

apprenticeship FRAMEWORK

Youth Work (Wales)

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Youth Work (Wales)

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Framework summary

Youth Work

Foundation Apprenticeship in Youth Work

Pathways for this framework at level 2 include:

Pathway 1: Foundation Apprenticeship in Youth Work

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - Level 2 Certificate in Youth Work Practice (QCF)

This pathway also contains information on:

- Employee rights and responsibilities
- Essential skills

Youth Work

Apprenticeship in Youth Work

Pathways for this framework at level 3 include:

Pathway 1: Apprenticeship in Youth Work

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - Level 3 Certificate in Youth Work (QCF)

This pathway also contains information on:

- Employee rights and responsibilities
- Essential skills

Framework information

Information on the Publishing Authority for this framework:

Learning and Skills Improvement Service

The Apprenticeship sector for occupations in community learning and development, further education, higher education, teaching support, libraries, archives and information services, work-based learning and development (also includes records and information management services).

Issue number: 4	This framework includes: Level 2 Level 3
Framework ID: FR03248	
Date this framework is to be reviewed by: 31/08/2018	
This framework is for use in: Wales	

Short description

This framework has been designed as a nationally recognised training programme that offers a route of entry into the Youth Work sector in Wales. It is appropriate for those striving to work in the private, public or voluntary and community sector.

The Framework requires the successful completion of a number of components, including a nationally recognised qualification, which is independently assessed and certificated. Successful completers will have the knowledge and skills that are applicable to their role and to be able to operate as an effective employee in the Youth Work sector.

Contact information

Proposer of this framework

The original framework developer LSIS consulted a range of employers in the sector.

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Revising a framework

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Why this framework is being revised

Following consultation with employers and practitioners in the Youth Work sector in Wales to evaluate and review the framework, it has been refreshed including revisions to framework qualification requirements.

Summary of changes made to this framework

- Replacement of Youth Work Practice qualifications with new qualifications in Youth Work Practice following expiry of original qualifications

Following evaluation and review of the framework requirements with the Youth Work sector in Wales:

- Increase Level of Essential Skills Wales in Communication from Level 1 to Level 2 in the Foundation Apprenticeship to reflect needs in the Youth Work sector.
- Inclusion of Problem Solving Wider Key Skill as a framework requirement: Level 1 for Foundation Apprentices; Level 2 for Apprentices
- Inclusion of Working with Others Wider Key Skill as a framework requirement: Level 1 for Foundation Apprentices; Level 2 for Apprentices

Qualifications removed

Level 2 Certificate in Youth Work Practice (QCF)

- 600/0019/3 ABC
- 600/0691/2 NOCN
- 600/0146/X Ascentis
- 600/0375/3 City and Guilds

Level 2 Certificate in Youth Work (QCF)

- 600/1457/X Agored Cymru

Level 3 Certificate in Youth Work Practice (QCF)

- 500/8117/2 Agored Cymru

Level 3 Diploma in Youth Work Practice (QCF)

- 600/0083/1 ABC
- 600/0692/4 NOCN
- 600/0151/3 Ascentis
- 600/0378/9 City and Guilds

Qualifications added

Level 2 Certificate in Youth Work Practice (QCF)

- 601/5531/0 ABC
- 601/5546/2 Aim Awards
- 601/5394/5 Agored Cymru
- 601/5567/X Laser Learning Awards
- 601/5607/7 NOCN

Level 3 Certificate in Youth Work Practice (QCF)

- 601/5533/4 ABC
- 601/5548/6 Aim Awards
- 601/5450/0 Agored Cymru
- 601/5569/3 Laser Learning Awards
- 601/5611/9 NOCN

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

This framework has been designed as a high quality, nationally recognised training programme that offers an entry route into the workforce for the Youth Work sector in Wales. Those who successfully complete an Apprenticeship will have completed qualifications within the Youth and Community Support Worker range recognised by the Joint Negotiating Committee (JNC) requirements for Youth and Community workers as expressed within the JNC framework in England and Wales.

The key purpose of youth work is to... “enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential.” Youth Work National Occupational Standards 2012

Apprenticeship routes have been developed to provide flexible access routes to youth work and as part of a coherent development route for youth workers. In particular:

- There is some concern that there is a lack of engagement with under-represented groups in the youth work sector.
- Employers are keen to recruit local people into working with young people and see the Apprenticeship as a valuable route that can support this.
- The Apprenticeship Framework will benefit learners by offering a range of opportunities to progress in the sector, for example to degrees in youth work.

The Apprenticeship Framework will benefit employers by encouraging interest in the sector from a potentially more diverse workforce, enabling employers to play a key role in the development of individuals; tailor their learning programmes to meet specific organisational needs, and ensure the right skills are available to support the changing work environment.

An apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the Apprentice to gain technical knowledge and real practical experience, along with essential and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the apprenticeship experience from training delivered to meet narrowly focused job needs. In completion of the apprenticeship, the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standards set by the sector.

The apprenticeships will benefit learners by offering a range of opportunities to progress in youth work practice. It can also offer progression into a wide range of related roles and

occupations as well as to higher level qualifications.

The apprenticeships will benefit employers by encouraging interest in the sector from a potentially more diverse workforce, enabling employers to play a key role in the development of individuals, tailoring their learning programmes to meet specific organisational needs, and ensuring the right skills are available to support the changing work environment.

Aims and objectives of this framework (Wales)

The aim of the framework is to contribute towards meeting the recruitment and development issues faced by the sector in Wales, to encourage more entrants and to provide a workforce development route for the Youth Work sector, including those from minority groups.

