenting information in word-processed reports and e.g. charts, graphs.
F.1.2 PC – b, c, d, f, h Implicit	The use of IT is likely to be required in presenting information in word-processed reports and e.g. charts, graphs.
F.2.2 PCV – k Implicit	The use of IT is likely to be required in presenting information in word-processed reports and e.g. charts, graphs.
F.5.1 PC – g Implicit	Record keeping is likely to involve IT-based systems.

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PROBLEM SOLVING

Coverage/Performance Criteria	Comments
A Build relationships with young people.	
A.1.1 PC - a Implicit	This PC involves the solving of problems requiring the identification of suitable locations.
A.1.3 PC – a, b, c, e, g, h Implicit	These PCs require the diagnosis of existing situations and the identification of development opportunities, i.e. a problem with a range of solutions.
A.2.1 PC – a-j Implicit	These PCs require the identification of information that is needed, and how to use it.
A.4.1 PC – a-i Implicit	These PCs require the identification of problems and a range of solutions.
B Facilitate young people's learning. These PCs require the identification of 'problems', i.e. values and 'solutions', i.e. appropriate behaviour.	
B.1.1 PC – f, g, h Implicit	These PCs require the identification of 'problems' – e.g. values, and of 'solutions' – e.g. appropriate behaviour.
B.1.2 PC – g, h Implicit	These PCs require the identification of 'problems' – e.g. lack of self-esteem, and of 'solutions' – e.g. improvements in self-esteem
B.2.1 PC – e-f Implicit	These PCs require the identification of problems and opportunities.
B.3.2 PC – a-h Implicit	These PCs involve managing group dynamics, identifying problems within groups and developing solutions to overcome them. This element has the solution of identified problems running throughout.
C Enable young people to organise events and projects.	
C.1, C.2, C.3 Implicit	Problem solving runs throughout these units.
D Work with young people in accordance with the core values of youth work.	
D.1, D.2, D.3, D.4 Implicit	Problem solving runs throughout these units.
E Plan, manage and develop youth work.	
E.1, E.2, E.3, E.4, E.5, E.6 Implicit	These units involve problem solving throughout.
F Support and develop efficient and ethical practice in youth work.	
F.1, F.2, F.3, F.4, F.5 Implicit	These units involve problem solving throughout.

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WORKING WITH OTHERS

Coverage/Performance Criteria	Comments
A Build relationships with young people. This aspect involves negotiation, taking responsibility for initiating working with others, and identifying the most appropriate ways of developing and motivating young people.	
A.1, A.2, A.3, A.4 Explicit	These units require the youth worker to establish and maintain contact with young people, working with them to pursue goals and solve problems and to undertake certain activities.
A.5 Explicit	This unit involves working with others, e.g. decision-makers, by acting as an advocate of young people and promoting their interests and views.
B Facilitate young people's learning.	
B.1, B.2, B.3, B.4 Explicit	These units require the youth worker to work with young people to develop themselves and to work with others.
C Enable young people to organise events and projects.	
C.1, C.2, C.3 Explicit	These units involve working with young people to design, develop and run specific activities, events and projects.
D Work with young people in accordance with the core values of youth work.	
D.1, D.2, D.3, D.4 Explicit	These units involve working with young people to design, develop and run specific activities, events and projects.
E Plan, manage and develop youth work.	
E.1, E.2, E.3, E.4, E.5, E.6 Explicit	These units involve working with others on a strategic level within an organisational structure to analyse need, obtain resources and develop opportunities.
F Support and develop efficient and ethical practice in youth work.	
F.1, F.2, F.3, F.4, F.5 Explicit	These units involve working with others to have an input into policy formulation, working in teams and working to protect young people.

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IMPROVING OWN LEARNING AND PERFORMANCE

Coverage/Performance Criteria	Comments
A Build relationships with young people.	
No coverage.	
B Facilitate young people's learning.	
B.3.2 PC - b Explicit	This PC involves the youth worker reviewing performance in looking at his/her facilitation styles with groups and the effectiveness of those styles.
B.4.1 PC - h Explicit	This PC requires the youth worker to seek feedback on performance, enabling review to be undertaken and any improvements to be acted upon.
C Enable young people to organise events and projects.	
C.1.1 PC - g Explicit	This PC requires the youth worker to identify where his/her expertise may be lacking and in need of improvement.
D Work with young people in accordance with the core values of youth work.	
D.1 Explicit	This unit requires the youth worker to evaluate his/her own performance and devise a strategy for improvement with input from others.
D.2	No coverage.
D.3.1 Explicit	This element requires the practitioner to identify gaps in his/her own performance within the organisation's policies and procedures.
D.4.1	This element involves the identification of possible harmful working practices that need improvement.
E Plan, manage and develop youth work.	
E.6.3 Explicit	This PC involves identifying key learning when evaluating a project.
F Support and develop efficient and ethical practice in youth work.	
F.1.2 PC - b Explicit	This PC requires the monitoring of the progress and effectiveness of the practitioner's work.
F.3.1 PC - g Explicit	This PC requires the use of feedback to improve performance of the management risk.
F.3.3 PC - f Explicit	This PC requires that the youth worker reviews performance in response to illness etc.

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APPENDIX II

SIGNPOSTING: KEY/CORE SKILLS IN THE NATIONAL OCCUPATIONAL STANDARDS - SCOTLAND

INTRODUCTION:

The term 'core skills' covers a variety of broad skills and abilities that help people cope with situations that they find themselves in on a day-to-day basis. They are important in the workplace, and for life and learning generally. They help people put their knowledge into action in a flexible way, and help people to adapt their existing knowledge and skills to the demands of new situations.

There are five Core Skills:

- Communication
- Numeracy
- IT
- Problem Solving
- Working with Others

that are each available at four different levels:

Access 3	**Simple** Designed for those who have little or no skills and experience of using the skill in a workplace setting and who need support in doing so. Work should be basic and familiar, for example, at trainee level.
Intermediate 1	**Straightforward** Designed for those who have some skill and experience of using the skill in a workplace setting, for example, at assistant worker level.
Intermediate 2	**Routine but with some complex features** Designed for those who have a reasonable level of skill and experience of using the skill in a workplace setting, for example, at intermediate or supervisor level.
Higher	**Complex** Designed for those who have sufficient skill and experience of using the skill in a workplace setting, for example, at managerial level.

The core skills, which have been signposted across the full range of the National Occupational Standards for youth work, are presented in summary form below.

The tables indicate the units in which each of the core skills is located, whether it is explicitly referred to or implicit in the performance criteria, together with a brief note indicating particular features for further guidance.

