

Qualification Guide



NOCN Level 3 Certificate in Youth Work

National Accreditation No. 100/4351/2

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The **Diversity** of Learning

National Open College Network

The National Open College Network (NOCN) is the leading credit and unit based Awarding Body in the UK. NOCN provides a national framework of credit-based units and qualifications which are underpinned by a range of national and local services, including curriculum support and staff development.

NOCN, through its Open College Networks (OCNs), works with over 3,000 centres across the UK to develop flexible and responsive credit based awards and qualifications that widen access to lifelong learning and address exclusion, participation and achievement. The structure of our qualifications provides opportunities for learners to achieve unit credits and use these to gain access to full qualifications and further learning.

Quality assurance, supported at the point of delivery, underpins all NOCN credit achievement and qualifications. OCNs approve centres that can demonstrate the ability to meet national requirements for course delivery and quality assurance to support credit awards and qualifications. OCNs have wide-ranging experience in centre and programme approval and support centres to ensure all awards are valid and valued.

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1. About the qualification

The NOCN Level 3 Certificate in Youth Work has been designed to ensure that all youth workers have access to the necessary training and qualifications, that unqualified workers are supported and encouraged to progress, and that the qualification is mapped to the National Occupational Standards. It would also play an essential part in ensuring the delivery of a modern part time youth work training course in both the statutory and voluntary sector in line with the standards outlined in “Resourcing Excellent Youth Services”.

Guided Learning Hours

The recommended guided learning hours for one credit is 10. The total recommended guided learning hours is 240. This is notional learning time based on the credit values assigned to the units. Some learners will be able to achieve these units in a shorter time, other learners, particularly those with literacy requirements will take much longer.

Key Skills

You may be able to design activities in preparing for unit assessment which will provide opportunities for achieving the wider key skills. The tables below signpost the opportunities for the acquisition, development and production of evidence for key skills and the wider key skills in teaching and learning units of this qualification. The degree of opportunity in any one unit will depend upon a number of your own centre-specific factors, including teaching strategies and level of resources.

Unit Title	Application of Number	Communication	Information Technology
Work with the Core Values of Youth Work		C3.1 C3.2 C3.3	IT3.1 IT3.2 IT3.3
Facilitate Young People’s Learning, Personal and Social Development		C3.1 C3.2 C3.3	IT3.1 IT3.2 IT3.3
Build and Sustain Relationships with Young People	AN3.1 AN3.3	C3.1 C3.2 C3.3	IT3.1 IT3.2 IT3.3
Enable Young People to Work Effectively in Groups		C3.1 C3.2 C3.3	IT3.1 IT3.2 IT3.3

Enable Young People to Organise and Take Responsibility for Activities, Events and Projects	AN3.1 AN3.2 AN3.3	C3.1 C3.2 C3.3	IT3.1 IT3.2 IT3.3
Work with Young People to Safeguard their Welfare		C3.1 C3.2 C3.3	IT3.1 IT3.2 IT3.3

Unit Title	Improve Own Learning and Performance	Working with Others	Problem Solving
Work with the Core Values of Youth Work	IOLP3.1 IOLP3.2 IOLP3.3	WWO3.1 WWO3.2 WWO3.3	PS3.1 PS3.2 PS3.3
Facilitate Young People's Learning, Personal and Social Development	IOLP3.1 IOLP3.2 IOLP3.3	WWO3.1 WWO3.2 WWO3.3	PS3.1 PS3.2 PS3.3
Build and Sustain Relationships with Young People	IOLP3.1 IOLP3.2 IOLP3.3	WWO3.1 WWO3.2 WWO3.3	PS3.1 PS3.2 PS3.3
Enable Young People to Work Effectively in Groups	IOLP3.1 IOLP3.2 IOLP3.3	WWO3.1 WWO3.2 WWO3.3	PS3.1 PS3.2 PS3.3
Enable Young People to Organise and Take Responsibility for Activities, Events and Projects	IOLP3.1 IOLP3.2 IOLP3.3	WWO3.1 WWO3.2 WWO3.3	PS3.1 PS3.2 PS3.3
Work with Young People to Safeguard their Welfare	IOLP3.1 IOLP3.2 IOLP3.3	WWO3.1 WWO3.2 WWO3.3	PS3.1 PS3.2 PS3.3

NB: The signposting in the two tables above represents opportunities to acquire and produce evidence of the key skills which are possible through this qualification. There may be other opportunities to achieve these and other aspects of key skills via this specification, but such opportunities are dependent on the detailed course of study delivered within your centre.

How the Qualification Relates to Wider Education and Training Issues

The underlying principle upon which NOCN qualifications are based is one of widening participation and offering opportunities for those learners otherwise excluded from the qualification framework. To achieve this, learning outcomes have been developed to underpin this commitment and broaden the awareness and knowledge of learners across educational, cultural and social issues.

References to the ways in which this qualification addresses these issues are signposted below.

Unit Title	Social, Cultural & Ethical Issues	Health & Safety	Equal Opportunities	Environmental Issues	European Awareness/ Legislation
Work with the Core Values of Youth Work	√	√			√
Facilitate Young People's Learning, Personal and Social Development	√	√	√	√	
Build and sustain Relationships with Young People	√	√	√		
Enable Young People to work Effectively in Groups	√	√	√		
Enable Young People to Organise and Take Responsibility for Activities, Events and Projects	√	√	√	√	√

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Unit Title	Social, Cultural & Ethical Issues	Health & Safety	Equal Opportunities	Environmental Issues	European Awareness/ Legislation
Work with Young People to Safeguard their Welfare	√	√	√	√	√

Relationship with National Occupational Standards

The NOCN Level 3 Certificate in Youth Work is related to the National Occupational Standards (NOS) developed by PAULO NTO. It provides a significant amount of knowledge, understanding and skills development that underpins occupational competence in statutory and voluntary youth service sectors as identified in the National Youth Agency reference pack of Youth Work Standards.

The link between the qualification and the NOS that underpin the G/NVQ are detailed below.

Unit Title	Learning Outcome	National Occupational Standards in Youth Work
Work with the Core Values of Youth Work	LO1,2,3,4	D1 D2 D3
Facilitate Young People's Learning, Personal and Social Development	LO 1,2,3	B1 B2
Build and Sustain Relationships with Young People	LO 1,2,3,4,5	A2 A3 A4 A5
Enable Young People to Work Effectively in Groups	LO,1,2,3	B3 B4
Enable Young People to Organise and Take Responsibility for Activities, Events and Projects.	LO1,2,3	C1
Work with Young People to Safeguard their Welfare	LO1,2,3	D4

Language Requirements

If you have a requirement for this qualification in Welsh, please contact NOCN. At present this qualification is not offered through the medium of Irish. This will be reviewed if there is evidence of demand.