The objectives of the framework are to:

- Ensure a skilled and qualified workforce including volunteers are equipped with the knowledge, skills and understanding to meet the diverse and evolving needs of young people;
- Provide the basis for developing a wide range of transferable skills, as well as contribute towards addressing specific skills gaps in Youth Work;
- Help bring about a more diverse workforce which reflects the community it serves, including the promotion of Welsh culture and use of the Welsh language;
- Encourage more entrants into the Youth Work sector from under-represented groups;
- Provide clear pathways for career progression within the specific youth work and wider sectors of the UK economy once the apprenticeship has been completed;
- Contribute towards meeting the skills priorities in Wales;
- Provide an accessible and flexible learning programme to match the learning and work needs of a diverse workforce;
- Encourage a more diverse workforce which reflects the communities it serves including more entrants into the sector from under-represented groups.

Entry conditions for this framework

Foundation Apprenticeship

Since the Foundation Apprenticeship will involve working with children/young people and/or vulnerable adults all new entrants must be willing to undergo an enhanced check through the Disclosure and Barring Service (DBS).

Centres must ensure that all statutory requirements concerning working with children/young people and or vulnerable adults are complied with.

All new entrants to the Foundation Apprenticeship must be at least 16 years of age and must be fully aware of the purpose of youth work. It is therefore advisable for new entrants to seek careers advice and gather information about youth work prior to enrolling onto the Apprenticeship. It would also be advantageous for new entrants to have undertaken some form of voluntary work in a youth work setting, prior to enrolling on the programme although this is not a prerequisite for the Foundation Apprenticeship.

There are no specific qualification requirements for entry onto the Framework. However, an initial assessment of learners' suitability for entry to the framework should be undertaken by an appropriately qualified person, prior to enrolment. This should aim to:

- Determine the learner's potential to develop the appropriate numeracy, literacy and ICT skills to cope with the demands of the Apprenticeship Framework;
- Ensure that they are:
 - o Motivated to succeed in completing the Apprenticeship;
 - o Willing to learn and apply what they have learnt in the workplace;
 - o Willing and able to communicate effectively with a range of people; and
 - o Committed to equality and diversity;
- Ensure learners are aware of and show a commitment to the National Occupational Standards for youth work and the Principles and Purposes of Youth Work in Wales;
- Assess their potential to recognise and adhere to the values of Youth Work and in particular:
 - o Recognise the importance of integrity in all personal and social interactions and respect the rights of young people within the United Convention on the Rights of the Child (UNCRC);
 - o Accept the 'Code of Occupational Ethics for Youth Service in Wales';
 - o Commitment to an ethos of continuous professional development (the professional worker as reflective practitioner), leading to improvement in professional practice; and
 - o Work collaboratively providing the context for youth work practice and critical engagement in the development of that context.

Apprenticeship

Since the Apprenticeship will involve working with children/young people and/or vulnerable adults all new entrants must be willing to undergo an enhanced check through the Disclosure and Barring Service (DBS).

Centres must ensure that all statutory requirements concerning working with minors are complied with.

All new entrants to the Apprenticeship must be at least 18 years of age.

All new entrants must be fully aware of the purpose of youth work. It is therefore advisable for new entrants to seek careers advice and gather information about the sector prior to enrolling onto the Apprenticeship. It is also expected that new entrants will have some previous experience of youth work, perhaps in a voluntary capacity, prior to enrolling onto the programme.

There are no specific qualification requirements for entry onto the framework. However, an initial assessment of learners' suitability for entry to the framework should be undertaken by an appropriately qualified person, prior to enrolment. This should aim to:

- Determine the learner's potential to develop the appropriate numeracy, literacy and ICT skills to cope with the demands of the Apprenticeship Framework;
- Ensure that they are:
 - o Motivated to succeed in completing the Apprenticeship;
 - o Willing to learn and apply what they have learnt in the workplace;
 - o Willing and able to communicate effectively with a range of people; and
 - o Committed to equality and diversity;
- Ensure learners are aware of and show a commitment to the National Occupational Standards for Youth Work and the Principles and Purposes of Youth Work in Wales;
- Assess their potential to recognise and adhere to the values of Youth Work and in particular:
 - o Recognise the importance of integrity in all personal and social interactions and respect the rights of young people within the United Convention on the Rights of the Child (UNCRC);
 - o Accept the 'Code of Occupational Ethics for the Youth Service in Wales';
 - o Commitment to an ethos of continuous professional development (the professional worker as reflective practitioner), leading to improvement in professional practice; and
 - o Work collaboratively providing the context for youth work practice and critical engagement in the development of that context.

Identification of learning needs

As part of induction process an assessment should be undertaken with the apprentice to identify their specific learning needs, including any prior learning, experience or achievement, in order to prevent duplication of learning and tailor the programme to meet their specific

requirements. It is suggested that:

- The learner undertakes an initial self assessment to identify previous learning and achievement and potential sources of evidence; and
- A meeting is held between the learner and the assessor or mentor as part of the induction process, in order to review the learner's self assessment, identify relevant sources of prior learning and achievement, and agree how this should be collected and presented.

Where appropriate, evidence of prior learning and achievement should be customised to show how it is authentic and relevant to the apprentices current role, e.g. by the addition of a personal statement, witness statements, and records of professional discussion. In all cases, Recognition of Prior Learning and Achievement (RPL/A) relating to the achievement of qualifications (and their component units) within the Framework must comply with the RPL or Accreditation of Prior Learning and Achievement APL/A policy published by the applicable awarding organisation.

Level 2

Title for this framework at level 2

Foundation Apprenticeship in Youth Work

Pathways for this framework at level 2

Pathway 1: Foundation Apprenticeship in Youth Work

Level 2, Pathway 1: Foundation Apprenticeship in Youth Work

Description of this pathway

This framework has been designed as a nationally recognised training programme that offers a route of entry into the Youth Work sector in Wales. It is appropriate for those looking to work in the private, public or voluntary and community sectors.

The framework requires the successful completion of a number of components, including a nationally recognised qualification, which is independently assessed and certificated. Successful completers will have the knowledge and skills that are applicable to their role and to be able to operate as an effective employee in the Youth Work sector.

