

apprenticeship FRAMEWORK

Youth Work (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies **both** to new Apprenticeship starts from 21 September 2018 **and** all Apprenticeships commenced before and not completed by 21 September 2018.

Latest framework version?

For any previous versions of this framework: https://acecerts.co.uk/framework_library

Issue date: 1 April 2020

Issued By:
Learning and Skills Improvement
Service

Apprenticeship Certificates
England

https://acecerts.co.uk/framework_library

Document Status:
Issued

Youth Work

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Framework information

Information on the Issuing 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: 11	This framework includes:
Framework ID: FR05013	Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 31/03/2023	This framework is for use in: England

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 England. It is appropriate for those looking 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, including and the underlying skills 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.

Developer of this framework

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Revising a framework

Why this framework is being revised

To add the qualifications offered by Open College Network Yorkshire and Humber region trading as Certa Awarding Organisation.

Revise acceptable ERR options to remove option to complete a standalone Unit.

To remove the entry requirement of minimum age 16 to the Intermediate Apprenticeship. To remove the entry requirement of minimum age 18 to the Advanced Apprenticeship.

Summary of changes made to this framework

Removal of NOCN qualifications

Qualifications removed

- 601/5608/9 - NOCN Level 2 Award in Youth Work Practice
- 601/5607/7 - NOCN Level 2 Certificate in Youth Work Practice
- 601/5611/9 - NOCN Level 3 Certificate in Youth Work Practice
- 601/5612/0 - NOCN Level 3 Diploma in Youth Work Practice

Qualifications added

N/A

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

"Definition of Apprenticeships"

1. 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 functional 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.
2. All apprentices commencing their Apprenticeship must have an Apprenticeship Agreement between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the Apprenticeship.
3. On 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 standard set by the industry.

This framework has been designed as a high quality, nationally recognised training programme that offers an entry route of into the Youth Work sector in England.

Those who successfully complete an Apprenticeship will have completed qualifications within the Youth and Community Support Worker range recognised by the JNC requirements for Youth and Community workers as expressed in Appendix II Guidance on linking skills, competencies and qualifications within the JNC framework in England and Wales

The 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 Workers play an important role in this process by supporting young people in their personal, social and educational development, normally as part of a wider team delivering or organising formal and informal education opportunities in a variety of settings.

As an apprentice in the youth work sector, you will be delivering youth and community support work in local and area projects or helping to run arts-based activities, community/environmental projects, residential activities, outdoor education and sporting activities. You may also be involved in identifying and pursuing sources of funding for projects to improve services and/or resources for young people; drawing up business plans; writing reports and making formal presentations to funding bodies. For more information about youth work and the opportunities available in this sector, visit the National Youth Agency website at <http://www.nya.org.uk>.

Apprenticeship routes have been developed in response to a need to address significant recruitment and retention problems in the Youth Work sector. In particular:

- There is some concern that the average age of the workforce is rising and that there is under-representation of minority ethnic groups;
- Many youth work organisations report difficulties in filling posts with suitably qualified candidates; and
- Employers are keen to recruit local people into youth work 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, including to higher level qualifications, such as 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, 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 (England)

The aim of the Framework is to contribute towards meeting the recruitment and retention issues faced by the sector in England and to encourage more entrants into the Youth Work sector, including those from minority groups.

The objectives of the Framework are to:

- Provide the basis for developing a wide range of transferable skills, as well as contribute towards addressing specific skills gaps in youth work;
- Encourage more entrants into the Youth Work sector from under-represented groups, including under-represented minority groups;
- Provide clear pathways for career progression within youth work and wider sectors of the UK economy; and
- Contribute towards meeting skills priorities in England, as set out in Skills for Sustainable Growth published by the Department for Business Innovation and Skills in October 2010.

Entry conditions for this framework

Intermediate Level Apprenticeship

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

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

All new entrants to the Intermediate Level Apprenticeship must have an awareness 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.