2. Who is the qualification for?

The NOCN Level 3 Certificate in Youth Work is aimed at people with at least 12 months experience of working with young people (13-19 years of age).

The minimum age for access to the qualification is 19.

The qualification is particularly suitable for those who:

- Have worked with young people for at least 12 months.
- Work in either the statutory or voluntary sector.
- Have autonomy and the ability to give guidance to others if required.

Restrictions on Learner Entry

Candidates must either be working with young people (13-19 years) or have a substantial placement in a youth work setting, as a considerable amount of assessment takes place during fieldwork. The minimum requirements for eligibility for the qualification include a minimum of three hours per week for 6 months in a youth work setting.

Candidates must have been Criminal Records Bureau checked (and found satisfactory) before embarking on the qualification units.

Recommended Prior Learning

Learners will need:

- Sound literacy skills.
- Sound communication skills.
- Study skills.
- Ability to think analytically.

Learners will need to:

- Read and interpret given tasks.
- Write answers that are clear, logical and understandable.
- Organise relevant information clearly and coherently.
- Apply skills in the field through work activity or placement.

Accreditation of Prior Experiential Learning (APEL):

APEL refers to the opportunity for learners to provide evidence of learning drawn from experience prior to attending the programme.

Note: this is not exemption but the production of viable evidence that addresses the following criteria:

- The evidence presented must be of a type that could be clearly matched to a particular unit's learning outcomes.
- The evidence must relate to professional practice.
- The evidence must be current and not older than two years.
- The authentication and reliability of the evidence must be without question.
- No more than 50% of evidence for any individual unit will come from APEL.

Progression Opportunities

NOCN Level 3 Certificate in Youth Work relates academically to an A-Level grade A-C, so learners will be able to progress to:

- Diploma in Higher Education in Youth and Community Work
- BA Hons in Youth and Community Work
- Connexions Diploma for Personal Advisors

Learners with Particular Requirements

Assessment within the NOCN Level 3 Certificate in Youth Work is designed to be accessible and inclusive. The unit based approach allows flexibility through enabling learners to achieve the qualification in stages. The assessment methodology is appropriate and rigorous for individuals or groups of learners.

If you have learners with particular requirements you should refer to the NOCN website within the Learning Providers section under Recognised Centre Area.

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

3. Achieving the qualification

The NOCN Level 3 Certificate in Youth Work is composed of a total of 6 mandatory units. To achieve the qualification, the learner must achieve all the mandatory units.

Mandatory units must be completed by learners. The knowledge and understanding they assess is essential for achievement of the qualification.

The units of this qualification will be internally set and internally assessed.

This qualification contains the following mandatory units:

QCA Accreditation Code	NOCN Unit Code	Unit Title	Optional/Mandatory	Credit Value	Level
T/102/6234	PR5/3/QQ/001	Work with the Core Values of Youth Work	Mandatory	6	Three
A/102/6235	EE5/3/QQ/001	Facilitate Young People's Learning, Personal and Social Development	Mandatory	3	Three
F/102/6236	PR5/3/QQ/002	Build and Sustain Relationships with Young People	Mandatory	6	Three
J/102/6237	PR5/3/QQ/003	Enable Young People to Work Effectively in Groups	Mandatory	3	Three
L/102/6238	PR5/3/QQ/004	Enable Young People to Organise and Take Responsibility for Activities, Events and Projects	Mandatory	3	Three
R/102/6239	PR5/3/QQ/005	Work with Young People to Safeguard their Welfare	Mandatory	3	Three

Achieving Units of the Qualification

- Units of the qualification can be separately assessed and certificated.
- Units can be combined to achieve the qualification.
- Only the specific units from within the qualification may count as unit credit towards the achievement requirements of the qualification.

4. The qualification units

UNIT TITLE: Work with the Core Values of Youth Work

LEVEL: Three

CREDIT VALUE: 6

NOCN UNIT CODE: PR5/3/QQ/001

ACCREDITED UNIT NO: T/102/6234

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Work as an effective and reflective practitioner.	1.1. Reflect on and evaluate own values, priorities, interests, abilities and performance. 1.2. Use reflection and feedback to manage and develop own practice.
2. Work in ways that promote equality of opportunity, participation and responsibility.	2.1. Promote equality of opportunity and voluntary participation. 2.2. Challenge discrimination, prejudice and oppressive behaviour. 2.3. Enable young people to take responsibility for their own decisions.
3. Manage own work and create effective work relationships.	3.1. Work in line with organisational strategies, policies and procedures. 3.2. Fulfil responsibilities to colleagues and teams.

UNIT TITLE: Work with the Core Values of Youth Work

LEVEL: Three
CREDIT VALUE: 6
NOCN UNIT CODE: PR5/3/QQ/001
ACCREDITED UNIT NO: T/102/6234

ASSESSMENT INFORMATION

Guidance:

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

The assessment activities for this unit are indicated in the table below:

Key: P = Prescribed – this assessment method *must* be used to assess the unit.

O = Optional – this assessment method *could* be used to assess the unit.

Case study	P	Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report	P	Group discussion	
Oral question and answer		Performance/exhibition	
Written description		Production of artefact	
Reflective log / diary	P	Practice file	

Signposting Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

Key Skill		Wider Key Skill	
Communication	✓	Working with others	✓
Information Technology	✓	Problem solving	✓
Application of Number	✓	Improving Own Learning and Performance	✓

UNIT TITLE: Work with the Core Values of Youth Work

Indicative Content

Aims

This unit aims to enable the learner to:

- Work as an effective and reflective practitioner,
- Work in ways that promote equality of opportunity, participation and responsibility,
- Manage their own work and create effective work relationships.

This unit is assessed through internally assessed and internally marked tasks.

Key Areas of Content/Syllabus

Three tasks are used to assess this unit. However, fewer or more tasks may be set as long as all the learning outcomes for the unit are assessed through the tasks. The tasks intend to:

- Enable the learner to evaluate themselves and work as a reflective practitioner,
- Raise awareness of equal opportunities and the relevance to youth work,
- Raise awareness of health and safety factors in youth work,
- Find out more about youth work, operational and strategic issues, and the importance of good working relationships.

Assessment Guidance

This unit assesses the learner's ability to manage their own work and create effective work relationships. The assessment is made up of three tasks. Each task relates to life planning and reflection context.