There is overall a wide coverage across the units and across a range of levels. Those including communication, working with others and problem solving are, not surprisingly, the most frequently found. The remainder are more specifically linked to individual elements.

COMMUNICATION

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Communication is about applying a full range of communication skills to deal with a variety of subjects ranging from simple to complex depending on the level. Communication is applicable through the range of activities included in the National Occupational Standards for youth work at all 4 levels.

The information below briefly outlines what a youth worker would need to show they are able to do at each level:

Skill	Level			
	Access 3	Intermediate 1	Intermediate 2	Higher
Reading and Understanding	Read and understand a simple document	Read, understand and evaluate a straightforward document related to your work	Read a document related to your work, get information from and evaluate it. This document must either present and analyse factual content, or present a sustained point of view or central argument. The document may use some complex sentences and words that are unfamiliar to you, including some specialist words which are used in your workplace setting	Read a complex document related to your work, get information from it and evaluate it. The document must contain either: a set of facts and analysis of them; or a sustained and sophisticated argument. It will be a substantial and detailed text with complex sentences, specialist words, and concepts that may be unfamiliar to you. It is likely to have more than one purpose, e.g. to inform and persuade, to report and express reactions.
Writing	Write a document of 100 words or more which conveys several pieces of information, opinions or ideas	Write a short document or some related documents, totaling 300 words or more, which conveys several items of information, opinions or ideas.	Write a document, or collection of related documents totaling 500 words or more, which conveys several items of information, opinions, ideas or aspects of a subject.	Write a well-structured document, or a collection of related documents totaling 700 words or more, which presents complex information, opinions or ideas.
Speaking	Take part in a simple discussion with another person, or other people	Take part in a straightforward discussion with another person or other people	Make a substantial contribution to an extended discussion with another person or other people; or make a presentation to others that lasts at least four minutes with additional time for questions.	Make a substantial contribution to an extended discussion on a complex topic with another person or other people; or make a presentation to others on a complex topic. The presentation should last at least five minutes, with additional time for questions.

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COMMUNICATION (Continued)

It would be expected that part-time youth workers would be aiming to achieve Intermediate 1 or Intermediate 2, dependent upon the nature and autonomy of their roles. However, workers whose roles include responsibility for projects, staff and resource management (senior/substantial part-time or full time roles) would be expected to achieve minimum Intermediate 2 and preferably Higher, to reflect the complexity and comprehensive nature of their roles.

Coverage/ Performance Criteria	Comments
A Build relationships with young people	Communication skills are implicit throughout all units/elements, available at the range of levels from Access 3 to Higher, dependent upon the nature of involvement as briefly described above. Unit A5 applies to youth workers involved in advocacy which, to be effective, requires more complex and highly developed communication skills. The suggested achievement for this unit would be at Intermediate 2 or Higher.
B Facilitate young people's learning	Communication skills are implicit throughout all units/elements, available at the range of levels from Access 3 to Higher, dependent upon the nature of involvement as briefly described above.
C Work with young people to organise events and projects	Communication skills are implicit throughout all units/elements, available at the range of levels from Access 3 to Higher, dependent upon the nature of involvement as briefly described above.
D Work with young people in accordance with the core values of youth work	Communication skills are implicit throughout all units/elements, available at the range of levels from Access 3 to Higher, dependent upon the nature of involvement as briefly described above.
E Plan, Manage & Develop Youth Work	Coverage of communication skills is implicit throughout all units/ elements. Youth workers most likely to be engaged in this type of activity will be senior staff presenting complex information in a variety of ways to resource-holders and decision-makers. As this requires development of communication skills to a greater and a more highly developed level, the minimum suggested achievement for this unit would be at Intermediate 2 for a part-time worker and Higher for a full time worker. Explicit coverage of communication skills are to be found in elements E4.2 & E4.3
F Support and Develop efficient & ethical practice in Youth Work	Coverage of communication skills is implicit throughout all units/elements. Youth workers most likely to be engaged in this type of activity will be senior staff, involving negotiating with resource- holders and decision-makers as well as motivating team members. As this requires development of communication skills to a greater and a more highly developed level, the minimum suggested achievement for this unit would be at Intermediate 2 for a part-time worker and Higher for a full time worker.

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NUMERACY

Numeracy is about applying number skills to a variety of situations ranging from simple to complex depending on the level. Communication is applicable through the range of activities included in the National Occupational Standards for youth work at all 4 levels.

The information below briefly outlines what a youth worker would need to show they are able to do at each level:

Skill	Level			
	Access 3	Intermediate 1	Intermediate 2	Higher
Measuring	Read a simple scale on a familiar measuring instrument or graph.	Read straightforward scales on measuring instruments or graphs.		
Understanding tables, charts & diagrams	Find out information from simple graphs, charts or diagrams.	Find out information from straightforward tables, graphs, charts or diagrams.	Extract and interpret information from within a number of related, straightforward graphical forms or a complex form.	Extract and interpret information from complex graphical forms.
Producing tables, charts and diagrams	Communicate simple information graphically.	Communicate straightforward graphical information.	Communicate graphical information.	Communicate complex information graphically.
Using number skills	Apply a range of simple numerical skills.	Apply a range of straightforward numerical skills.	Apply a wide range of numerical skills.	Apply a wide range of numerical and statistical skills.

It would be expected that a part-time youth worker would be aiming to achieve Intermediate 1 or Intermediate 2, dependent upon the nature and autonomy of their role. However, a worker whose role includes responsibility for projects, staff and resource management (senior/substantial part-time or full time roles) would be expected to achieve minimum Intermediate 2 and preferably Higher, to reflect the complexity and comprehensive nature of their role.

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NUMERACY (Continued)