The framework is made up of 59 credits comprising of:

- 26 credits from the Level 2 Certificate in Youth Work Practice (QCF); or the Level 2 Certificate in Youth Work
- 18 credits from Essential Skills Wales in Communication, Application of Number and IT;
- 12 credits from the Wider Key Skills in Problem Solving and Working with Others; and
- 3 credits from the Employer rights and responsibilities (ERR) unit.

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional specific entry requirements for the Foundation Apprenticeship other than those already stated.

Job title(s)	Job role(s)
Youth Club Assistant/Assistant Youth Worker/Youth Worker/ Junior Leader/ Part-time Youth Worker/Volunteer	Each of these example job titles will be generally used for staff appointed in an assisting role, undertaking duties under direction and supervision and where independent action will be limited
Assistant Youth Support Worker (as specified in JNC Agreement 2012)	This role will be generally used for staff appointed in an assisting role, undertaking duties under direction and supervision and where independent action will be limited.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 2 Certificate in Youth Work Practice (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/5531/0	ABC	26	139-143	N/A
B1b	601/5546/2	Aim Awards	26	139-143	N/A
B1c	601/5394/5	Agored Cymru	26	139-143	N/A
B1d	601/5567/X	Laser Learning Awards	26	139-143	N/A
B1e	601/5607/7	NOCN	26	139-1443	N/A

Relationship between competence and knowledge qualifications

Apprentices are required to complete ONE of the above qualifications as part of the Foundation Apprenticeship.

The qualification has been designed to offer great flexibility to the learner. To be awarded this qualification a learner must achieve a minimum of 26 credits, 23 of which are mandatory and 3 optional.

All of the qualifications, are identical in structure and content although supporting guidance will vary from one awarding organisation to another. Competence and knowledge have been integrated within these qualifications and are assessed separately. A summary of which units of the qualifications relate primarily to competence, which units relate primarily to knowledge, and which contain learning outcomes that address both competence and knowledge is as follows:

Youth Work Practice (QCF)

Mandatory Units

- T/506/9206 – Theory of youth work (4 knowledge credits)
- J/506/9226 – Safeguarding in a youth work setting (1.5 knowledge and 1.5 competence credits)
- M/506/9219- Young people’s development (2 knowledge credits)

- F/506/9239- Engaging and communicating with young people (1 knowledge and 1 competence 2 credit)
- J/506/9212 - Group work within a youth work setting (1 knowledge and 1 competence credit)
- T/506/9240 - Working with challenging behaviour in youth work setting 2 (1 knowledge and 1 competence credit)
- M/506/9172 – Work based practice in youth work (6 competence credits)
- Y/506/9232 - Reflective practice in a youth work setting (1 knowledge and 1 competence credit)

Optional Units:

- A/506/9241 – Anti discriminatory practice in youth work (1.5 knowledge and 1.5 competence credits)
- F/506/9502 – Key principles and values for working with young people who misuse substances (1 knowledge and 1 competence credit)
- R/506/9214 - Supporting young people with disabilities and additional learning needs within a youth work setting (1.5 knowledge and 1.5 competence credits)
- Y/506/9215 - Supporting young people’s recreation and leisure within a youth work setting (1.5 knowledge and 1.5 competence credits)

Additional Unit:

- L/504/6160 – Employment rights and responsibilities (1.5 knowledge and 1.5 competence credits)

The Level 2 Certificate in Youth Work Practice (QCF) contains mandatory and optional units. Assessors should offer guidance to apprentices to ensure they select optional units that are most suitable for their role, needs and circumstances.

Transferable skills (Wales)

Essential skills (Wales)

	Minimum level	Credit value
Communication	Level 2	6
Application of numbers	Level 1	6
IT	Level 1	6

Progression routes into and from this pathway

Progression routes into the Foundation Apprenticeship

There are no formal entry requirements or pre-determined entry routes into the Foundation Apprenticeship. There is considerable flexibility for learners to progress into the Foundation Apprenticeship via a number of different routes, which may include any of the following:

- Any relevant previous work, training or volunteering in the youth work sector;
- Academic qualifications (e.g. The Welsh Baccalaureate*, GCSEs);
- Vocational qualifications (e.g. Foundation Learning programmes at Entry level and level 1); and
- Adult Skills Build and Pathways to Apprenticeships; and
- Jobs Growth Wales.

Progression routes from the Foundation Apprenticeship

The Foundation Apprenticeship provides individuals with a sound knowledge base that can support them in undertaking further learning and development of their careers in Youth Work and related areas, including vertical progression to more specialised training at level 3.

Specific progression opportunities include:

- Level 3 qualifications in Youth Work Practice or Youth Work (including the level 3 Apprenticeship in Youth Work); and
- Level 3 qualifications in Advice and Guidance.

The Foundation Apprenticeship also fits within a framework that supports progression, via relevant Level 3 qualifications, through to higher level courses and/or Higher Education opportunities, including professional degrees and postgraduate qualifications in youth work. At Higher Education, it would be possible to undertake a course which would lead to the Joint

Negotiating Committee (JNC) recognised professional qualification in Youth & Community Work.'

In addition, the Foundation Apprenticeship provides opportunities to progress through a range of other occupational pathways, including lateral progression to other level 2 qualifications in areas such as sport coaching and play work.

*The Welsh Bacalaureate has equivalences as follows:

- Foundation Diploma D-G grades at GCSE, NVQ level 1 or equivalent
- Intermediate Diploma A-C grades at GCSE, NVQ level 2 or equivalent
- Advanced Diploma GCE A level standard, NVQ level 3 or equivalent

Employee rights and responsibilities

It is important that all employees understand and are able to use their rights and responsibilities as an employee.