The learner is required to:

- Prepare a life plan,
- Describe and comment on a case study,
- Build a portfolio of evidence.

Using the tasks

The tasks provided should be used to assess the unit. Tutors can change the specific contextual details in these tasks to make them more appropriate to the learner's own experiences if necessary.

These tasks provide standard assessments for the unit. NOCN advises that alternative tasks are only used where tutors feel the published standard tasks are not appropriate to the learner's experience or cultural context. In these circumstances, the tutor must ensure that the task is mapped against the standard assessment task and this is approved by the quality reviewer.

The tutor should ensure that:

- The learner is adequately prepared for the task,
- The learner has all necessary materials to complete the task,
- The learner understands the task.

Assessment Evidence

- Pictorial or diagrammatic personal life plan;
- 500-700 word report on their life plan;
- Case study report of a real situation;
- Portfolio containing:
 - personal learning log
 - records of team meetings
 - witness testimony.

UNIT TITLE: Working with the Core Values of Youth Work

Assessment Tasks

Task One: Life Plan

This task assesses your understanding of your own life experiences relating to both primary and secondary socialisation and how this relates to your work with young people.

1. Prepare a life plan – this could be a pictorial or diagrammatic presentation of your life.
2. Produce a written report based on your life plan.

The report should initially explain how the events in your life have shaped the person you are today and how these experiences can enable you to relate to young people going through similar circumstances. You will be required to analyse and reflect upon your own values, priorities and interests and match these to your work with young people.

The report should include:

- Introduction,
- Negative and positive influences in your life,
- Where you are today,
- And how this can relate to your work with young people.

The report should be between 500-800 words.

Task Two: Case Study – Equal Opportunities

This task requires you to describe and comment on a case study based on practice known to you which illustrates the key principles of equal opportunities relevant to youth work practice, evaluates the application of equal opportunities principles, and for which you produce a draft code of conduct which could be used in the situation described. The task will assess your concepts of prejudice, discrimination and oppression and how you apply them in your youth work practice.

Prepare a case study in report format.

The report should describe the situation, explain key terms for example, prejudice, discrimination, and oppression, how they impact young people, youth organisations and in the wider society and any links between them. It should evaluate how equal opportunities principles have been applied and should include a code of practice which could be used in the situation described. The situation described should be drawn from your youth work setting and your own experience.

The case study report should be between 500-800 words and should include:

- An introduction,
- A main body,
- And a summary containing the draft code of conduct.

Task Three: Reflection on Professional Practice

This task assesses your understanding of the core values of youth work and how this relates to your work with young people. You will need to think about where you work, and how youth work operates within your organisation. You need to evaluate and reflect upon your practice working within this organisation – how you address the core values of youth work in your practice, your understanding of the values and policy of youth work, evaluating your own life skills of collecting and collating information, your understanding of equal opportunities issues and how you promote them and encourage the participation of young people. You will also need to show how you manage your own workload and develop effective relationships with young people and staff you work with.

You will be required to build a portfolio of evidence demonstrating reflection on professional practice. You should include the following evidence:

- Personal learning logs – reflecting on personal development and evaluation of developing skills. Use this to document your progress and understanding of the issues listed above.
- Examples of work completed with young people that demonstrates core values, equal opportunities and youth work policy in practice.
- Professional practice supervisor comments supporting and commenting on personal reflection, and authenticating evidence drawn from practice.

UNIT TITLE: Working with the Core Values of Youth Work

Achievement Criteria

Learner Name:	
Centre No:	Centre Name:
Task One: Life Plan	

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Verifier Signature	Date
Produces a pictorial of diagrammatic personal life plan.					
Produces a 500-700 word report on their life plan which identifies their strengths and weaknesses, why they came into youth work and their own socialisation process and explains why this reflective process is relevant to young people.					

UNIT TITLE: Working with the Core Values of Youth Work

Achievement Criteria

Learner Name:	
Centre No:	Centre Name:
Task Two: Case Study – Equal Opportunities	

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Verifier Signature	Date
Produces a case study report of a real situation which: <ul style="list-style-type: none"> • Accurately describes existing policies on equal opportunities in regard to particular youth work practices, • Explains key terms and how they impact on young people and society and include prejudice, discrimination and oppression, • Evaluates how equal opportunities principles have been applied in practice. 					
Includes a draft code of practice for use in the particular situation.					

UNIT TITLE: Working with the Core Values of Youth Work

Achievement Criteria

Learner Name:	
Centre No:	Centre Name:
Task Three: Reflection on Professional Practice	

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Verifier Signature	Date
Produces a portfolio which contains a: <ul style="list-style-type: none"> -Personal learning log reflecting on the values of youth work in practice, questioning how these values actually manifest in youth work, for example, an analytical evaluation of a piece of work that demonstrates incorporation of the core values of youth work (participation, empowerment, equality of opportunity and informal/social education). -Record of team meetings attended and personal contributions made, summaries of action points and future programmes of work that result from the meeting. -Witness testimony from a professional practice supervisor detailing work undertaken with individual young people, which will highlight their increased self confidence, self esteem and personal values in relation to team work. 					

UNIT TITLE: **Facilitate Young People’s Learning, Personal and Social Development**

LEVEL: **Three**
CREDIT VALUE: **3**
NOCN UNIT CODE: **EE5/3/QQ/001**
ACCREDITED UNIT NO: **A/102/6235**

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Enable young people to explore and develop their values and self respect.	1.1. Enable young people to explore the values by which they live. 1.2. Enable young people to build their self respect and self-esteem.
2. Enable young people to develop awareness of their self-identity and being.	2.1. Enable young people to undertake purposeful reflection. 2.2. Assist young people in their exploration and development of their spiritual self.
3. Enable young people to use their learning to enhance their future development.	3.1. Reflect with young people on their development and learning. 3.2. Help young people to transfer their learning to other parts of their lives.

UNIT TITLE: Facilitate Young People’s Learning, Personal and Social Development

LEVEL: Three
CREDIT VALUE: 3
NOCN UNIT CODE: EE5/3/QQ/001
ACCREDITED UNIT NO: A/102/6235

ASSESSMENT INFORMATION

Guidance:

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

The assessment activities for this unit are indicated in the table below:

Key: P = Prescribed – this assessment method *must* be used to assess the unit.
O = Optional – this assessment method *could* be used to assess the unit.

