



Level 3 Certificate in Youth Work Practice (England)

Qualification Number: 603/5605/4





Mission Statement

We recognise achievement and support learning transforming the lives of individuals and communities.

Our Vision

To be the best we can be.

Our Values

- **Integrity** – committed to ethical and sustainable business practices;
- **Clarity** – a clear qualification offer supported by transparent processes;
- **Collaboration** – working with customers and other stakeholders;
- **Aspiration** – supporting individuals to fulfil their potential and progress;
- **Excellence** – committed to high quality;
- **Innovation** – creating opportunities for learners, employers and communities;
- **Inclusion** – celebrating diversity and respecting individuality.

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Qualification summary – key facts

Title:	Open College Network West Midlands Level 3 Certificate in Youth Work Practice (England)
Qualification Number:	603/5605/4
Level:	3
Credit Value:	27 credits
Guided Learning Hours:	139 hours
Total Qualification Time:	270 hours
Qualification Objective:	<p>This qualification can be used flexibly to meet learner needs. It has been designed to enable learners to:</p> <ul style="list-style-type: none">• Engage and communicate with young people• Carry out safeguarding• Gain knowledge of the theory of youth work• Support young people’s development.• Understand group work• Deliver a Youth Work programme• Work with behaviour that challenges• Reflect on their own practice
Progression Routes:	<p>The Level 3 Certificate is intended for those who wish to become a Youth Support Worker or gain specific work practice working with young people.</p> <p>This qualification carries professional endorsement from ETS England.</p>
Entry requirements:	The minimum age for access to this qualification is 16 years.
Assessment method(s):	Portfolio of evidence. Learners must have access to a real work environment and complete a minimum of 60 placement hours.

How is the qualification assessed?

The assessment process is as follows:

Internal Assessment by Portfolio of Evidence

Where the assessment method for the qualification is by internally set assessments (Portfolio of Evidence), then centres are free to devise their own assessments for the qualification/unit.

- All assessments should be designed in such a way as to minimise the requirement for Reasonable Adjustments to be made.
- Centre devised assessments must allow learners to meet all of the requirements of the assessment criteria for each unit. Assessments must not require learners to produce evidence above and beyond that stipulated in the Assessment Criteria.
- Centres must then have these assessments approved by their IQA.

When devising assessments, centres may choose from a range of assessment methods but where assessment guidance is provided within a unit this must be adhered to unless otherwise agreed with the External Quality Assurer (EQA).

Assessment methods must be valid, fair, reliable and safe leading to authentic, sufficient and current evidence produced by the candidate.

Holistic assessment is good practice wherever possible and permitted by the assessment strategy for the qualification if this exists.

Further guidance on assessment can be found in the [Centre Handbook](#) and the [Assessment Methods](#) publication. These provide guidance on the range of assessment methods available and the types of evidence appropriate for each.

Other guidance and sample documentation is available to recognised centres covering: planning assessment; recording achievement; planning, carrying out and documenting IQA.

Reasonable Adjustment and Special Considerations

Reasonable adjustments and Special Considerations are available for all assessments, irrespective of whether they are internally or externally set.

Where a learner or group of learners may not be able to access the assessment without Reasonable Adjustments, centres should ensure that they apply in good time for relevant reasonable adjustments to be made, using the Open College Network West Midlands [Reasonable Adjustments and Special Considerations Policy which](#) gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.

Standardisation

Standardisation is a process that promotes consistency in the understanding and application of assessment practice. Full details on Open College Network West Midlands standardisation practices can be found in our [Centre Handbook](#).

Outcomes from standardisation events will be disseminated to Centres by Open College Network West Midlands.

Qualification size

About the RQF

The Regulated Qualifications Framework (RQF) provides a single, simple system for cataloguing all qualifications regulated by Ofqual. Qualifications are indexed by their level and size.

Levels indicate the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels supported by three “entry levels”.

Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in term of Total Qualification Time (TQT). The part of the TQT spent being taught or supervised is known as Guided Learning Hours (GLH).

Guided Learning Hours (GLH)

GLH are defined as the time a learner spends being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training. This includes guidance or supervision time:

- a) With the simultaneous physical presence of the learner and that person, or
- b) Remotely by means of simultaneous electronic communication.