The nine required national outcomes for ERR are that an apprentice:

1. Knows and understands the range of employer and employee statutory rights and responsibilities under Employment law and that employment rights can be affected by other legislation as well. This should include the apprentice's rights and responsibilities under the disability discrimination act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers;
2. Knows and understands the procedures and documentation in their organisation, which recognises and protects their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme;
3. Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities;
4. Understands the role played by their occupation within their organisation and industry;
5. Has an informed view of the types of career pathways that are open to them;
6. Knows the types of representative bodies, their relevance to the industry and the organisation, and their main roles and responsibilities;
7. Knows where and how to get information and advice on their industry, occupation, training and career;
8. Describes and works within their organisation's principles and codes of practice; and
9. Recognises and forms a view on issues of public concern that affect their organisation and industry.

Employee rights and responsibilities will be assessed either through the completion of an ETS Wales workbook, or the completion of a 3 credit ERR Unit which is available as a standalone unit or as an additional unit in the Level 2 Certificate in Youth Work Practice (QCF).

ERR unit:

ERR may be assessed through the following unit worth 3 credits:

- L/504/6160 Employee rights and responsibilities

The ERR unit is available as an additional Unit in the Level 2 Certificate in Youth Work Practice (QCF) offered by Awarding Organisations.

ERR workbook:

ETS Wales has developed an ERR workbook to enable Foundation Apprentices to record evidence of ERR against each of the nine national required outcomes. Foundation Apprentices should complete the ERR workbook as part of their induction and throughout the programme

under the supervision and guidance of their assessor/manager. A copy of the workbook can be downloaded from ETS Wales www.etswales.org.uk

The following guidelines for achievement of ERR should be observed:

Assessment of ERR, using the workbook, should be designed to be manageable for both Foundation Apprentices and training providers

- The induction process will be an important way of meeting some of the ERR requirements and for planning how other requirements can be met during the programme
- Formative assessment of ERR may be used to provide feedback on a Foundation Apprentice's performance during the programme; and
- Summative assessment must be used to determine overall achievement of ERR.

Once the workbook has been completed, the declaration from the workbook must be signed and dated by the Foundation Apprentice and their employer to confirm that all nine outcomes have been successfully achieved

Additionally, ERR may be assessed through the following unit which has 24 GLH and is worth 3 credits:

- R/602/2954 Understand employment responsibilities and rights in health, social care or children and young people's settings

This unit is available from the following awarding organisations and qualification numbers:

- 600/0046/6 (CACHE)
- 501/1723/3 (City and Guilds)
- 501/1589/3 (Pearson)
- 600/0061/2 (NCFE)
- 501/1444/X (OCR)

Apprentices will need to achieve the ERR component in order to qualify for their apprenticeship completion certificate.

Level 3

Title for this framework at level 3

Apprenticeship in Youth Work

Pathways for this framework at level 3

Pathway 1: Apprenticeship in Youth Work

Level 3, Pathway 1: Apprenticeship in Youth Work

Description of this pathway

This framework has been designed as a nationally recognised training programme that offers a route of entry into the Youth Work sector in Wales. It is appropriate for those looking to work in the private, public or voluntary and community or private sectors.

The pathway requires the successful completion of a number of components, including a nationally recognised qualification based on the National Occupational Standards, which is independently assessed and certificated. Successful completers will have the knowledge and skills that are applicable to their role and to be able to operate as an effective employee in the Youth Work sector.

The framework is made up of a minimum of 60 credits comprising of:

- 27 credits from the Level 3 Certificate in Youth Work (QCF);
- 18 credits from Essential Skills Wales in Communication, Application of Number and IT;
- 12 credits from the Wider Key Skills in Problem Solving and Working with Others; and
- 3 credits from the Employer rights and responsibilities (ERR) unit.

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional specific entry requirements for the Apprenticeship other than those already stated.

Job title(s)	Job role(s)
Youth CLub Leader/Youth Worker/ Part-time Youth Leader/ Youth Development Officer/Youth Project Officer/Deputy Leader/Part-time Senior Youth Worker/ Project Worker/Youth Worker in Charge	<p>Each of these example job titles have been used where staff deliver operational youth and community support work in local and area projects.</p>
Youth Support Worker (as specified in JNC Agreement 2012)	<p>This role is for staff who deliver operational youth and community support work in local and area projects. Youth and Community Support Workers will receive strategic leadership and operational guidance from Professional Youth and Community Workers</p>

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 3 Certificate in Youth Work (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/5449/4	Agored Cymru	27	139-143	N/A
B1b	601/5532/2	ABC	27	139-143	N/A
B1c	601/5547/4	Aim Awards	27	139-143	N/A
B1d	601/5568/1	Laser Learning Awards	27	139-143	N/A
B1e	601/5611/9	NOCN	27	139-143	N/A

Relationship between competence and knowledge qualifications

Apprentices are required to complete ONE of the above qualifications as part of the Apprenticeship.

Competence and knowledge have been integrated within these qualifications but are assessed separately. The learner must achieve 27 credits to achieve the qualification. 24 credits must come from the mandatory units and 3 credits from the optional units.