Case study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay	P	Practical demonstration	
Report		Group discussion	
Oral question and answer		Performance/exhibition	
Written description		Production of artefact	
Reflective log / diary	P	Practice file	

Signposting Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

Key Skill		Wider Key Skill	
Communication	✓	Working with others	✓
Information Technology	✓	Problem solving	✓
Application of Number	✓	Improving Own Learning and Performance	✓

UNIT TITLE: Facilitate Young People’s Learning, Personal and Social Development

Indicative Content

Aims

This unit aims to enable the learner to:

- Develop their values and self-respect,
- Develop an awareness of their identity and self-being,
- Undertake reflection.

This unit is assessed through internally assessed and internally marked tasks.

Key Areas of Content/Syllabus

Two tasks are used to assess this unit. However, fewer or more tasks may be set as long as all the learning outcomes for the unit are assessed through the tasks. The tasks intend to:

- Demonstrate understanding of how to enable young people to explore and develop values and self-respect,
- Demonstrate understanding of how to enable young people to develop awareness of identity and self-being.

Assessment Guidance

This unit assesses the learner’s ability to enable young people to explore and develop their values. The assessment is made up of two tasks. Each task relates to a reflection context.

The learner is required to:

- Write an essay on adolescent development;
- Build a portfolio of evidence.

Using the tasks

The tasks provided should be used to assess the unit. Tutors can change the specific contextual details in these tasks to make them more appropriate to the learner's own experiences if necessary.

These tasks provide standard assessments for the unit. NOCN advises that alternative tasks are only used where tutors feel the published standard tasks are not appropriate to the learner's experience or cultural context. In these circumstances, the tutor must ensure that the task is mapped against the standard assessment task and this is approved by the quality reviewer.

The tutor should ensure that:

- The learner is adequately prepared for the task;
- The learner has all necessary materials to complete the task;
- The learner understands the task.

Assessment Evidence

- 500-800 word essay on adolescent development;
- Portfolio containing:
 - a personal learning log,
 - examples of work,
 - a structured plan and evaluation sheets,
 - and professional practice supervisor comments.

UNIT TITLE: Facilitate Young People’s Learning, Personal and Social Development

Assessment Tasks

Task One: Reflection on Professional Practice

This task will assess how you build continuous and effective relationships with young people. You need to look at yourself and the key influences that have shaped you. You need to be able to discuss with young people their experiences supporting them to explore and make sense of their experiences, plan and take decisions, develop their personal values and self-respect and enable them to understand their role within their community. You need to be able to demonstrate the skills you have developed that supports the growth of young people’s confidence, self-esteem, identity and values.

You will also need to describe the environment in which your project operates including input and comments from young people.

The following evidence should be included in your portfolio:

- Personal Learning Logs – reflecting on personal development and evaluation of developing skills, use this to document your progress and understanding of the issues listed above,
- Examples of work completed with young people that supports young people in the planning and decision making process, working constructively within a particular environment and including activities that encourage development of self respect, identification and personal values,
- Structured planning and evaluation sheets that are linked to activities,
- Professional practice supervisor comments supporting and commenting on personal reflection, and authenticating evidence drawn from practice.

Task Two: Adolescent Development

This task will assess how you enable young people to develop an awareness of self-identity and being with reference to the personal changes associated with adolescence. You will be required to work with young people and present information on their needs, interests, aspirations and issues.

You will be required to complete a 500-800 word essay on adolescent development with reference to the issues outlined above.

The structure of the essay will include:

- A short introduction – outlining the main points of the essay,
- A main body – explaining the importance of acquiring a sense of identity in adolescence and the needs of the individual during this time,
- A conclusion – bringing together the main points of your essay.

Your essay should include theory and practice and should be based on examples of work with young people, for example questionnaires/informal discussion on their needs.

UNIT TITLE: Facilitate Young People’s Learning, Personal and Social Development

Achievement Criteria

Learner Name:	
Centre No:	Centre Name:
Task One: Reflection on Professional Practice	

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Verifier Signature	Date
Produces a portfolio which contains: 1. Evaluation of key influences on an individual, how those influences have effected their social development and the subsequent influence on their potential future. This exercise should also be done on themselves. 2. A completed community profile, including a needs analysis, detailing the environment in which the youth project is based and the impact this has had on the perception of personal roles. A range of young people need to be taken into account in this exercise. 3. Records of working with a young person that demonstrate how the relationship was developed and maintained, and that includes key incidents and challenges and how these were dealt with. 4. A witness testimony from the professional practice supervisor detailing work undertaken with individual young people which highlights their increased self confidence, self esteem and personal values in relation to working on a one to one basis.					

UNIT TITLE: Facilitate Young People’s Learning, Personal and Social Development

Achievement Criteria

Learner Name:	
Centre No:	Centre Name:
Task Two: Essay: Adolescent Development	

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Verifier Signature	Date
Produces a structured essay of 500-800 words which demonstrates an understanding of theory and practice around adolescence with reference to identity formation.					

UNIT TITLE: Build and Sustain Relationships with Young People

LEVEL: Three
CREDIT VALUE: 6
NOCN UNIT CODE: PR5/3/QQ/002
ACCREDITED UNIT NO: F/102/6236

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Establish relationships and maintain dialogue with young people.	1.1. Establish contact with young people and maintain relationships with them. 1.2. Enable young people to clarify their situation and express their aspirations. 1.3. Diagnose young people’s current position and identify opportunities for their development.
2. Enable young people to access and use information and make decisions.	2.1. Identify, collect, analyse, store and make information available. 2.2. Enable young people to acquire and use information, to make sense of situation, generate opinions and make decisions.
3. Enable young people to be active citizens.	3.1. Assist young people to understand their communities and their roles within them. 3.2. Enable young people to communicate their views and interests to others and to negotiate and influence people and situations.
4. Support young people in tackling problems and taking action.	4.1. Enable young people to tackle problems and plan action to achieve their goals and aspirations. 4.2. Enable young people to take action based on their intentions and plans. 4.3. Enable young people to reflect on, and learn from their actions.
5. Advocate on behalf of young people.	5.1. Identify situations where advocacy is needed. 5.2. Represent the views and interests of young people to others.

UNIT TITLE: Build and Sustain Relationships with Young People

LEVEL: Three
CREDIT VALUE: 6
NOCN UNIT CODE: PR5/3/QQ/002
ACCREDITED UNIT NO: F/102/6236

ASSESSMENT INFORMATION

Guidance:

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

The assessment activities for this unit are indicated in the table below:

Key: P = Prescribed – this assessment method *must* be used to assess the unit.
O = Optional – this assessment method *could* be used to assess the unit.