Coverage/ Performance Criteria	Comments
A Build relationships with young people	Numeracy skills are implicit in Units A2 and A4 where a worker is using numerical information to support their youth work activity and/or carrying out numerical calculations in respect of such things as attendance data, budget control, event /activity planning, managing staff hours and holiday entitlement, accessing external or additional funding. Core skills are available at the range of levels from Access 3 to Higher, dependent upon the nature of involvement as briefly described above.
B Facilitate young people's learning	Numeracy does not reflect in any units in this range.
C Work with young people to organise events and projects	Numeracy is implicit in Units C1 and C3, and explicit in Unit C2 where a worker is using numerical information to support their youth work activity, and/or carrying out numerical calculations in respect of such things as attendance data, budget control, event /activity planning, managing staff hours and holiday entitlement, accessing external or additional funding. Core skills are available at the range of levels from Access 3 to Higher, dependent upon the nature of involvement as briefly described above.
D Work with young people in accordance with the core values of youth work	Numeracy does not reflect in any units in this range.
E Plan, Manage & Develop Youth Work	Explicit coverage of Numeracy skills are to be found in elements E1.1, E1.2, E4.1, E4.2, E4.3, E6.1 and implicit coverage in elements E1.3, E5.1, E5.3, E6.2 and E6.3. Youth workers most likely to be engaged in this type of activity will be senior staff developing complex strategies and analysing and presenting complex financial and statistical information in a variety of ways to resource-holders and decision-makers. As this requires development of Numeracy skills to a greater and a more highly developed level, the minimum suggested achievement for this unit would be at Intermediate 2 for a part-time worker and Higher for a full time worker.
F Support and Develop efficient & ethical practice in Youth Work	Implicit coverage of Numeracy skills is to be found in Units F1, F2 and F3, and in specific elements F4.2, F4.3 & F5.2. Youth workers most likely to be engaged in this type of activity will be senior staff developing complex strategies and analysing and presenting complex financial and statistical information in a variety of ways to resource-holders and decision-makers. Further, this using it to support and inform the management and development of youth work teams. As this requires development of Application of Number skills to a greater and a more highly developed level, the minimum suggested achievement for this unit would be at Intermediate 2 for a part-time worker and Higher for a full time worker.

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INFORMATION TECHNOLOGY

Communication is about applying a full range of communication skills to deal with a variety of subjects ranging from simple to complex depending on the level. Communication is applicable through the range of activities included in the National Occupational Standards for youth work at all 4 levels.

The information below briefly outlines what a youth worker would need to show they are able to do at each level:

Skill	Level			
	Access 3	Intermediate 1	Intermediate 2	Higher
Operating the Computer	Carry out some simple computer operations.	Carry out some straightforward computer operations.	Carry out a range of computer operations.	Carry out a range of computer operations.
Using Software	Process and output data using two types of package.	Process and output data using three types of package.	Process and output data using three types of package.	Working in an unfamiliar context, use software to produce complex information.
Finding Information	Carry out a simple search to get information from a computer data source.	Carry out two straightforward searches to find information from computer data sources.	Carry out two searches to extract and present relevant information from local or remote computer data sources.	Carry out two searches to extract and present relevant information from local or remote computer data sources.

It would be expected that a part-time youth worker would be aiming to achieve Intermediate 1 or Intermediate 2, dependent upon the nature and autonomy of their role. However, a worker whose role includes responsibility for projects, staff and resource management (senior/substantial part-time or full time roles) would be expected to achieve minimum Intermediate 2 and preferably Higher, to reflect the complexity and comprehensive nature of their role.

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INFORMATION TECHNOLOGY (Continued)

Coverage/ Performance Criteria	Comments
A Build relationships with young people	IT skills are explicit in unit A2 and specific elements A3.2, A4.1 & A5.2 and implicit in all other Units/elements available at the range of levels from Access 3 to Higher, dependent upon the nature of involvement and activity, as briefly described above.
B Facilitate young people's learning	IT skills are implicit in all Units/elements available at the range of levels from Access 3 to Higher, dependent upon the nature of involvement and activity, as briefly described above.
C Work with young people to organise events and projects	IT skills are implicit in Units C1 & C2, available at the range of levels from Access 3 to Higher, dependent upon the nature of involvement and activity, as briefly described above.
D Work with young people in accordance with the core values of youth work	IT skills are implicit in Unit D3 available at the range of levels from Access 3 to Higher, dependent upon the nature of involvement and activity, as briefly described above.
E Plan, Manage & Develop Youth Work	IT skills are explicit in units E1, E2, E4, E5 & E6 and specific element E3.1 a available at the range of levels from Access 3 to Higher, dependent upon the nature of involvement and activity, as briefly described above. Youth workers most likely to be engaged in this type of activity will be senior staff presenting complex information in a variety of ways. As this requires development of IT skills to a greater and a more highly developed level, the minimum suggested achievement for this unit would be at Intermediate 2 for a part-time worker and Higher for a full time worker.
F Support and Develop efficient & ethical practice in Youth Work	IT skills are implicit in units F1 & F2 and specific elements F3.1 & F3.3 available at the range of levels from Access 3 to Higher, dependent upon the nature of involvement and activity, as briefly described above. Youth workers most likely to be engaged in this type of activity will be senior staff presenting complex information in a variety of ways. As this requires development of IT skills to a greater and a more highly developed level, the minimum suggested achievement for this unit would be at Intermediate 2 for a part-time worker and Higher for a full time worker.

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PROBLEM SOLVING

Communication is about applying a full range of communication skills to deal with a variety of subjects ranging from simple to complex depending on the level. Communication is applicable through the range of activities included in the National Occupational Standards for youth work at all 4 levels.

The information below briefly outlines what a youth worker would need to show they are able to do at each level:

Skill	Level			
	Access 3	Intermediate 1	Intermediate 2	Higher
Investigating	Investigate a simple problem related to your work, in a familiar situation. There will be a small number of causes and factors to find out about. To solve the problem, you will have to carry out a small number of steps, most of which will be things you have done before.	Investigate a straightforward problem related to your work. The problem will be one that might be solved in several different ways, but will occur in a familiar situation. There will be a limited number causes and factors to take into account. To solve the problem, you will have to carry out a number of steps (perhaps three to five).	Investigate and analyse a non-routine problem related to your work. The problem is likely to involve either a situation that is unfamiliar to you, or a familiar situation where you need to clarify the relationships between the factors in the problem. Managing the task may involve more than one strand of activity.	Investigate and analyse a complex problem related to your work. The problem is likely to involve a situation, which is unfamiliar to you and the analysis of complex or unfamiliar variables. The management of the task may involve more than one strand of activity, and there may be opportunities for you to review and adjust your original strategy.
Planning & Solving	Plan, organise and carry out a simple activity that will solve the problem.	Plan, organise and carry out a straightforward activity that solves the problem.	Plan, organise and carry out an activity that solves the problem.	Plan, organise and carry out an activity that solves the problem.
Checking & Evaluating	Check how well the problem has been solved.	Check how well the problem solving activity worked.	Check how well the problem solving activity worked in practice.	Check how well the problem solving activity worked in practice.

It would be expected that a part-time youth worker would be aiming to achieve Intermediate 1 or Intermediate 2 dependent upon the nature and autonomy of their role. However, a worker whose role includes responsibility for projects, staff and resource management (senior/substantial part-time or full time roles) would be expected to achieve minimum Intermediate 2 and preferably Higher, to reflect the complexity and comprehensive nature of their role.