A summary of which units of the qualifications relate primarily to competence, which units relate primarily to knowledge, and which contain learning outcomes that address both competence and knowledge is as follows:

Level 3 Certificate in Youth Work Practice (QCF)

Mandatory Units

- T/506/9206 - Theory of youth work (4 knowledge credits)
- J/506/9226 - Safeguarding in a youth work setting (1.5 knowledge and 1.5 competence credits)
- M/506/9219 - Young people's development (2 knowledge credits)
- F/506/9239 - Engaging and communicating with young people (1 knowledge and 1 competence credit)
- A/506/9501 - Group work within a youth work setting (1.5 knowledge and 1.5

competence credits)

- A/506/9420 – Working with challenging behaviour in youth work settings (1 knowledge and 1 competence credit)
- A/506/9238 – Reflective practice in a youth work setting (1 knowledge and 1 competence credit)
- K/506/9218 – Work based practice in youth work (6 competence credits)

Optional Units:

- D/506/9216 - Interviewing skills for work with young people (1.5 competence and 1.5 knowledge credits)
- A/506/9207 – Detached and outreach youth work – understanding and knowledge (4 knowledge credits)
- J/506/9503 – Detached and outreach youth work – practice (3 competence credits)
- F/506/9208 - Understanding exchange programmes in a youth work setting (5 knowledge credits)
- M/506/9236 - Implementing exchange programmes in a youth work setting (6 competence credits)
- J/506/9209 - Facilitate the learning and development of young people through mentoring (2 knowledge and 2 competence credits)
- A/506/9210 – Principles of supporting young people in relation to sexual health and risk of pregnancy (2 knowledge credits)
- F/506/9211 - Support young people who are asylum seekers (3 knowledge credits)
- T/506/9500 - Support young people to achieve their learning potential (1.5 knowledge and 1.5 competence credits)
- H/506/9184 - Support young people who are looked after or are leaving care (1.5 knowledge and 1.5 competence credits)
- Y/506/9196 - Support young people’s transition to independence (1 knowledge and 1 competence credits)
- D/506/9197 – Referrals and signposting in youth work settings (1.5 knowledge and 1.5 competence credits)
- K/506/9185 - Support young people who are not in education, employment or training or excluded from school (1.5 knowledge and 1.5 competence credits)
- H/506/9234 – Work with young people to reduce involvement in anti-social and/or criminal activities (1.5 knowledge and 1.5 competence credits)
- H/506/9220 – Understand how youth work can support young people with mental health problems (2 knowledge credits)
- T/506/9223 - Support young people to develop, implement and review a plan of action (1 knowledge and 1 competence credit)
- M/506/9222 - Understand how youth work can support young people who are experiencing poverty (1.5 knowledge and 1.5 competence credits)
- K/506/9221 – Understand how youth work can support young people who misuse substances (2 knowledge credits)

- L/506/9227 – Understand how youth work supports young people who are gay, lesbian, bi-sexual or transgender (2 knowledge credits)
- F/506/9225 – Understanding how to manage staff in a youth work setting (3 knowledge and credits)
- A/506/9174 – Facilitating youth trips and residentials (3 knowledge and 3 competence credits)
- F/506/9175 – Work effectively with vulnerable young people (1.5 knowledge and 1.5 competence credits)
- J/506/9176 – Young people’s participation in youth work (1.5 knowledge and 1.5 competence credits)
- L/506/9177 – Exploring faith and community values within a youth work setting (3 knowledge credits)
- R/506/9178 – Managing performance in a youth work setting (3 knowledge credits)
- Y/506/9179 – Managing a budget within a youth work setting (1 knowledge and 1 competence credit)
- L/506/9180– Effective outcomes-based youth work (1 knowledge and 1 competence credits)
- H/506/9217 – Anti-discriminatory practice in youth work (3 knowledge credits)
- L/506/9423 – Supporting young people with disabilities and additional learning needs within a youth work setting (1.5 knowledge and 1.5 competence credits)
- K/506/9235 – Supervision in the youth work context (2 knowledge and 2 competence credits)

Additional Unit:

L/504/6160 - Employment rights and responsibilities (3 knowledge credits)

The Level 3 Certificate in Youth Work Practice (QCF) contains mandatory and optional units. Assessors should offer guidance to apprentices to ensure they select optional units that are most suitable for their role, needs and circumstances. Competence and knowledge have been integrated within this qualification but must be assessed separately.

Transferable skills (Wales)

Essential skills (Wales)

	Minimum level	Credit value
Communication	Level 2	6
Application of numbers	Level 2	6
IT	Level 2	6

Progression routes into and from this pathway

Progression routes into the Apprenticeship

There are no formal entry requirements or pre-determined entry routes for the Apprenticeship. However, it is expected that all learners enrolling onto the Apprenticeship will have previous experience of youth work, which may have been gained through voluntary work or other employment settings, including the Foundation Apprenticeship in Youth Work (at level 2). This experience may or may not be combined with evidence of achievement in:

- Academic qualifications (e.g. The Welsh Baccalaureate*, GCSEs);
- Vocational qualifications (e.g. Foundation Learning programmes at Entry level and level 1);
- Adult Skills Build and Pathways to Apprenticeships.

Progression routes from the Apprenticeship

The Apprenticeship provides individuals with a sound knowledge base that can support them in undertaking further learning and development of their careers in Youth Work and related areas.

Whilst there is no level 4 qualification in Youth Work Practice, the Apprenticeship does offer progression to a range of higher level qualifications, including Level 4 qualifications, Higher Apprenticeships and Foundation Degrees.

The Apprenticeship also fits within a framework that supports progression through to higher level courses and/or Higher Education opportunities, including professional degrees and postgraduate qualifications in youth work. At Higher Education, it would be possible to undertake a course which would lead to the Joint Negotiating Committee (JNC) recognised professional qualification in Youth & Community Work.

In addition, the Apprenticeship provides opportunities to progress through a range of other occupational pathways, including lateral progression to other level 3 qualifications.

*The Welsh Bacalaureate has equivalences as follows:

- Foundation Diploma D-G grades at GCSE, NVQ level 1 or equivalent
- Intermediate Diploma A-C grades at GCSE, NVQ level 2 or equivalent
- Advanced Diploma GCE A level standard, NVQ level 3 or equivalent

UCAS points for this pathway:

(no information)

Employee rights and responsibilities

It is important that all employees understand and can demonstrate an understanding of their rights and responsibilities as an employee.