Case study	P	Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report	P	Group discussion	
Oral question and answer		Performance/exhibition	
Written description		Production of artefact	
Reflective log / diary	P	Practice file	

Signposting Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

Key Skill		Wider Key Skill	
Communication	✓	Working with others	✓
Information Technology	✓	Problem solving	✓
Application of Number	✓	Improving Own Learning and Performance	✓

UNIT TITLE: Build and Sustain Relationships with Young People

Indicative Content

Aims

This unit aims to enable the learner to:

- Build, maintain and evaluate relationships with young people,
- Support young people in accessing information, tackling problems and taking action,
- Advocate on behalf of young people.

This unit is assessed through internally assessed and internally marked tasks.

Key Areas of Content/Syllabus

Three tasks are used to assess this unit. However, fewer or more tasks may be set as long as all the learning outcomes for the unit are assessed through the tasks. The tasks intend to:

- Demonstrate an understanding of how to build continuous and effective relationships with young people,
- Demonstrate an understanding of how key influences can shape people,
- Demonstrate an understanding of the concept of advocacy and situations where it is needed.

Assessment Guidance

This unit assesses the learner's ability to build relationships with young people. The assessment is made up of three tasks. Each task relates to relationships and advocacy.

The learner is required to:

- Write a community profile with a detailed analysis of needs,
- Keep records detailing the building and sustaining of a relationship with a young person highlighting significant issues and challenges,
- Produce a case study detailing their involvement in advocating on behalf of a young person.

Using the tasks

The tasks provided should be used to assess the unit. Tutors can change the specific contextual details in these tasks to make them more appropriate to the learner's own experiences if necessary.

These tasks provide standard assessments for the unit. NOCN advises that alternative tasks are only used where tutors feel the published standard tasks are not appropriate to the learner's experience or cultural context. In these circumstances, the tutor must ensure that the task is mapped against the standard assessment task and this is approved by the quality reviewer.

The tutor should ensure that:

- The learner is adequately prepared for the task,
- The learner has all necessary materials to complete the task,
- The learner understands the task.

Assessment Evidence

- Written community profile;
- Professional practice file;
- A case study on advocacy.

UNIT TITLE: Build and Sustain Relationships with Young People

Assessment Tasks

Task One: Community Profile Report

This task will assess how you understand how key influences can shape people. You need to describe the environment in which your project operates including input and comments from young people.

The following evidence should be included in your portfolio:

A structured completed report containing a community profile and needs analysis of the social environment in which a Youth Project exists.

Task Two: Reflection on Professional Practice

This task will assess how you build continuous and effective relationships with young people. You need to look at yourself and the key influences that have shaped you. You need to be able to discuss with young people their experiences, supporting them to explore and make sense of their experiences, plan and take decisions, develop their personal values and self-respect and enable them to understand their role within their community. You need to be able to demonstrate the skills you have developed that supports the growth of young people's confidence, self-esteem, identity and values.

You will also need to describe the environment in which your project operates including input and comments from young people.

The following evidence should be included in your portfolio:

- Personal Learning Logs – reflecting on personal development and evaluation of developing skills, use this to document your progress and understanding of the issues listed above,
- Examples of work completed with young people that supports young people in the planning and decision making process, working constructively within a particular environment and including activities that encourage development of self respect, identification and personal values,
- Structured planning and evaluation sheets that are linked to activities,
- Professional practice supervisor comments supporting and commenting on personal reflection, and authenticating evidence drawn from practice.

Task Three:

This task will assess your understanding of the concept of advocacy and situations where it is needed.

You will be required to complete a case study based on a real or fictional situation where you have acted as an advocate for a young person in relation to rights within the law. You will need to discuss your case study with your tutor.

Your case study will need to be approximately 500 – 800 words in length.

UNIT TITLE: Build and Sustain Relationships with Young People

Achievement Criteria

Learner Name:	
Centre No:	Centre Name:
Task One: Community Profile Report	

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Verifier Signature	Date
Produces a completed community profile including a needs analysis detailing the environment in which the youth project is based and the impact this has had on the perception of personal roles. A range of young people need to be taken into account in this exercise.					

UNIT TITLE: Build and Sustain Relationships with Young People

Achievement Criteria

Learner Name:	
Centre No:	Centre Name:
Task Two: Professional Practice File	

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Verifier Signature	Date
Produces a record of working with a young person that demonstrates how the relationship was developed and maintained, and includes key incidents and challenges and how these were dealt with.					
Produces a witness testimony from the professional practice supervisor detailing work undertaken with individual young people which highlights their increased self confidence, self esteem and personal values in relation to working on a one to one basis.					

UNIT TITLE: Build and Sustain Relationships with Young People

Achievement Criteria

Learner Name:	
Centre No:	Centre Name:
Task Three:	Case Study: Advocacy

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Verifier Signature	Date
Produces a description of a case where the student has acted as an advocate for a young person linked to their rights within the law, to include how the situation arose, who was involved, what was discussed, and the result.					

UNIT TITLE: Enable Young People to Work Effectively in Groups

LEVEL: Three
CREDIT VALUE: 3
NOCN UNIT CODE: PR5/3/QQ/003
ACCREDITED UNIT NO: J/102/6237

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Enable young people to work effectively in groups.	1.1. Create a climate conducive to learning in groups. 1.2. Facilitate the work of young people in groups. 1.3. Enable young people to deal with negative feelings constructively.
2. Enable young people to use their learning to enhance their future development.	2.1. Reflect with young people on their development and learning. 2.2. Help young people transfer their learning to other parts of their lives.

UNIT TITLE: Enable Young People to Work Effectively in Groups

LEVEL: Three
CREDIT VALUE: 3
NOCN UNIT CODE: PR5/3/QQ/003
ACCREDITED UNIT NO: J/102/6237

ASSESSMENT INFORMATION

GUIDANCE:

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

The assessment activities for this unit are indicated in the table below:

Key: P = Prescribed – this assessment method *must* be used to assess the unit.

O = Optional – this assessment method *could* be used to assess the unit.

Case study		Project	
Written question & answer/test/exam		Role play/simulation	P
Essay		Practical demonstration	
Report		Group discussion	
Oral question and answer		Performance/exhibition	
Written description	P	Production of artefact	
Reflective log / diary		Practice file	

Signposting Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

Key Skill		Wider Key Skill	
Communication	✓	Working with others	✓
Information Technology		Problem solving	✓
Application of Number	✓	Improving Own Learning and Performance	✓

UNIT TITLE: Enable Young People to Work Effectively in Groups

Indicative Content

Aims

This unit aims to enable the learner to:

- Understand and evaluate groups in terms of their education and social needs,
- Work effectively with groups of young people.

This unit is assessed through internally assessed and internally marked tasks.