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PROBLEM SOLVING (Continued)

Coverage/ Performance Criteria	Comments
A Build relationships with young people	Problem Solving skills are explicit in unit A4 and implicit in all other Units/elements available at the range of levels from Access 3 to Higher, dependent upon the nature of involvement and responsibility, as briefly described above.
B Facilitate young people's learning	Problem Solving skills are implicit throughout all units/elements, available at the range of levels from Access 3 to Higher, dependent upon the nature of involvement as briefly described above.
C Work with young people to organise events and projects	Problem Solving skills are implicit throughout all units/elements, available at the range of levels from Access 3 to Higher, dependent upon the nature of involvement as briefly described above.
D Work with young people in accordance with the core values of youth work	Problem Solving skills are explicit in unit D4 and specific elements D2.1, D2.2 & D3.1 and implicit in all other Units/elements available at the range of levels from Access 3 to Higher, dependent upon the nature of involvement and responsibility, as briefly described above.
E Plan, Manage & Develop Youth Work	Problem Solving skills are explicit in units E4, E6 and specific elements E1.2 & E3.2 and implicit in all other Units/elements available at the range of levels Access 3 to Higher, dependent upon the nature of involvement and responsibility, as briefly described above. Youth workers most likely to be engaged in this type of activity will be senior staff developing complex strategies and analysing and presenting complex information in a variety of ways to resource-holders and decision-makers. As this requires development of Problem Solving skills to a greater and a more highly developed level, the minimum suggested achievement for this unit would be at Intermediate 2 for a part-time worker and Higher for a full time worker.
F Support and Develop efficient & ethical practice in Youth Work	Problem Solving skills are explicit in unit F1, F3, F4 & F5 and implicit in all other Units/elements available at the range of levels from Access 3 to Higher, dependent upon the nature of involvement and responsibility, as briefly described above. Youth workers most likely to be engaged in this type of activity will be senior staff developing complex strategies and analysing and presenting complex financial and statistical information in a variety of ways to resource-holders and decision-makers. As this requires development of Problem Solving skills to a greater and a more highly developed level, the minimum suggested achievement for this unit would be at Intermediate 2 for a part-time worker and Higher for a full time worker.

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WORKING WITH OTHERS

Communication is about applying a full range of communication skills to deal with a variety of subjects ranging from simple to complex depending on the level. Communication is applicable through the range of activities included in the National Occupational Standards for youth work at all 4 levels.

The information below briefly outlines what a youth worker would need to show they are able to do at each level:

Skill	Level			
	Access 3	Intermediate 1	Intermediate 2	Higher
Analysing and Preparing			Together with other group members, analyse an un-structured activity. The overall goal or general idea will be clear, but the actual tasks you have to do to complete the activity will not be obvious.	Together with other group members, analyse a complex activity. The overall goal or general idea will be clear, but the goal will need to be defined exactly, and the actual tasks that you have to do to complete the activity will not be obvious.
Planning & Negotiating	Plan how to carry out a simple activity together with others in your workplace. You will be told the aim of your activity and given the individual tasks that you will need to do.	Plan how to carry out a straightforward activity together with others in your workplace. You will be told the aim of your activity. The individual tasks that you will have to do will be easy for you to identify.	Plan to carry out an activity together with others in your workplace.	Plan how to carry out a complex activity together with others in your workplace.
Acting in a Group	Carry out the activity together with others.	Carry out the activity together with others.	Carry out the activity together with others.	Carry out the activity together with others.
Checking & Evaluating	Check how well you have performed in the group activity.	Check how well you have performed in the group activity	Check how well you have performed in the group activity.	Check how well you have performed in the group activity.

It would be expected that a part-time youth worker would be aiming to achieve Intermediate 1 of Intermediate 2, dependent upon the nature and autonomy of their role. However, a worker whose role includes responsibility for projects, staff & resource management (senior/substantial part-time or full time roles) would be expected to achieve minimum Intermediate 2 and preferably Higher, to reflect the complexity and comprehensive nature of their role.

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WORKING WITH OTHERS (Continued)

Coverage/ Performance Criteria	Comments
A Build relationships with young people	Working with others skills are explicit throughout all units/elements, available at the range of levels from Access 3 to Higher, dependent upon the nature of involvement and responsibility as briefly described above.
B Facilitate young people's learning	Working with others skills are explicit throughout all units/elements, available at the range of levels from Access 3 to Higher, dependent upon the nature of involvement and responsibility as briefly described above.
C Work with young people to organise events and projects	Working with others skills are explicit throughout all units/elements, available at the range of levels from Access 3 to Higher, dependent upon the nature of involvement and responsibility as briefly described above.
D Work with young people in accordance with the core values of youth work	Working with others skills are explicit throughout all units/elements, available at the range of levels form Access 3 to Higher, dependent upon the nature of involvement and responsibility as briefly described above.
E Plan, Manage & Develop Youth Work	Working with others skills are explicit throughout all units/ elements. Youth workers most likely to be engaged in this type of activity will be senior staff presenting complex information in a variety of ways to resource-holders and decision-makers. As this requires development of skills of working with others to a greater and a more highly developed level, the minimum suggested achievement for this unit would be at Intermediate 2 for a part-time worker and Higher for a full time worker.
F Support and Develop efficient & ethical practice in Youth Work	Working with others skills are explicit throughout all units/ elements. Youth workers most likely to be engaged in this type of activity will be senior staff presenting complex information in a variety of ways to resource-holders and decision-makers. As this requires development of communication skills to a greater and a more highly developed level, the minimum suggested achievement for this unit would be at Intermediate 2 for a part-time worker and Higher for a full time worker.

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CORE SKILLS SIGNPOSTING - CERTIFICATE IN YOUTH WORK (LEVEL 2)

The following tables indicate where core skills link to activity involved in the process of a youth worker achieving their level 2 qualification in youth work.

At level 2 candidates will have some skill and experience of using their skills in the workplace setting, generally working in familiar situations with straightforward issues and activities. Some activities may be non-routine or complex and require some degree or responsibility or autonomy, and will show evidence of having collaborated with colleagues and young people in work groups or teams. Across the qualification, activity will demonstrate that a candidate can engage their knowledge and understanding and apply their skills in a range of contexts.

In this respect, Core Skills have been identified at Intermediate 1, although it will be possible to achieve them at other levels. Opportunities are identified for core skills evidence to be drawn from youth work activity involved in evidencing competence for qualification in addition to evidence generated though training and development activity of the individual worker.

Further information relating to accrediting Core Skills at other levels are identified within the National Occupation Standards for youth work.