The nine required national outcomes for ERR are that an apprentice:

1. Knows and understands the range of employer and employee statutory rights and responsibilities under Employment law and that employment rights can be affected by other legislation as well. This should include the apprentice's rights and responsibilities under the disability discrimination act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers;
2. Knows and understands the procedures and documentation in their organisation, which recognises and protects their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme;
3. Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities;
4. Understands the role played by their occupation within their organisation and industry;
5. Has an informed view of the types of career pathways that are open to them;
6. Knows the types of representative bodies, their relevance to the industry and the organisation, and their main roles and responsibilities;
7. Knows where and how to get information and advice on their industry, occupation, training and career;
8. Describes and works within their organisation's principles and codes of practice; and
9. Recognises and forms a view on issues of public concern that affect their organisation and industry.

Employee rights and responsibilities will be assessed either through the completion of an ETS Wales workbook, or the completion of a 3 credit ERR Unit which is available as a standalone unit or as an additional unit in the Level 2 Certificate in Youth Work.

ERR unit:

ERR may be assessed through the following unit worth 3 credits:

- L/504/6160 Employee rights and responsibilities

The ERR unit is available as an additional unit in the Level 3 Certificate in Youth Work Practice (QCF) offered by Awarding Organisations.

ERR workbook:

ETS Wales has developed an ERR workbook to enable apprentices to record evidence of ERR against each of the nine national required outcomes. Apprentices should complete the ERR workbook as part of their induction and throughout the programme under the supervision and

guidance of their assessor/manager. A copy of the workbook can be downloaded from ETS Wales www.etswales.org.uk

The following guidelines for achievement of ERR should be observed:

Assessment of ERR, using the workbook, should be designed to be manageable for both apprentices and training providers

- The induction process will be an important way of meeting some of the ERR requirements and for planning how other requirements can be met during the programme
- Formative assessment of ERR may be used to provide feedback on an apprentice's performance during the programme; and
- Summative assessment must be used to determine overall achievement of ERR.

Once the workbook has been completed, the declaration in the workbook must be signed and dated by the apprentice and their employer to confirm that all nine outcomes have been successfully achieved.

Additionally, ERR may be assessed through the following unit which has 24 GLH and is worth 3 credits:

- R/602/2954 Understand employment responsibilities and rights in health, social care or children and young people's settings

This unit is available from the following awarding organisations and qualification numbers:

- 600/0046/6 (CACHE)
- 501/1723/3 (City and Guilds)
- 501/1589/3 (Pearson)
- 600/0061/2 (NCFE)
- 501/1444/X (OCR)

Apprentices will need to achieve this unit in order to qualify for their apprenticeship completion certificate.

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

Youth work values and celebrates the contributions made by different individuals, groups and communities and is committed to their support and promotion. Education and training for youth work is committed to eliminating discrimination, to advancing equality of opportunity for all involved and to fostering good relations between diverse groups. Effective youth work can play a part to redress disadvantage and discrimination within local communities and promote youth work as a career of choice.

Apprenticeships are seen as a vital route to encourage a greater diversity of individuals into the sector and so the framework has been designed to support this:

- Entry conditions to the framework have been made flexible
- Mentoring has been included to offer additional support and increase retention of apprentices; and
- Equality and diversity training is an integral part of the apprentices' learning programme in relation to ERR.

Where lack of literacy and numeracy qualification are identified as a barrier to employment, support through the apprenticeship training model to secure qualifications can be used to remove this barrier.

The National Occupational Standards (NOS) and qualifications on which this framework is based were developed with the sector to ensure access for as wide a range of learners as possible.

The principles of equality and diversity relate to all those systems that have the potential to discriminate against apprentices at any point during the programme – from recruitment and selection and induction, through to successful completion.

Training providers and employers **MUST** comply with relevant legislation, such as the Equality Act 2010 (including the new Public Sector Equality Duties) to ensure that applicants are not discriminated against in terms of entry to, and promotion within, the sector, using the 9 protected characteristics of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race

- Religion or belief
- Sex
- Sexual orientation

There is a need to provide flexible access routes to the Youth Work sector as part of a coherent route for youth worker development opportunities. More specifically, the sector needs to support and engage with under-represented groups so that there is equity within the workforce. A key priority will therefore be to use the framework to help promote youth work as a career option to diverse groups that may have traditionally not been attracted to this area of work, and to encourage participation from a wider range of learner groups. Flexible entry conditions will also help to attract applicants from under-represented groups, therefore opening up the potential of a more diverse workforce.

The principles of equality and diversity relate to all those systems and procedures, which have the potential to discriminate against apprentices at any point during the programme – from recruitment, selection, and induction, through to successful completion and assessment. It is expected that all partners involved in the delivery of the Apprenticeship – providers, assessment centres and employers:

- will promote and support equality and diversity and have an equality and diversity policy or mission statement in place;
- will have an open recruitment process which is available to all applicants, regardless of age, disability, race or ethnic origin, gender or gender identity, religion or belief and sexual orientation;
- must be able to demonstrate that there are no discriminatory practices in place regarding selection and employment.

On and off the job training (Wales)

Summary of on- and off-the-job training

Off-the-job training is defined as time away from normal work duties. This may include any activity where an apprentice receives any form of instruction, tuition, assessment or progress reviews.

- For the Foundation Apprenticeship, the amount of off-the-job training is 365 learning hours (LH) out of a total of 473 LH
- For the Apprenticeship, the amount of off-the-job training is 366 LH out of a total of 475 LH.

On-the-job training is defined as skills, knowledge and competence gained within normal work duties.

- For the Foundation Apprenticeship, the amount of on-the-job training should be 108 LH out of a total of 473 LH
- For the Apprenticeship, the amount of on-the-job training is 109 LH out of a total of 475 LH.

Off-the-job training

Foundation Apprenticeship

- A minimum of 473 LH must be completed to complete the apprenticeship
- The total off-the-job LH is at least 365.