Key Areas of Content/Syllabus

Two tasks are used to assess this unit. However, fewer or more tasks may be set as long as all the learning outcomes for the unit are assessed through the tasks. The tasks intend to:

- Assess the learners understanding of group work,
- Assess the learners ability to facilitate the development of young people in groups.

Assessment Guidance

This unit assesses the learner's ability to facilitate group work while working with young people. The assessment is made up of two tasks. Each task relates to working in groups.

The learner is required to:

- Complete a project with a group of young people;
- Produce a report based on the project;
- Participate in a simulation/role-play;
- Produce a written evaluation on the experience.

Using the tasks

The tasks provided should be used to assess the unit. Tutors can change the specific contextual details in these tasks to make them more appropriate to the learner's own experiences if necessary.

These tasks provide standard assessments for the unit. NOCN advises that alternative tasks are only used where tutors feel the published standard tasks are not appropriate to the learner's experience or cultural context. In these circumstances, the tutor must ensure that the task is mapped against the standard assessment task and this is approved by the quality reviewer.

The tutor should ensure that:

- The learner is adequately prepared for the task;
- The learner has all necessary materials to complete the task;
- The learner understands the task.

Assessment Evidence

- Report on project;
- Self-assessment report on role-play.

UNIT TITLE: Enable Young People to Work Effectively in Groups

Assessment Tasks

Task One: Field Work Project-Working in Groups

This task assesses your understanding of group work, including enabling young people to work effectively in groups and identifying key groups within their communities. The task also addresses how you enable young people to reflect upon their own development and learning and how this learning can be transferred to other areas of their lives.

You will be required to complete a project with a particular group of young people and then produce a written report based on the project. The project can be around any issue relevant to the group. The written report must be between 500-800 words. The project and report must:

- Include an explanation and evaluation of how groups operate within the context of your project;
- Describe your knowledge and understanding of applying group work theory to practice and relate this to your own project, for example, roles people play within groups;
- Identify key groups in the young people's local community – with reference to the young people's educational and social needs;
- Enable young people to evaluate and reflect upon their own development and learning, identify their own and their peers strengths and weaknesses and how they can transfer and apply their new knowledge to situations they have found difficult in the past;
- Relate to the core values of youth work.

Task Two: Simulation and Role Play-How Groups Work

This task will assess how you facilitate the development of young people in groups and how you create an appropriate learning environment. You will also need to focus on how you enable young people to communicate their views and interests whilst negotiating with and influencing people and situations.

You will be required to participate in a simulation/role-play within your tutor group and then produce a short written evaluation on the experience. The simulation/role-play could cover; group dynamics including conflict resolution, leadership styles, intervention strategies, group structure and methods of group facilitation.

When you participate in the activity you will need to demonstrate a range of communication skills including active listening, responding, questioning, reflecting, summarising, clarifying and paraphrasing. In the written evaluation you will be required to give examples of using these skills in your practice and enabling young people to develop these communication skills, and to identify the factors conducive to effective group learning.

UNIT TITLE: Enable Young People to Work Effectively in Groups

Achievement Criteria

Learner Name:	
Centre No:	Centre Name:
Task One: Field Work Project-Working in Groups	

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Verifier Signature	Date
Produces a structured project report of 500-800 words.					
Describes how groups operate, and has an ability to relate theory to practice.					
Demonstrates how the learner could enable young people to evaluate and reflect upon their own development and learning.					
Demonstrates the ability to enable young people to identify their own and their peers strengths and weaknesses.					
Demonstrates an understanding of the core values of youth work.					

UNIT TITLE: Enable Young People to Work Effectively in Groups

Achievement Criteria

Learner Name:	
Centre No:	Centre Name:
Task Two: Simulation and Role Play-How Groups Work	

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Verifier Signature	Date
Produces evidence of participation in a group task, for example, an observer's checklist.					
Produces a written evaluation of the group task, the roles that were played and how the conflict was resolved.					
Demonstrates a range of communication skills.					
Gives examples of using communication skills in practice with young people.					
Identifies the factors which create conducive learning.					

UNIT TITLE: Enable Young People to Organise and Take Responsibility for Activities, Events and Projects

LEVEL: Three
CREDIT VALUE: 3
NOCN UNIT CODE: PR5/3/QQ/004
ACCREDITED UNIT NO: L/102/6238

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Work with young people to design and develop sessions.	1.1. Identify outcomes and choose between options for sessions with young people. 1.2. Design youth work sessions. 1.3. Select, design and adapt learning resources.
2. Work with young people to manage resources for events, activities or projects.	2.1. Assist young people to identify, seek obtain the resources they need for events, activities or projects. 2.2. Draw up budgets and resource plans for events, activities and projects. 2.3. Monitor and control budgets for events, activities or projects.
3. Review progress and evaluate opportunities with young people.	3.1. Agree criteria and methods for the evaluation of youth work. 3.2. Evaluate opportunities and identify successes and improvements.

UNIT TITLE: Enable Young People to Organise and Take Responsibility for Activities, Events and Projects

LEVEL: Three
CREDIT VALUE: 3
NOCN UNIT CODE: PR5/3/QQ/004
ACCREDITED UNIT NO: L/102/6238

ASSESSMENT INFORMATION

Guidance:

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

The assessment activities for this unit are indicated in the table below:

Key: P = Prescribed – this assessment method *must* be used to assess the unit.

O = Optional – this assessment method *could* be used to assess the unit.

Case study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report	P	Group discussion	
Oral question and answer		Performance/exhibition	
Written description	P	Production of artefact	
Reflective log / diary		Practice file	

Signposting Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

Key Skill		Wider Key Skill	
Communication	✓	Working with others	✓
Information Technology	✓	Problem solving	✓
Application of Number	✓	Improving Own Learning and Performance	✓

**UNIT TITLE: Enable Young People to Organise and Take
 Responsibility for Activities, Events and Projects**

Indicative Content

Aims

This unit aims to enable the learner to:

- Work with young people to design and develop sessions,
- Manage resources for events, activities and projects,
- Undertake review and evaluation activities.

This unit is assessed through internally assessed and internally marked tasks.

Key Areas of Content/Syllabus

Two tasks are used to assess this unit. However, fewer or more tasks may be set as long as all the learning outcomes for the unit are assessed through the tasks. The tasks intend to:

- Demonstrate the ability to plan, provide and evaluate a programme for a specific group of young people,
- Demonstrate the ability to work with young people to manage and evaluate projects.

Assessment Guidance

This unit assesses the learner's ability to plan all aspects of an activity for young people. Each task relates to a planning context.