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CORE SKILLS SIGNPOSTING - CERTIFICATE IN YOUTH WORK (LEVEL 2)

Communication - Intermediate 1

Core Skills Activity	Youth Work Units/Elements reference
Task 1: Reading and Understanding. Read, understand and evaluate a straightforward document related to your work. This document must either convey a point of view or several sets of information. It will use simple sentences and familiar words. ⋕ Read a document e.g. a detailed letter, short memo or report, or part of a longer document). ⋕ Identify all the important ideas and key points in this document; and ⋕ Produce one or more pieces of evidence to evaluate how well this document meets its purpose.	**Units A2, A3, A4, B2** – all elements And specific elements **A5.2, C1.1, C2.1, C2.2, C3.2, D1.2, D2.1, D2.2, D4.1 & D4.3** in respect of youth work activity, where a worker is accessing and providing or feeding back information from written sources. + Training and development activity in respect of researching material, presenting evidence/information etc.
Task 2: Writing. Write a document, or some related documents, totalling 300 words or more, which conveys several items of information, opinions or ideas. ⋕ Decide who will read this document and the reason for producing it. ⋕ Choose layout, vocabulary and graphics that are appropriate to the readers, and organise the document in a way that is helpful to the readers. ⋕ Select and include information and ideas which are relevant, presenting this, with some supporting detail, in a logical order; and ⋕ Use spelling, punctuation and grammar that is accurate enough to convey your meaning to readers at first reading.	**Unit C3** – all elements and specific elements **A3.2, A5.2, C1.2, C2.2 & D1.2**, where a worker is producing written material as a result of youth work activity. + Written materials produced through training and development activity.
Task 3: Speaking. Take part in a straightforward discussion with another person or other people. ⋕ Speak clearly and make sure you can be heard, varying the tone and speed of your speaking; ⋕ Choose words which your listeners can understand and using body language and gestures which encourage good communication; and ⋕ Present several items of information, opinions or ideas clearly and in a logical order, listening carefully to others and answering them appropriately.	Across all units **(A1, A2, A3, A4, A5, B2, C1, C2, C3, D1, D2 & D4) –** all elements in respect of youth work activity, where a worker is presenting information verbally or using discussion. + Discussions relating to training and development activity in one-to-one and group learning situations.

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CORE SKILLS SIGNPOSTING - CERTIFICATE IN YOUTH WORK (LEVEL 2)

Numeracy - Intermediate 1

Core Skills Activity	Youth Work Units/Elements reference
Task 1: Measuring. Read straightforward scales on measuring instruments and graphs. ⊄# Using a measuring instrument, take a reading from a scale to the nearest marked sub-division on two separate occasions; and ⊄# Work out quantities on the scale of a graph to the nearest marked sub-division, on two separate occasions.	**Units A2 & A4**– all elements and specific elements **C1.3& C2.1** where a worker is using numerical information to support their youth work activity or using scales and charts to identify young people's learning and development.
Task 2: Interpreting tables and charts. Find out information from straightforward tables, graphs, charts or diagrams. ⊄# Extract information from three different graphical forms (chosen from: tables, graphs, charts or diagrams); and ⊄# Explain the information that you have extracted.	**Units A2 & A4**– all elements and specific elements C1.3& C2.1 where a worker is using numerical information to support their youth work activity or using scales and charts to identify young people's learning and development.
Task 3: Producing tables and charts. Communicate straightforward graphical information. ⊄# Present information in three different graphical forms (chosen from: tables, graphs, charts or diagrams) specified by the assessor.	Specific elements **A4.1, A4.2, C1.3, C2.2 & C2.3** where a worker is presenting the results of numerical calculations (such as attendance data, budget control, event /activity planning, managing own hours and holiday entitlement) as part of youth work activity. + demonstrating hours required for training and development activity.
Task 4: Using number skills. Apply a range of straightforward numerical skills. ⊄# Recognise and use whole numbers, decimals, percentages, fractions and ratios; ⊄# Decide on which operations (e.g. addition or multiplication) are needed for a calculation and in which order these should be carried out; and ⊄# Carry out six different calculations involving, singly and in combination, basic operations on: Á Whole numbers and decimals Á At least two of: percentages, fractions, unitary ratios, and simple formulae in symbols. At least 3 calculations should involve three or more operations.	Specific elements **A4.1, A4.2, C1.3, C2.2 & C2.3** where a worker is carrying out numerical calculations (such as attendance data, budget control, event /activity planning, managing own hours and holiday entitlement) as part of youth work activity + calculating hours required for training and development activity.

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CORE SKILLS SIGNPOSTING - CERTIFICATE IN YOUTH WORK (LEVEL 2)

Information Technology - Intermediate 1

Core Skills Activity	Youth Work Units/Elements reference
Task 1: Operating the Computer. Carry out some straightforward computer operations. ⊄# Use five hardware devices (e.g. mouse, keyboard, printer, monitor, disk drive). ⊄# Start up and close down the operating system and software packages installed upon it. ⊄# Locate data and applications, and use a filing system (e.g. to create and name folders); and ⊄# Use straightforward tools within the operating system (e.g. file managers, print managers or control panels).	Units **A2, A5, C1 & C2** – all elements, and specific elements **A3.2, A4.1, A4.2, C1.1, C1.3, C3.2, D1.2 & D4.2** where a worker is using Information Technology in the development or management of their youth work activity in relation to more specific tasks. This could be accessing information to assist in decision making, storing information such as attendance or membership, budget control, activity planning, producing written confirmation of arrangements/agreements, presenting information to young people, management committees, senior workers etc. + Use of IT in training and development activity.
Task 2: Using Software. Process and output data using three types of package. ⊄# Enter new data ⊄# Edit existing data, and ⊄# Output data in a given format.	Unit **A2, C1 & C2** – all elements and specific elements **A3.2, A4.1 & A4.2** where a worker is using the internet or previously produced materials to explore and develop information and material as part of youth work activity (e.g. budget planning/records on spreadsheets, programme timetables, activity programme publicity evaluation reports + Using IT to explore and develop materials required by training and development activity.
Task 3: Finding information. Carry out two straightforward searches to find information from computer data sources. ⊄# Search for, and extract, information that matches two criteria. The criteria might be keywords, fields or file names. This information might be text, numbers, graphics, images, video or audio. The searches must be different from each other e.g. searching two different sources, or searching the same source for two different forms of information; and ⊄# Present this information clearly so that others can understand it.	Unit **A2, C1 & C2** – all elements and specific elements **A3.2, A4.1, A5.2, C1.1, C1.3, C3.2, D1.2 & D4.2** where a worker is using IT as part of youth work activity (e.g. gathering information to assist decision making, in order to explore an issue of subject, provide updated knowledge or information for comparison) and/or using IT to produce material as a result of youth work activity (e.g. budget planning/records on spreadsheets, programme timetables, activity programme publicity evaluation reports + Using IT to produce materials generated by training and development activity.