It does not include the number of hours a learner spends in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Qualification Time (TQT)

TQT is comprised of the following two elements:

- a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- b) An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or other form of participation in education or training, including assessment, which takes place as directed by – but unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Rules of Combination and level for this qualification

To achieve the Open College Network West Midlands Level 3 Certificate in Youth Work Practice (England) learners must achieve 27 credits. To do this they must achieve all units from Mandatory Group A and at least 2 credits from Optional Group B. Please refer to the [National Youth Agency Guidance Document](#) that accompanies this guide when planning and delivering this qualification.

Mandatory Group A

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Engaging and Communicating with Young People	2	2	10	20	GC4/2/NQ/014	H/617/9985
Group Work within a Youth Work Setting	3	4	15	40	GB7/3/NQ/009	A/618/0009
Reflective Practice in a Youth Work Setting	3	2	7	20	GC4/3/NQ/013	M/618/0010
Safeguarding in a Youth Work Setting	2	3	20	30	PR5/2/NQ/013	J/618/0000
Theory of Youth Work	2	4	30	40	PR5/2/NQ/015	K/617/9986
Work-Based Practice in a Youth Work Setting	3	6	20	60	PR5/3/NQ/043	T/618/0011
Working with Behaviour that Challenges in a Youth Work Setting	3	2	14	20	GB5/3/NQ/001	A/618/0012
Young People's Development	2	2	13	20	PR5/2/NQ/018	M/617/9987

Optional Group B

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Anti-Discriminatory Practice in Youth Work	3	3	20	30	GC4/3/NQ/011	F/618/0013
Detached and Outreach Youth Work	3	6	20	60	PR5/3/NQ/029	J/618/0014
Effective Outcomes-Based Youth Work	3	3	12	30	PR5/3/NQ/030	L/618/0015
Exploring Values, Beliefs and Spiritual Development within a Youth Work Setting	3	3	20	30	GC4/3/NQ/012	R/618/0016
Facilitate the Learning and Development of Young People through Mentoring	3	3	20	30	GB7/3/NQ/008	Y/618/0017
Facilitating Youth Trips and Residentials	3	4	18	40	PR5/3/NQ/031	D/618/0018
Loneliness and Isolation for Young People – Advanced Youth Work Approaches	3	4	30	40	GA8/3/NQ/002	Y/618/6075
Managing a Budget in a Youth Work Setting	3	2	12	20	PR5/3/NQ/032	H/618/0019
Managing Performance in a Youth Work Setting	3	3	15	30	PR5/3/NQ/033	Y/618/0020
Principles of Supporting Young People with regard to Relationships and Sexual Health	3	2	10	20	PR5/3/NQ/034	D/618/0021
Referrals and Signposting in Youth Work Settings	3	2	10	20	PR5/3/NQ/035	H/618/0022

Social Action	3	3	20	30	GC4/3/NQ/014	K/618/0023
Supervision in the Youth Work Context	3	3	25	30	PR5/3/NQ/036	M/618/0024
Support Young People to Achieve their Learning Potential	3	3	15	30	HC7/3/NQ/004	T/618/0025
Support Young People who are Looked After or are Leaving Care	3	3	20	30	PR5/3/NQ/037	A/618/0026
Support Young People who are not in Employment, Education or Training or that have been Excluded from School	3	2	10	20	PR5/3/NQ/039	F/618/0027
Support Young People who are Refugees or Seeking Asylum	3	3	20	30	PR4/3/NQ/030	J/618/0028
Support Young People's Transition to Independence	3	2	12	20	PR5/3/NQ/038	L/618/0029
Supporting Young People with Disabilities and Additional Learning needs within a Youth Work Setting	3	3	20	30	PR4/3/NQ/031	F/618/0030
Trauma Informed Approaches to Youth Work	3	4	25	40	PR5/3/NQ/040	J/618/0031
Understand how to Manage Staff in a Youth Work Setting	3	3	20	30	PR5/3/NQ/041	L/618/0032
Understand how Youth Work can Support Young People who are Experiencing Poverty	3	3	12	30	EB6/3/NQ/001	R/618/0033