The learner is required to:

- Plan a programme;
- Write a report that evaluates professional practice.

Using the tasks

The tasks provided should be used to assess the unit. Tutors can change the specific contextual details in these tasks to make them more appropriate to the learner's own experiences if necessary.

These tasks provide standard assessments for the unit. NOCN advises that alternative tasks are only used where tutors feel the published standard tasks are not appropriate to the learner's experience or cultural context. In these circumstances, the tutor must ensure that the task is mapped against the standard assessment task and this is approved by the quality reviewer.

The tutor should ensure that:

- The learner is adequately prepared for the task;
- The learner has all necessary materials to complete the task;
- The learner understands the task.

Assessment Evidence

- Planning records;
- Observation checklists;
- Narratives;
- Report.

UNIT TITLE: Enable Young People to Organise and Take Responsibility for Activities, Events and Projects

Assessment Tasks

Task One: Field Work Activity-Planning a Programme

This task assesses your ability to plan a programme that identifies needs and provision for young people and promotes youth work opportunities, establishing goals to define the process for development of new youth work opportunities.

The programme should involve young people in its curriculum design and content describing key issues and needs relevant to them e.g. unemployment, health issues, peer pressure. It should include an analysis of needs of local provision for young people and actively encourage contributions from young people and volunteers.

The programme will enable participants to voice their opinions and choices in the project design and process and also agree roles and responsibilities and programme content with young people.

The programme should include:

- An introduction;
- Main text – to include teaching materials, plans and resources;
- Summary with evaluation.

Task Two: Report-Evaluation on Professional Practice

On completing and recording twenty fieldwork practice sessions you are required to compile a report evaluating your learning against this unit.

The report should contain:

- Consideration of issues relating to practical projects,
- Evaluation of outcomes of activities in relation to young person's needs,
- Evaluation of resource, for example, budget, people, buildings,
- Realistic evaluation of personal skill development,
- Reference to relevant legislative requirements for a project, for example, Child Protection procedures, Health and Safety legislation,
- Risk assessment,
- Records and reflection on supervision.

UNIT TITLE: Enable Young People to Organise and Take Responsibility for Activities, Events and Projects

Achievement Criteria

Learner Name:	
Centre No:	Centre Name:
Task One: Field Work Activity – Planning a Programme	

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Verifier Signature	Date
Shows evidence of consultation with young people.					
Highlights issues concerning young people.					
Analyses needs of local provision for young people.					
Produces a programme responding to the analysis.					
Identifies the needs of young people.					
Demonstrates active support for young people and volunteers.					
Identifies roles and responsibilities for the programme content and design.					
Identifies appropriate ways of feeding back to learners.					
Describes how learner evaluations are used to produce an action plan.					

**UNIT TITLE: Enable Young People to Organise and Take Responsibility for Activities, Events and Projects
L/102/6238**

Achievement Criteria

Learner Name:	
Centre No:	Centre Name:
Task Two: Report – Evaluation of Professional Practice	

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Verifier Signature	Date
Identifies a range of issues that influences the choice and achievement of outcomes of practical projects.					
Supports young people to identify a range of realistic and appropriate activities.					
Supports young people to obtain resources suitable for a range of events, activities and projects.					
Evaluates the use of resources for each activity.					
Refers to the requirements of relevant legislation and ensures that reference is made within the planning.					
Draws up budgets and outlines resource plans for each activity.					

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Verifier Signature	Date
Establishes monitoring and control points on the budgets and records monitoring activities.					
Negotiates with the supervisor, criteria and methods of evaluating field work.					
Actively refers to criteria and methods agreed within the evaluation exercises.					
Applies a SWOT analysis to a range of activities					

UNIT TITLE: **Work with Young People to Safeguard Their Welfare**

LEVEL: **Three**
CREDIT VALUE: **3**
NOCN UNIT CODE: **PR5/3/QQ/005**
ACCREDITED UNIT NO: **R/102/6239**

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand and evaluate hazards and risks to physical safety.	1.1. Identify the organisation policies and procedures relevant to their role. 1.2. Identify those working practices which could harm the learner or other people. 1.3. Carry out relevant risk assessments for youth activities and manage them accordingly.
2. Understand and evaluate hazards and risks to emotional safety.	2.1. Create an atmosphere to encourage young people to disclose information safely. 2.2. Respect confidentiality within the boundaries of organisational procedures. 2.3. Support and monitor young people in line with organisational and legal procedures.

UNIT TITLE: Work with Young People to Safeguard Their Welfare

LEVEL: Three
CREDIT VALUE: 3
NOCN UNIT CODE: PR5/3/QQ/005
ACCREDITED UNIT NO: R/102/6239

ASSESSMENT INFORMATION

Guidance:

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

The assessment activities for this unit are indicated in the table below:

Key: P = Prescribed – this assessment method *must* be used to assess the unit.

O = Optional – this assessment method *could* be used to assess the unit.

Case study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report	P	Group discussion	
Oral question and answer		Performance/exhibition	
Written description		Production of artefact	
Reflective log / diary		Practice file	

Signposting Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

Key Skill		Wider Key Skill	
Communication	✓	Working with others	✓
Information Technology	✓	Problem solving	✓
Application of Number	✓	Improving Own Learning and Performance	✓

UNIT TITLE: Work with Young People to Safeguard their Welfare

Indicative Content

Aims

This unit aims to enable the learner to:

- Understand and evaluate the hazards and the risk to both the physical and emotional safety of young people,
- Understand the legal requirements, policies and procedures needed to be observed while working with young people.

This unit is assessed through internally assessed and internally marked tasks.

Key Areas of Content/Syllabus

Two tasks are used to assess this unit. However, fewer or more tasks may be set as long as all the learning outcomes for the unit are assessed through the tasks. The tasks intend to:

- Demonstrate the learner's understanding of how appropriate legislation relates to the promotion of the physical and emotional well being of the young people with whom they work.

Assessment Guidance

This unit assesses the learner's ability to understand how to keep young people safe while working with them. This task relates to understanding health and safety while working with young people.

The learner is required to:

- Write a structured report.

Using the tasks

The tasks provided should be used to assess the unit. Tutors can change the specific contextual details in these tasks to make them more appropriate to the learner's own experiences if necessary.

These tasks provide standard assessments for the unit. NOCN advises that alternative tasks are only used where tutors feel the published standard tasks are not appropriate to the learner's experience or cultural context. In these circumstances, the tutor must ensure that the task is mapped against the standard assessment task and this is approved by the quality reviewer.