Apprenticeship

- A minimum of 475 LH must be completed to complete the apprenticeship.
- The total off-the-job LH is at least 366.

How this requirement will be met

Foundation Apprenticeship

The 365 LH off-the-job consists of:

- Level 2 Certificate in Youth Work Practice (QCF) (81 LH)

- Level 2 Essential Skills Wales in Communication (knowledge component) (60 LH)
- Level 1 Essential Skills Wales in Application of Number (knowledge component) (60 LH)
- Level 1 Essential Skills Wales in ICT (knowledge component) (60 LH)
- Level 1 Problem Solving Wider Key Skills (knowledge component) (30 LH)
- Level 1 Working with Others Wider Key Skill (knowledge component) (30 LH)
- Completion of the ERR workbook and/or Unit (24 LH)
- In-company training, e.g. health and safety (10 LH)
- Mentoring, support and coaching throughout the programme (10 LH).

Note: the 81 LH off-the-job LH associated with the Level 2 qualifications have been identified through a mapping exercise carried out as part of the framework development process.

Training hours delivered under an apprenticeship agreement may vary depending on the previous experience and attainment of the apprentice. The amount of off-the-job training required to complete the apprenticeship under the apprenticeship agreement may then be reduced accordingly, provided the total number of off-the-job hours for this framework can be verified for apprenticeship certification.

Previous attainment

Where a learner enters an apprenticeship agreement having previously attained parts or all of the relevant qualifications, this prior learning needs to be recognised using either QCF credit transfer for achievements within the QCF, or through recording of exemptions for certificated learning outside of the QCF.

For apprentices who have already achieved the relevant qualifications, they must have been certificated within 3 years of applying for the Foundation Apprenticeship Certificate.

Previous experience

Where a learner enters an apprenticeship agreement with previous work-related experience, this prior learning needs to be recognised. To count towards apprenticeship certification, previous experience must be recorded using QCF Recognition of Prior Learning (RPL) procedures and the hours recorded may then count towards the off-the-job hours required to complete the apprenticeship.

For apprentices with prior uncertificated learning experience, the off-the-job learning must have been acquired within 3 years of application for the Foundation Apprenticeship Certificate.

Planning and delivery

Off the job training needs to:

- Be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;

- Allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- Be delivered during contracted working hours
- Be delivered through one or more of the following methods: individual and group teaching; e-learning; distance learning; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study; and induction.

We would expect the training to be recorded in the company's training records and logs, although we would not need to see these. Signed confirmation stating that the hours have been completed may need to be declared in line with ACW certification requirements which can be checked via <https://acwcerts.co.uk/web/>

Apprenticeship

The 366 off-the-job learning hours consists of:

- Level 3 Certificate in Youth Work Practice (QCF) (knowledge component) (82 LH)
- Level 2 Essential Skills Wales in Communication (knowledge component) (60 LH)
- Level 2 Essential Skills Wales in Application of Number (knowledge component) (60 LH)
- Level 2 Essential Skills Wales in ICT (knowledge component) (60 LH)
- Level 2 Working with Other Widens Key Skill (knowledge component) (30 LH)
- Level 2 Problem Solving Wider Key Skill (knowledge component) (30 LH)
- Completion of the ERR workbook and/or Unit (24 LH)
- In-company training, e.g. health and safety (10 LH)
- Mentoring, support and coaching throughout the programme (10 LH).

Note: the 82 LH off-the-job LH associated with this Level 3 qualification has been identified through a mapping exercise carried out as part of the framework development process.

Training hours delivered under an apprenticeship agreement may vary depending on the previous experience and attainment of the apprentice. The amount of off-the-job training required to complete the apprenticeship under the apprenticeship agreement may then be reduced accordingly, provided the total number of off-the-job hours for this framework can be verified for apprenticeship certification.

Previous attainment

Where a learner enters an apprenticeship agreement having previously attained parts or all of the relevant qualifications, this prior learning needs to be recognised using either QCF credit transfer for achievements within the QCF, or through recording of exemptions for certificated learning outside of the QCF.

For apprentices who have already achieved the relevant qualifications, they must have been certificated within 3 years of applying for the Apprenticeship Certificate.

Previous experience

Where a learner enters an apprenticeship agreement with previous work-related experience, this prior learning needs to be recognised. To count towards apprenticeship certification, previous experience must be recorded using the awarding organisation's QCF Recognition of Prior Learning (RPL) procedures and the hours recorded may then count towards the off-the-job hours required to complete the Apprenticeship.

For apprentices with prior uncertificated learning experience, the off-the-job learning must have been acquired within 3 years of application for the Apprenticeship Certificate, or have been continuously employed in a relevant job role, including voluntary work, for 1 year.

Planning and delivery

Off the job training needs to:

- Be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- Allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager
- Be delivered during contracted working hours
- Be delivered through one or more of the following methods: individual and group teaching; e-learning; distance learning; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study and induction.

Off-the-job training must be formally recorded, either in a diary, workbook or portfolio, or be verified by attendance records. The evidence needs to be checked and signed by the assessor and employer.

On-the-job training

Foundation Apprenticeship

- A minimum of 473 LH must be completed to achieve the apprenticeship
- The total on-the-job hours is at least 108 LH
- The average of this apprenticeship is 14 months.

Apprenticeship

- A minimum of 475 LH must be completed to achieve the apprenticeship
- The total on-the-job hours is at least 109 LH if taking the Level 3 Certificate in Youth Work Practice (QCF).
- The average of this apprenticeship is 16 months.

Note: Learners may complete the Level 3 Diploma in Youth Work Practice (QCF) which will encompass the contents of the Level 3 Certificate in Youth Work Practice (QCF). Guidance should be provided by the assessor/mentor where this is the case.