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CORE SKILLS SIGNPOSTING - CERTIFICATE IN YOUTH WORK (LEVEL 2)

Problem Solving - Intermediate 1

Core Skills Activity	Youth Work Units/Elements reference
Task 1: Investigating. Investigating a straightforward problem related to youth work. The problem will be one that might be solved in several different ways, but will occur in a familiar situation. There will be a limited number of causes and factors to take into account. To solve the problem, will require a number of steps (perhaps three to five) to be carried out. ⋕ Identify three or more factors which are contributing to the problem; and ⋕ Select a course of action that would deal with the problem.	Demonstrable across all units **(A1, A2, A3, A4, A5, B2, C1, C2, C3, D1, D2 & D4)** – all elements in respect of youth work activity, where a worker is identifying that something needs to change in order to bring a current situation closer to a desired/required one and how change can be brought about + Training and development activity that identifies a gap between existing and desired/required levels of knowledge, skills and understanding.
Task 2: Planning and solving. Plan, organise and carry out a straightforward activity that solves the problem. ⋕ Develop a plan containing several steps and decide on the order in which to carry out these steps. ⋕ Identify and obtain the resources needed for carrying out the activity; and ⋕ Carry out the plan.	Demonstrable across all units **(A1, A2, A3, A4, A5, B2, C1, C2, C3, D1, D2 & D4)** – all elements in respect of youth work activity, where a worker has identified that something needs to change in order to bring a current situation closer to a desired/required one, determined their best option for bringing about change and planned how to carry this out. + Training and development activity that identifies a preferred solution in response to an identified problem and how this will be carried out.
Task 3: Checking and evaluating. Check how well the problem solving activity worked. ⋕ Work out how to judge whether the problem solving activity has been successful; ⋕ Identify the strengths and weaknesses of your problem solving activity; and ⋕ Explain what you would do differently in a similar situation in future.	Demonstrable across all units **(A1, A2, A3, A4, A5, B2, C1, C2, C3, D1, D2 & D4)** – all elements in respect of youth work activity, where a worker can show and describe what happened as a result of their actions or intervention to bring about a change and evaluate their personal effectiveness + Training and development activity that reviews and assesses progress.

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CORE SKILLS SIGNPOSTING - CERTIFICATE IN YOUTH WORK (LEVEL 2)

Working with Others - Intermediate 1

Core Skills Activity	Youth Work Units/Elements reference
Task 1: Planning. Plan how to carry out a straightforward activity together with others in your workplace. The aim of the activity will be given to you. The individual tasks, which have to be done, will be easy to identify. ⊄# Identify the main tasks that make up the activity. ⊄# State your own strengths and limitations in relation to these tasks, suggesting which ones you would prefer to do. ⊄# Pay attention to others when they state their strengths, limitations and preferences; and ⊄# Agree which members of the group will carry out particular tasks, taking into account the strengths, limitations and preferences of all the group members.	Demonstrable across all units **(A1, A2, A3, A4, A5, B2, C1, C2, C3, D1, D2 & D4)** – all elements in respect of youth work activity, where a worker is actively working alongside young people and/or colleagues + Training and development activity involving learning group tasks and activities and personal development planning.
Task 2: Acting in a group. Carry out the activity together with others. ⊄# Complete all the tasks that were allocated to you. ⊄# Ask other group members fro any information and support you need. ⊄# Find out what information and support other group members need; and ⊄# Provide other group members with information and support.	Demonstrable across all units **(A1, A2, A3, A4, A5, B2, C1, C2, C3, D1, D2 & D4)** – all elements in respect of youth work activity, where a worker is actively working alongside young people and/or colleagues + Training and development activity involving learning group tasks and activities and personal development planning/review.
Task 3: Checking and evaluating. Check how well you have performed in the group activity. ⊄# Ask advice on how to judge you contribution to the activity. ⊄# Explain what you did well in the activity. ⊄# Discuss any difficulties you experienced and say what you would do differently in a similar situation in the future; and ⊄# Support your ideas by giving examples showing what actually happened in the course of the activity.	Demonstrable across all units **(A1, A2, A3, A4, A5, B2, C1, C2, C3, D1, D2 & D4)** – all elements in respect of youth work activity, where a worker is actively working alongside young people and/or colleagues + Training and development activity involving learning group tasks and activities and personal development review and assessment.

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CORE SKILLS SIGNPOSTING - DIPLOMA IN YOUTH WORK (LEVEL 3)

The following tables indicate where core skills link to activity involved in the process of a youth worker achieving their level 3 qualification in youth work.

At level 3 candidates will have a reasonable level of skill and experience of using the skill in the workplace, generally working in familiar situations with complex issues and activities. The majority of activities will be non-routine or complex requiring a substantial degree of responsibility or autonomy, and will show evidence of influencing or directing the activities of colleagues and young people in work groups or teams. Across the qualification, activity will demonstrate that a candidate can engage their knowledge and understanding and apply their skills in a range of contexts.

In this respect, Core Skills have been identified at Intermediate 2, although it will be possible to achieve them at other levels. Opportunities are identified for Core skills evidence to be drawn from youth work activity involved in evidencing competence for qualification in addition to evidence generated though training and development activity of the individual worker.

Further information relating to accrediting Core Skills at other levels are identified within the National Occupation Standards for youth work.

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CORE SKILLS SIGNPOSTING - DIPLOMA IN YOUTH WORK (LEVEL 3)

Communication - Intermediate 2

Core Skills Activity	Youth Work Units/Elements reference
Task 1: Reading and Understanding. Read a document relevant to youth work, get information from it and evaluate it. This document must either present and analyse factual content, or present a sustained point of view or central argument. The document may use some complex sentences and unfamiliar words, including some specialist words that are used in youth work. ⋕ Read a written document (e.g. a report, article, equipment manual or part of a longer document) ⋕ Identify and summarise the significant information, ideas and supporting details; and ⋕ Evaluate the document's effectiveness in meeting its purpose and readers' needs, by commenting on layout, structure and language.	Units **A2, A3, A4, B1, B2, B3, B4, B3, E1, E2, F1, F3**– all elements And specific elements **A5.2, C1.1, C2.1, C2.2, C3.2** in respect of youth work activity, where a worker is accessing, providing or feeding back information from written sources. + Training and development activity.
Task 2: Writing. Write a document, or a collection of related documents, totalling 500 words or more, which conveys several items of information, opinions, ideas or aspects of a subject. ⋕ Decide who will read the document and the reason for producing it. ⋕ Select layout, vocabulary and graphics that are appropriate to the readers, and structure the document in a way that is helpful to readers and emphasises the main points. ⋕ Select and include information and ideas which are relevant to the purpose, presenting information or ideas with some supporting detail in a logical order; and ⋕ Use spelling, punctuation and grammar that is consistently accurate and conveys the meaning to the readers at the first reading, varying the sentenced structure, paragraphs and vocabulary to make the document clear.	Unit **C3, B1, B4, E1, E2, F1, F2 & F3** – all elements and specific elements **A3.2, A5.2, C1.2, C2.2, D3.1, E3.1** where a worker is producing substantial and complex written material as a result of, to develop or to promote youth work activity. + Written materials produced through training and development activity.