There are no specific qualification requirements for entry onto the Intermediate Level Apprenticeship. However, an initial assessment of the learner's suitability for entry to the Intermediate Level Apprenticeship should be undertaken prior to enrolment. This will:

- Determine the learner's potential to develop the appropriate numeracy, literacy and ICT skills to cope with the demands of the Apprenticeship programme;
- Establish whether they have the appropriate personal attributes that are conducive to youth work, i.e. friendly and approachable, professional, caring, enthusiastic, self motivated, well organised, independent and have good interpersonal skills;
- Ensure that they are:
 - * Motivated to succeed in completing the Apprenticeship;
 - * Willing to learn and apply what they have learnt in the workplace;
 - * Willing and able to communicate effectively with a range of people; and
 - * Committed to equality and diversity;
- Assess their potential to recognise and adhere to the values of youth work and in particular:
 - * Recognise the importance of integrity in all personal and social interactions and respect the human rights of young people;
 - * Accept the principles of 'Ethical Conduct in Youth Work' (A statement of these values and principles can be found on the National Youth Agency web-site at www.nya.org.uk);

- * Show a commitment to an ethos of continuous professional development (the professional worker as reflective practitioner), leading to improvement in professional practice; and
- * Show a commitment to 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 initial 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, experience 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 evidence and agree how this should be collected and presented.

Where appropriate, evidence of prior learning and achievement must be current and authentic and be appropriate 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 (RPL) 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 awarding organisation.

Advanced Level Apprenticeship

Since this apprenticeship framework will involve working with children/young people and/or vulnerable adults all new entrants must be willing to undergo a Disclosure and Barring Service (DBS) check.

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

All new entrants to the Apprenticeship must be at least 16 years of age. All new entrants must be 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 programme. It is also expected that new entrants will have some previous experience of youth work prior to enrolling onto the programme.

There are no specific qualification requirements for entry onto the Advanced Level Apprenticeship although it would be desirable for individuals to have the level 2 Certificate in Youth Work Practice. An initial assessment of the learner's suitability for entry to the Advanced Apprenticeship should be undertaken prior to enrolment. This will:

- Determine the learner's potential to develop the appropriate numeracy, literacy and ICT skills to cope with the demands of the Apprenticeship Framework;
- Establish whether they have the appropriate personal attributes that are conducive to youth work, i.e. friendly and approachable, professional, caring, enthusiastic, self motivated, well organised, independent and have good interpersonal skills;
- Ensure that they are:
 - * Motivated to succeed in completing the Apprenticeship;
 - * Willing to learn and apply what they have learnt in the workplace;
 - * Willing and able to communicate effectively with a range of people; and
 - * Committed to equality and diversity;
- Assess their potential to recognise and adhere to the values of youth work and in particular:
 - * Recognise the importance of integrity in all personal and social interactions and respect the human rights of young people;
 - * Accept the principles of 'Ethical Conduct in Youth Work' (A statement of these values and principles can be found on the National Youth Agency web-site www.nya.org.uk);
 - * Show a commitment to an ethos of continuous professional development (the professional worker as reflective practitioner), leading to improvement in professional practice; and
 - * Show a commitment to 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 initial 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, experience 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 evidence and agree how this should be collected and presented.

Where appropriate, evidence of prior learning and achievement must be current and authentic and be appropriate and relevant to the apprentice's 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 (RPL) 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 awarding organisation.

Level 2

Title for this framework at level 2

Intermediate Level Apprenticeship in Youth Work

Pathways for the framework at level 2:

Pathway 1: Intermediate Level Apprenticeship in Youth Work

Level 2, Pathway 1: Intermediate Level Apprenticeship in Youth Work

Description of this pathway

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

The pathway 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 44 credits comprising of:

- 26 credits from the Level 2 Certificate in Youth Work Practice (QCF);
- 15 credits from Functional skills in English, Mathematics and ICT; and
- 3 credits from Employment Rights and Responsibilities as Additional Unit in Level 2 Certificate in Youth Work Practice (QCF).

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

There are no additional requirements other than the general entry conditions.