How this requirement will be met

Foundation Apprenticeship

The 108 on-the-job hours consists of:

- Level 2 Certificate in Youth Work Practice (QCF) (competence component) (58 LH)
- Problem Solving Wider Key Skill (competence component) (15 LH)
- Working with Others Wider Key Skill (competence component) (15 LH)
- Induction and in-company training (competence component) (10 LH)
- Mentoring (10 LH)

Apprenticeship

The 109 on-the-job learning hours consists of:

- Level 3 Certificate in Youth Work Practice (QCF) (competence component) (59 LH)
- Problem Solving Wider Key Skill (competence component) (15 LH)
- Working with Others Wider Key Skill (competence component) (15 LH)
- Induction and in-company training (competence component) (10 LH)
- Mentoring (10 LH)

These hours may vary depending on previous experience and attainment of the apprentice. Where a learner enters an apprenticeship agreement having previously attained or acquired the appropriate competences or knowledge, this prior learning needs to be recognised and documented using the relevant QCF credit transfer, QCF exemption or RPL procedures (as for off-the-job above). The amount of on-the-job training required to complete the apprenticeship under the apprenticeship agreement may then be reduced accordingly, providing the total number of on-the-job hours for this framework can be verified for apprenticeship certification.

Apprentices who commence training under a new apprenticeship agreement with a new employer may bring a range of prior experience with them. When an apprentice can claim 50% or more hours towards the on-the-job framework total through prior learning acquired from previous full time education, employment or other vocational programmes, then the apprentice's learning programme should include 'customisation'.

Training providers are encouraged to identify additional on-the-job training programmes that customise the learning to the new workplace. Customisation programmes may include selecting appropriate additional unit(s) from QCF qualifications or relevant units recognised as Quality Assured Lifelong Learning (QALL) through a CQFW recognised body, follow Essential

Skills at a higher level than that specified in the framework, or include one or more Key Skills or other competency-based qualifications/units relevant to the workplace.

For apprentices who have already achieved the relevant qualifications, they must have been certificated within the 3 years preceding the date of application for the Foundation Apprenticeship Certificate.

Job roles within Youth Work require a thorough level of technical competence and knowledge, which will be undertaken through work-based training, practice and experience. Evidence of this must be formally recorded, either in a diary, workbook or portfolio, or be verified by attendance records. The evidence needs to be checked and signed by the assessor and employer.

The provision of evidence

There is considerable flexibility for apprentices to include different types of evidence within their diary, workbook or portfolio. The following are examples of the type of evidence that can be included:

- Certificates of learning records
- Evidence of attendance at training courses/meetings/workshops etc
- Evidence of work and learning undertaken (such as photos, DVDs, direct quotes from service users)
- Witness statements and supervision records (including fieldwork supervision)
- Records of practical assessments/observation
- Personal and reflective statement
- Case studies, tasks or assignments
- Work products
- Documentary evidence of private study
- Evaluation reports
- Community research.

We would expect the training to be recorded in the company's training records and logs, although we would not need to see these. Signed confirmation that the hours have been completed may need to be declared in line with ACW certification requirements which can be checked via <https://acwcerts.co.uk/web/>

Certification

Successful apprentices will receive an apprenticeship completion certificate. This is separate from and in addition to those certificates awarded for the achievement of the individual components of the framework.

Providers are responsible for claiming the apprenticeship completion certificate through

Apprenticeship Certificates Wales (ACW) <https://acwcerts.co.uk> and for providing evidence of completion of the mandatory outcomes.

All requests for completion certificates will be subject to quality assurance checks. Prior to applying for an apprenticeship completion certificate, the sufficiency, validity and reliability of all evidence must be checked and signed off by the employer and provider. The evidence, which must include records of hours, must then be submitted electronically through ACW

An apprenticeship completion certificate will be issued on receipt of evidence to show that all of the components have been successfully achieved. Providers will then be responsible for ensuring that the apprentices receive the completion certificate.

An apprenticeship completion certificate will only be issued where it is clear that these requirements (or alternative completion conditions) have been met and the evidence relating to this is both clear and unambiguous.

Wider key skills assessment and recognition (Wales)

Improving own learning and performance

Although not a mandatory requirement for the Foundation or Apprenticeship, learners should be encouraged to achieve the Wider Key Skills as part of their apprenticeship programmes as these skills are intrinsic to youth work and transferable to a wide range of different job roles.

Assessment of the Wider Key Skills should be designed to be manageable for both apprentices and training providers, with sufficient planning of opportunities identified during induction and at each subsequent stage of the programme.

Assessors should adopt a holistic approach to assessment of the Wider Key Skills, taking account of the evidence that will be generated for the Level 2 Certificate and Level 3 Certificate in Youth Work Practice. It may be therefore be helpful to map the Wider Key Skills to the Level 2 Certificate and Level 3 Certificate in Youth Work Practice to show where opportunities for generating evidence of Wider Key Skills are most likely to occur.

Improving own learning and performance at the levels indicated are an 'optional' requirement for these apprenticeship frameworks:

- Foundation Apprenticeship: Improving own learning and performance at Level 1; 6 credits
- Apprenticeship: Improving own learning and performance at Level 2; 6 credits

Working with others

Working with others at the levels indicated are a requirement for achievement of the Youth Work apprenticeship framework:

- Foundation Apprenticeship: Working with others at Level 1; 6 credits
- Apprenticeship: Working with others at Level 2; 6 credits

Problem solving

Problem solving at the levels indicated are a requirement for achievement of the Youth Work apprenticeship framework:

- Foundation Apprenticeship: Problem solving at Level 1; 6 credits
- Apprenticeship: Problem solving at Level 2; 6 credits

Additional employer requirements

There are no additional employer requirements for the Foundation or Apprenticeship frameworks.

Individual employers may require learners to attend supplementary training or induction, providing this is relevant and necessary in helping them understand and carry out their role in the organisation. However, this will not be a mandatory requirement for achieving an apprenticeship completion certificate.

apprenticeship
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