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Core Skills Activity	Youth Work Units/Elements reference
Task 3: Speaking. Make a substantial contribution to an extended discussion with another person or people; or make a presentation to others that lasts at least four minutes with additional time for questions. ⋕ Speak clearly and audible, varying the tone and pace of your speaking. ⋕ Adapt the choice of words so that listeners understand fully and use body language and gestures that encourage good communication. ⋕ Present all the essential information, opinions or ideas with supporting details clearly and accurately. ⋕ Present information in a structured way by sequencing and linking information, and ⋕ Listen carefully to others, and answer them in a way that encourages discussion.	Across all units **(A1, A2, A3, A4, A5, B1, B2, B3, B4, C1, C2, C3, D3, E1, E2, E3, F1, F2 & F3)** – all elements in respect of youth work activity, where a worker is actively using discussion to develop themes, ideas and opportunities. Units **A2, A3, A5, B1, B3, B4, C2, C3, E1, E2, F1, F2**– all elements. And specific elements **A4.1, A4.3, C1.1, C1.2, E3.1**, – in respect of youth work activity, where a worker is providing detailed and complex information orally. + Training and development activity in a variety of contexts, specifically including discussions in one-to-one and group learning situations.

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CORE SKILLS SIGNPOSTING - DIPLOMA IN YOUTH WORK (LEVEL 3)

Numeracy - Intermediate 2

Core Skills Activity	Youth Work Units/Elements reference
Task 1. Understanding tables, charts and diagrams. Extract and interpret information from either a number of related, straightforward graphical forms or a complex form. ⋕ Extract information from three different graphical forms (chosen from tables, graphs, charts or diagrams). On each occasion, dealing with either a number of related, straightforward graphical forms, or one complex one. Interpolation and extrapolation should each be used at least once; and ⋕ Explain the information that has been extracted.	**Unit A2, A4, C1, C2, E1, F1 & F2**– all elements and specific elements **D3.1, D3.2** where a worker is using numerical information to plan and inform their youth work activity.
Task 2: Producing tables, charts and diagrams. Communicate graphical information. ⋕ Select appropriate forms of table, graph, chart or diagram to present information, and ⋕ Present information in three different graphical forms (chosen from tables, graphs, charts or diagrams).	**Units A2, A4, C2, E1, F1 & F2** – all elements And specific elements **A4.1, A4.2, C1.1, C1.3 & F3.1** where a worker is carrying out substantial and complex numerical calculations (such as attendance data, budget control, event /activity planning, managing staff hours and holiday entitlement, accessing external or additional funding) as part of youth work activity.
Task 3: Using number skills. Apply a wide range of numerical skills. ⋕ Solve problems involving one numerical or statistical concept; ⋕ Decide which numerical operations must be carried out to solve each problem, and in which order; ⋕ Carry out one complex calculation; and ⋕ Carry out three different calculations, each involving four or more operations.	**Units A2, A4, C2, E1, F1 & F2** – all elements And specific elements **A4.1, A4.2, C1.1, C1.3 & F3.1** where a worker is carrying out substantial and complex numerical calculations (such as attendance data, budget control, event /activity planning, managing staff hours and holiday entitlement, accessing external or additional funding) as part of youth work activity.

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CORE SKILLS SIGNPOSTING - DIPLOMA IN YOUTH WORK (LEVEL 3)

Information Technology - Intermediate 2

Core Skills Activity	Youth Work Units/Elements reference
Task 1: Operating the computer. Carry out a range of computer operations ⊄# Use five hardware devices (e.g. mouse, keyboard, printer, monitor, disk drive). ⊄# Start up and close down the operating system and software packages installed upon it. ⊄# Locate data and applications, and use a filing system (e.g. to create and name folders); and ⊄# Use tools within the operating system (e.g. file managers, print managers or control panels) and security measures responsibly and with consideration for the needs of other users (e.g. passwords, backups, virus protection).	Units **A2, A5, C1 & C2** – all elements, and specific elements **A3.2, A4.1, A4.2, C1.1, C1.3, C3.2, D1.2 & D4.2** where a worker is using Information Technology in the development or management of their youth work activity in relation to more specific tasks (i.e. accessing information to assist in decision making, storing information such as attendance or membership, budget control, activity planning, producing written confirmation of arrangements/agreements, presenting information to young people, management committees, senior workers etc). + Use of IT in training and development activity.
Task 2: Using software. Process and output data using three types of package. ⊄# For all application packages – enter, edit and output data. ⊄# For one application package – carry out more complex processes to use the package in depth (e.g. use templates, auto-correction, tables, indexing in a word processing package). ⊄# For one application package – integrate different types of data (e.g. text and number, or graphics and sound); and ⊄# Output information in an appropriate format.	Unit **A2, C1, C2 D3, E1, F1, F2** – all elements and specific elements **A3.2, A4.1, A5.2, E3.1, F3.1 & F3.3** where a worker is using IT as part of youth work activity (e.g. budget planning/records on spreadsheets, programme timetables, activity programme publicity evaluation reports, letters, e-mails, memos, staff news letter). + Using IT to produce materials generated by training and development activity.

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Core Skills Activity	Youth Work Units/Elements reference
Task 3: Finding information. Carry out two searches to extract and present relevant information from local or remote computer data sources. ⋕ Select suitable computer data sources fro the information search. ⋕ Plan how to find the information, taking account of efficiency in terms of time, cost, effective filtering and outcome. ⋕ Extract information that matches several search criteria. The criteria might be kept terms, field or file names. The information might be text, numbers, graphics, images, video or audio. Searches must be different from each other, e.g. searching two different sources, or searching the same source for two different forms of information; and ⋕ Present this information clearly so that others can understand it.	Unit **A2, B1, B3, C1, C2 D3, E1, F1, F2** – all elements and specific elements **A3.2, A4.1, A5.2, C1.1, C1.3, E3.1, F3.1 & F3.3** where a worker is using IT as part of youth work activity (e.g. budget planning/records on spreadsheets, programme timetables, activity programme publicity evaluation reports, letters, e-mails, memos, staff news letter) + Using IT to explore, develop and present materials required by training and development activity.