Job title(s)	Job role(s)
Assistant Youth Support Worker	This role will be used for staff appointed in an assisting role, undertaking duties under direction and where independent action will be limited. Example duties may include helping to run arts-based activities, community / environmental projects, residential or sporting activities.

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	603/5560/8	ABC	26	139-143	N/A
B1b	601/5546/2	Aim Awards	26	139-143	N/A
B1c	601/5567/X	Laser Learning Awards	26	139-143	N/A
B1d	601/6159/0	AptEd	26	139-143	N/A
B1e	601/5981/9	Open College Network West Midlands	26	139-143	N/A
B1f	601/6052/4	Certa	26	139-143	N/A
B1g	603/5508/6	NOCN	26	133	N/A

Relationship between competence and knowledge qualifications

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

All of the qualifications are identical in structure and content although supporting guidance will vary from one awarding organisation to another. The qualification has been designed to offer great flexibility to the learner. In order for the framework to be recognised in England the choice of units must provide a minimum of 10 credits for the knowledge component and 10 credits for the competence component. To be awarded this qualification a learner must achieve a minimum of 26 credits, 23 of which are mandatory and 3 optional.

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:

Mandatory Units

- Theory of youth work (4 knowledge credits) (T/506/9206)
- Safeguarding in a youth work setting (1.5 knowledge and 1.5 competence credits)

(J/506/9226)

- Young people's development (2 knowledge credits) (M/506/9219)
- Engaging and communicating with young people (1 knowledge and 1 competence credit) (F/506/9239)
- Group work within a youth work setting (1 knowledge and 1 competence credit) (J/506/9212)
- Working with challenging behaviour in youth work setting (1 knowledge and 1 competence credit) (T/506/9240)
- Work based practice in youth work (6 competence credits) (M/506/9172)
- Reflective practice in a youth work setting (1 knowledge and 1 competence credit) (Y/506/9232)

Optional Units

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

Additional Unit

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

The Level 2 Certificate in Youth Work Practice 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 (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** **NO**

ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

NO

If YES, please state the grade/level required for ICT:

Click here to enter text.

Progression routes into and from this pathway

Progression routes into the Intermediate Level Apprenticeship

There are no formal entry requirements or pre-determined entry routes for the Intermediate Level Apprenticeship. There is considerable flexibility for learners to progress into the framework 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. GCSEs; the Diploma in Public Service; the Diploma in Society, Health and Development; the Diploma in Sports and Leisure); and
- Vocational qualifications (e.g. Foundation Learning programmes at Entry level and level 1).

Progression routes out of the Intermediate Level Apprenticeship

The Intermediate Level 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 (including the Advanced Apprenticeship);
- Level 3 Award/Certificate in Working with Vulnerable Young People; and
- Level 3 qualifications in Advice and Guidance.

The Intermediate Level 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 Intermediate 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.

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 course of training in ERR must be align to the nine national outcomes which are set out in the Specification of Apprenticeship Standards for England (SASE).

ERR may be assessed through the following unit included within the Level 2 Certificate in Youth Work Practice which has 24 GLH and is worth 3 credits:

- L/504/6160 Employee rights and responsibilities.

Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Youth Work

Pathways for the framework at level 3:

Pathway 1: Advanced Level Apprenticeship in Youth Work

Level 3, Pathway 1: Advanced Level Apprenticeship in Youth Work

Description of this pathway

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

The pathway 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, including and the underlying skills to be able to operate as an effective employee in the Youth Work sector.

The framework is made up of 55 credits comprising of:

- 37 credits from the Level 3 Diploma in Youth Work (QCF);
- 15 credits from Functional skills in English, Mathematics and ICT; and
- 3 credits from Employment Rights and Responsibilities as an Additional Unit within the Level 3 Diploma in Youth Work (QCF).

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

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

Job title(s)	Job role(s)
Youth Support Worker	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.