The tutor should ensure that:

- The learner is adequately prepared for the task;
- The learner has all necessary materials to complete the task;
- The learner understands the task.

Assessment Evidence

- Report;
- Completed risk assessment.

UNIT TITLE: Work with Young People to Safeguard their Welfare

Assessment Tasks

Task One: Report – Health and Safety

This task will demonstrate your knowledge and understanding of the necessity of safeguarding young people's welfare whilst complying with all Health and Safety regulations.

Prepare a short formal report of approximately 800 words.

The report should include all legal requirements relating to working with young people and explain the consequences in failing to observe and implement Health and Safety policies and legal requirements, for example, Child Protection.

The report will require you to:

- Carry out a risk assessment and include the completed forms for all activities carried out in your youth work practice;
- Evaluate a Code of Conduct in the context of rights, responsibilities and obligations for young people in your own organisation.

The report should be formatted to include:

- An introduction;
- A main body;
- A conclusion with recommendations.

UNIT TITLE: Work with Young People to Safeguard their Welfare

Achievement Criteria

Learner Name:	
Centre No:	Centre Name:
Task One: Report – Health and Safety	

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Verifier Signature	Date
Produces a structured report that is approximately 800 words.					
Includes all health and safety policies relating to youth work practice, for example, Child Protection procedures and Codes of Practice.					
Evaluates the Code of Conduct in regard to rights and responsibilities.					
Includes completed risk assessments for all youth work practice.					
Explains consequences of failing to observe health and safety policies and procedures.					

5. How will the qualification be assessed?

The qualifications require achievement of the specified units with no further requirements for additional/summative assessment. Achievement is therefore determined by successful completion of unit assessment. The assessment process is as follows:

- Assessments are internally set at the Centre by assessors, against the requirements detailed in the assessment criteria of the unit
- The learners are assessed internally at the Centre, using the assessments set
- The resulting portfolios of assessed evidence are internally verified by an internal verifier at the Centre
- The portfolios of assessed evidence are externally verified by an external verifier appointed by the OCN.

5.1 Unit Assessment

Achievement of units is through internally set, internally assessed, internally verified and externally verified assessment activity, as detailed above. Centres devise assessment activities to meet the specified assessment criteria detailed in each unit, guided by the Assessment Information Grid which accompanies each unit and the NOCN Assessment Definitions grid. The activity or activities set must enable the learners to meet the standards detailed in the assessment criteria. Centre devised assessments will be scrutinised by the external verifier to ensure reliability and validity of assessment.

5.2 Assessment Information Grid

Each unit has a supplementary page with an Assessment Information Grid. The Assessment Information Grid gives recognised methods of assessment for NOCN units. If a method is marked 'P' (Prescribed), that method **must** be used in the assessment of the unit. Methods marked 'O' (Optional) are recommended methods and you will select the activity or activities most appropriate for your learners and context. Some units will have a combination of Prescribed and Optional methods. Assessors must always refer to this Grid before devising assessment tasks. NOCN also provides Assessment Definitions for a wide range of assessment activities. This grid includes a general description of the activity and, for each level (Entry to Level 3), details on how that method can be applied and what evidence is appropriate.

5.3 Marking Tasks

Each task must be assessed against the identified assessment criteria in the unit and judged to be either achieved or not achieved. Where a series of tasks is set, learners must demonstrate the achievement of the required standard identified in the assessment criteria in all tasks in order to achieve the unit credit. All of the assessment criteria in a unit must be met before the unit is deemed achieved. The unit achievement is not banded or graded; units are either achieved or not achieved.

5.4 Recording Achievement

You must record each learner's performance in each unit on an appropriate form or forms. The form/s should record the learner's performance against the unit assessment criteria evidenced by the task.

5.5 Standardisation

Centres will be required to provide samples of assessment tasks for regional and national standardisation activity.

6. Offering the qualification

Centres wishing to offer the qualification or units of the qualification should in the first instance contact their OCN for information and support. A list of all OCN offices and contacts can be found on the NOCN website at www.nocn.org.uk.

Your OCN will advise you on the best and most efficient methods for offering this qualification to learners. All procedures for the use of this qualification or units of this qualification, including approval, registration of learners, verification, externally set assessment and certification will be completed through your OCN who will have an identified officer to support your centre. If you have any queries or difficulties at any time you should contact your OCN office.

Approval to Offer NOCN Qualifications or Units of NOCN Qualifications

If you are a new Centre then please contact your nearest OCN office for details of the Centre Recognition Application process and the process for delivering qualifications.

Support for Centres

1. Your OCN will provide ongoing support and advice on the use of NOCN credit and qualifications including the requirements for assessment.
2. Approval should always take place through the normal OCN processes and will be explicitly recorded.
3. All Centres approved to offer NOCN credit and qualifications will be allocated a unique NOCN Centre Number.
4. Each Centre should identify a Centre Contact who will be responsible for NOCN credit and qualifications within the Centre.
5. The Centre Contact must ensure all procedures relating to the delivery of the qualification operate effectively in the Centre.
6. The Centre Contact is the person responsible for confirming and ensuring that the Centre meets all the NOCN requirements for Centre Recognition.
7. The Centre Contact is responsible for ensuring all relevant NOCN documentation is distributed as required within the Centre and that the security requirements for External Assessment are adhered to, where applicable.

Full details of all NOCN requirements are provided on the NOCN website at www.nocn.org.uk.

7. How is the qualification quality assured?

7.1 General Information

All Centres wishing to deliver the qualification, or units of the qualification, will need to demonstrate the ability to manage and deliver the units and/or the qualification, including adherence to quality assurance and assessment regulations.

Your OCN will provide guidance and give support in enabling you to use the qualification.

The NOCN standard quality assurance arrangements and requirements include:

- Internal assessment of all assessment tasks and activities.
- Internal verification.
- External verification.
- Standardisation.

Details and guidance are provided on the NOCN website.

7.2 Standardisation

NOCN will undertake a process of standardisation annually. Units from the qualification will be selected for standardisation and OCNs will collect sample assessment materials from Centres each year.

OCNs will notify Centres on an annual basis of the required sample and materials for national standardisation purposes. **Each Centre offering the specified units is required as part of the Centre Recognition Process to contribute assessment materials for standardisation.**

Feedback on standardisation will be available to Centres annually through their OCN. National standardisation will establish:

- Statements on the standards for each unit
- Recommendations, advice and guidance for use of the qualification and assessment of units.

NOCN Level 3 Certificate in Youth Work



Accreditation start date: 01/09/2004
Accreditation end date: 31/12/2010
Certification end date: 31/12/2013

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