CORE SKILLS SIGNPOSTING - DIPLOMA IN YOUTH WORK (LEVEL 3)

Problem Solving - Intermediate 2

Core Skills Activity	Youth Work Units/Elements reference
Task 1: Investigating. Investigate and analyse a non-routine problem related to youth work. This problem is likely to involve either a situation that is unfamiliar, or a familiar situation where the relationships between the factors in the problem need to be clarified. Managing the task may involve more than one strand of activity. ⋕ Identify at least three key factors that are contributing to the problem. ⋕ Decide on the relative importance of each of these factors and how they relate to one another; and ⋕ Develop an approach to dealing with the problem.	Demonstrable across all units – all elements in respect of youth work activity, where a worker is identifying that something needs to change in order to bring a current situation closer to a desired/required one, providing 3 options on how change can be brought about and showing why one option is chosen as the preferred one. + Training and development activity that identifies a gap between existing and desired/required levels of knowledge, skills and understanding.

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Core Skills Activity	Youth Work Units/Elements reference
Task 2: Planning and solving. Plan, organise and carry out an activity that solves the problem. ⋕ Develop a plan that addresses at least three of the key factors. ⋕ Decide on the resources needed to carry out the activity – at least two of these should be resources that are not familiar. ⋕ Obtain the resources needed to carry out the activity – this may involve a search for the most appropriate resources; and ⋕ Carry out the plan, meeting all its requirements.	Demonstrable across all units – all elements in respect of youth work activity, where a worker plans for and implements the best option for generating the desired outcome, reviewing and revising their approach, as necessary. + Training and development activity that identifies a preferred solution in response to an identified problem and how this will be carried out.
Task 3: Checking and evaluation. Check how well the problem solving activity worked in practice. ⋕ Work out how you will decide whether each stage of the problem solving activity has been successful and gather evidence to make a decision. ⋕ Evaluate the effectiveness of the problem solving activity using this evidence; and ⋕ Explain how the problem solving activity could be improved, using evidence to support the explanation.	Demonstrable across all units – all elements in respect of youth work activity, where a worker can comprehensively show and describe what methods were determined as most suitable to evaluate what happened as a result of their actions or intervention to bring about a change, and evaluate their personal effectiveness both in applying the method and solving the problem. + Training and development activity that reviews and assesses progress.

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CORE SKILLS SIGNPOSTING - DIPLOMA IN YOUTH WORK (LEVEL 3)

Working with Others - Intermediate 2

Core Skills Activity	Youth Work Units/Elements reference
Task 1: Analysing and preparing. Together with other group members, analyse an unstructured activity. The overall goal or general idea behind the activity will be clear, but the actual you have to do to complete the activity will not be obvious. ⋕ Identify the possible tasks and roles which make up the activity; and ⋕ Together with other group members, select the essential tasks and roles to be included in your plan for carrying out the activity.	Demonstrable across all units – all elements in respect of youth work activity, where a worker is actively engaged in planning significant and complex work with young people; colleagues; staff teams; and/or other professionals. + Training and development activity involving learning group tasks and activities and personal development planning.
Task 2: Planning and negotiating. Plan how to carry out an activity together with others in the workplace. ⋕ State own strengths and limitations in relation to the essential tasks and roles that make up the activity, and suggest which tasks or roles you would prefer. ⋕ Pay attention to others when they state their strengths, limitations and preferences; and ⋕ Negotiate which members of the group will take on particular tasks and roles, taking into account the strengths, limitations and preferences of all group members, negotiating procedures for carrying out the tasks.	Demonstrable across all elements in respect of youth work activity, where a worker is actively engaged in significant and complex and co-operative work with young people; colleagues; staff teams and/or other professionals. + Training and development activity involving learning group tasks and activities and personal development planning/review.
Task 3: Acting in a group. Carry out the activity with others. ⋕ Help the group to take decisions and complete all the tasks allocated. ⋕ Ask other group members for any information and support needed. ⋕ Find out what support and information is needed by others, providing what support and information is required; and ⋕ Keeping other group members informed about progress.	Demonstrable across all units – all elements in respect of youth work activity, where a worker is actively engaged in evaluation and identifying development of opportunities for co-operative work with young people; colleagues; staff teams; and/or other professionals. + Training and development activity involving learning group tasks and activities and personal development review and assessment.

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CORE SKILLS SIGNPOSTING - DIPLOMA IN YOUTH WORK (LEVEL 3)

Working with Others - Intermediate 2

Core Skills Activity	Youth Work Units/Elements reference
Task 1: Analysing and preparing. Together with other group members, analyse an unstructured activity. The overall goal or general idea behind the activity will be clear, but the actual you have to do to complete the activity will not be obvious. ⋕ Identify the possible tasks and roles which make up the activity; and ⋕ Together with other group members, select the essential tasks and roles to be included in your plan for carrying out the activity.	Demonstrable across all units – all elements in respect of youth work activity, where a worker is actively engaged in planning significant and complex work with young people; colleagues; staff teams; and/or other professionals. + Training and development activity involving learning group tasks and activities and personal development planning.
Task 2: Planning and negotiating. Plan how to carry out an activity together with others in the workplace. ⋕ State own strengths and limitations in relation to the essential tasks and roles that make up the activity, and suggest which tasks or roles you would prefer. ⋕ Pay attention to others when they state their strengths, limitations and preferences; and ⋕ Negotiate which members of the group will take on particular tasks and roles, taking into account the strengths, limitations and preferences of all group members, negotiating procedures for carrying out the tasks.	Demonstrable across all elements in respect of youth work activity, where a worker is actively engaged in significant and complex and co-operative work with young people; colleagues; staff teams and/or other professionals. + Training and development activity involving learning group tasks and activities and personal development planning/review.
Task 3: Acting in a group. Carry out the activity with others. ⋕ Help the group to take decisions and complete all the tasks allocated. ⋕ Ask other group members for any information and support needed. ⋕ Find out what support and information is needed by others, providing what support and information is required; and ⋕ Keeping other group members informed about progress.	Demonstrable across all units – all elements in respect of youth work activity, where a worker is actively engaged in evaluation and identifying development of opportunities for co-operative work with young people; colleagues; staff teams; and/or other professionals. + Training and development activity involving learning group tasks and activities and personal development review and assessment.

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