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 Diploma in Youth Work Practice (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	603/5562/1	ABC	37	170-218	N/A
B1c	601/5569/3	Laser Learning Awards	37	170-218	N/A
B1d	601/6157/7	AptEd	37	170-218	N/A
B1e	601/5983/2	Open College Network West Midlands	37	170-218	N/A
B1f	601/6054/8	Certa	37	170-218	N/A
B1g	603/5542/6	NOCN	37	173	N/A

Relationship between competence and knowledge qualifications

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

All of the qualifications are identical in structure and content although supporting guidance will vary from one awarding organisation to another. The qualification has been designed to offer great flexibility to the learner. In order for the framework to be recognised in England the choice of units must provide a minimum of 10 credits for the knowledge component and 10 credits for the competence component. The learner must achieve 37 credits to be awarded the qualification. 24 credits must come from the mandatory units and 13 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:

Mandatory Units

- Theory of youth work (4 knowledge credits) (T/506/9206)

- Safeguarding in a youth work setting (1.5 knowledge and 1.5 competence credits) (J/506/9226)
- Young people's development (2 knowledge credits) (M/506/9219)
- Engaging and communicating with young people (1 knowledge and 1 competence credit) (F/506/9239)
- Working with challenging behaviour in youth work settings (1 knowledge and 1 competence credit) (A/506/9420)
- Reflective practice in a youth work setting (1 knowledge and 1 competence credit) (A/506/9238)
- Work-based practice in youth work (6 competence credits) (K/506/9218)
- Group work within a youth work setting (1.5 knowledge and 1.5 competence credits) (A/506/9501)

Optional Units

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

- Understand how youth work can support young people who misuse substances (2 knowledge credits) (K/506/9221)
- Understand how youth work supports young people who are lesbian, gay, bisexual or transgender (2 knowledge credits) (L/506/9227)
- Understand how to manage staff in a youth work setting (3 knowledge credits) (F/506/9225)
- Facilitating youth trips and residentials (3 knowledge and 3 competence credits) (A/506/9174)
- Work effectively with vulnerable young people (1.5 knowledge and 1.5 competence credits) (F/506/9175)
- Young people's participation in youth work (1.5 knowledge and 1.5 competence credits) (J/506/9176)
- Exploring faith and community values within a youth work setting (3 knowledge credits) (L/506/9177)
- Managing performance in a youth work setting (3 knowledge credits) (R/506/9178)
- Managing a budget within a youth work setting (1 knowledge and 1 competence credit) (Y/506/9179)
- Effective outcomes-based youth work (1 knowledge and 1 competence credit) (L/506/9180)
- Anti-discriminatory practice in youth work (3 knowledge credit) (H/506/9217)
- Supporting young people with disabilities and additional learning needs within a youth work setting (1.5 knowledge and 1.5 competence credits) (L/506/9423)
- Supervision in the youth work context (2 knowledge and 2 competence credits) (K/506/9235)
- Support young people to achieve their learning potential (1.5 knowledge and 1.5 competence credits) (T/506/9500)
- Detached and outreach youth work – Practice (3 competence credits) (J/506/9503)

Additional Unit

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

The Level 3 Diploma in Youth Work Practice 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 (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** **NO**

ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

NO

If YES, please state the grade/level required for ICT:

Click here to enter text.

Progression routes into and from this pathway

Progression routes into the Advanced Level Apprenticeship

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

- Academic qualifications (e.g. GCSEs; the Diploma in Public Service; the Diploma in Society, Health and Development; the Diploma in Sports and Leisure); and
- Vocational qualifications (e.g. the Apprenticeship at level 2, or other level 2 qualifications in related areas, such as sport, coaching and play work).

Progression routes out of the Advanced Level Apprenticeship

The Advanced Level 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 currently no level 4 qualification in Youth Work Practice, the Advanced Level Apprenticeship does offer progression to a range of higher level qualifications, including:

- Level 4 Award/Certificate in Working with Vulnerable Young People;
- Level 4 qualifications in Advice and Guidance; and
- Foundation Degrees in Working with Young People.