Understand how Youth Work can support Young People who Misuse Substances	3	3	20	30	PA9/3/NQ/021	Y/618/0034
Understand how Youth Work can Support Young People's Mental Health and Wellbeing	3	2	12	20	GA8/3/NQ/001	D/618/0035
Understand how Youth Work Supports Young People who are Lesbian, Gay, Bisexual, Transgender or Questioning (LGBTQ+)	3	2	12	20	PR5/3/NQ/042	H/618/0036
Work with Young People to Reduce Involvement in and Impact of Youth Violence, Criminal Activities and Exploitation	3	3	15	30	PR4/3/NQ/032	K/618/0037
Young People's Participation in Youth Work	3	2	15	20	PR5/3/NQ/044	M/618/0038
Youth Work in Digital Spaces and Places	2	2	10	20	PR5/2/NQ/020	T/618/0039

Level Descriptors

Units are assigned a level based on current RQF guidance issued by Ofqual.

Level	Knowledge Descriptor (the holder...)	Skills Descriptor (the holder can...)
Level 3	<p>Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks that while well-defined, may be complex and non-routine.</p> <p>Can interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of the area of study or work.</p> <p>Is aware of different perspectives or approaches within the area of study or work.</p>	<p>Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>

Extracted from 'After the QCF A New Qualification Framework' October 2015

Requirements to deliver the qualification

To offer this qualification, centres must ensure that tutors:

- Hold a UK recognised teaching and/or assessing qualification.
- Are JNC Professionally Qualified Youth Work practitioners (i.e. hold a Level 6 qualification recognised by the National Youth Agency Education Training Standards Committee)
- Have a minimum of three years Youth Work practice experience.
- Are able to evidence continued professional development, including fieldwork¹ activities, within the last 3 years.

In addition, specialist units should be delivered by experienced practitioners with expertise in the subject area.

Centres must also ensure that they have in place an Internal Quality Assurance person who:

- Holds or is working towards a Level 4 Award in Internal Quality Assurance of Assessment Processes and Practices or its equivalent.
- Holds a JNC Professional Youth Work qualification (i.e. a Level 6 qualification recognised by the National Youth Agency Education Training Standards Committee)
- Has a minimum of three years practice experience in the youth and community sector.
- Is familiar with the assessment requirements of the qualification for which they are the Internal Quality Assurer.
- Is able to evidence further training and development in a relevant field.

Further details on these requirements can be found in the [NYA Assessment Strategy](#) and the [NYA Approved Level 6 qualifications list](#).

To gain approval to offer the qualification, centres must submit a [Qualification Approval Form \(QAF\)](#).

If you are not an Open College Network West Midlands Recognised Centre and you wish to offer the qualification, you will need to apply for Centre Recognition with us. To start the application process please email enquiries@opencollnet.org.uk or telephone 01902 624 239.

For more information visit [Becoming a Centre](#) on our website.

¹ This could include, for example, youth work practice, supervision of practitioners or training delivery.

Support for centres

Open College Network West Midlands provide all of our centres with on-going support and advice on the use of Open College Network West Midlands units and qualifications, including the requirements for assessment.

Information about the following can be found in our [Centre Handbook](#):

- obtaining a Unique Learner Number (ULN) on behalf of the learners
- UKPRN (UK Provider Reference Number)

Centre responsibilities

Each centre should identify a centre contact who will be responsible for:

- ensuring that the centre meets all the Open College Network West Midlands requirements for centre recognition and adheres to all [policies and procedures](#).
- Open College Network West Midlands provision within the centre
- ensuring all procedures relating to the delivery of the qualification operate effectively in the centre
- ensuring all relevant Open College Network West Midlands documentation is distributed as required within the centre and that the security requirements for external assessment are adhered to, where applicable.

The information provided in this qualification guide is accurate at the time of publication but is subject to change. Open College Network West Midlands will occasionally update qualification information, so please refer to the 'Open College Network West Midlands Qualifications' page of our website to view any updates, including qualification end dates and the latest versions of our qualification guides.



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