The Advanced Level 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 Advanced Level Apprenticeship provides opportunities to progress through a range of other occupational pathways, including lateral progression to other level 3 qualifications.

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 course of training in ERR must be align to the nine national outcomes which are set out in the Specification of Apprenticeship Standards for England (SASE).

Employee rights and responsibilities may be assessed through the completion of a 3 credit, 24 GLH Unit which is available as an additional unit in the Level 3 Diploma in Youth Work Practice offered by Awarding Organisations:

- L/504/6160 Employee rights and responsibilities

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

Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, 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.

There are some key issues around recruitment and retention within the Youth Work sector. More specifically, the sector is under-represented by ethnic and minority groups. A key priority will therefore be to use the Apprenticeship 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. It is expected that all partners involved in the delivery of the Apprenticeship – providers, assessment centres and employers:

- Must demonstrate a commitment to equality and diversity and have an equality and diversity policy or mission statement in place;
- There should be 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 or who meet the stated selection criteria; and
- Employers and providers must be able to demonstrate that there are no discriminatory practices in place regarding selection and employment.

Data and other information will be collected to monitor the impact of the Apprenticeships in relation to equality and diversity, and to take action to redress any potential imbalance in the profile of individuals that are being recruited to the Apprenticeship programme, or which can inform the development of case studies to promote good practice.

On and off the job guided learning (England)

Total GLH for each pathway

Intermediate Level Apprenticeship

- The Intermediate Apprenticeship will take a minimum 12 months to complete based on a minimum 30 hour per week contract. During the 12 month duration a minimum of 318 GLH must be completed
- For apprentices aged 16-18, 12 months is the minimum time to achieve this Apprenticeship framework. For apprentices aged 19+, it is expected that the apprenticeship will take 12 months unless relevant prior learning is recorded – where this is the case, the apprenticeship will not be less than 6 months
- For Apprenticeships where the apprentice is working and studying for less than a combined total of 30 hours per week please consult the latest funding guidelines.

Advanced Level Apprenticeship

- The Advanced Apprenticeship will take a minimum 12 months to complete based on a 30 hour per week contract. During the 12 month duration a minimum of 349 GLH must be completed
- For apprentices aged 18, 12 months is the minimum time to achieve this Apprenticeship framework. For apprentices aged 19+, it is expected that the apprenticeship will take 12 months unless relevant prior learning is recorded – where this is the case, the apprenticeship will not be less than 6 months
- For Apprenticeships where the apprentice is working and studying for less than a combined total of 30 hours per week please consult the latest funding guidelines

Note: GLH do not have to be delivered through formal training programmes but will include contact time between the learner and tutor/assessor.

Minimum off-the-job guided learning hours

Intermediate Level Apprenticeship

Of the 318 total GLH for the framework, a minimum of 260 GLH must be completed off-the-job. These hours will be made up as follows:

- Level 2 Certificate in Youth Work Practice (QCF) (knowledge component) (81 GLH);
- Functional Skills Certificate in Communication Level 1, or equivalent qualifications (knowledge component) (45 GLH)
- Functional Skills Certificate in Application of Number Level 1, or equivalent qualifications

- (knowledge component) (45 GLH);
- Functional Skills Certificate in ICT Level 1, or equivalent qualifications (knowledge component) (45 GLH);
- ERR Unit RL/504/6160: Employee rights and responsibilities (24 GLH);
- In-company training, e.g. health and safety etc (10 GLH); and
- Mentoring, support and coaching throughout the programme (10 GLH)

Note: the 81 GLH off-the-job GLH associated with the Certificate in Youth Work Practice have been identified through a mapping exercise carried out as part of the framework development process.

'Off-the-job' training required for PLTS will be covered by the minimum GLH assigned to the Level 2 Certificate in Youth Work.

Advanced Level Apprenticeship

Of the 349 total GLH for the framework, a minimum of 264 GLH must be completed off-the-job. These hours will be made up as follows:

- Level 3 Diploma in Youth Work Practice (QCF) (85 GLH);
- Functional Skills Certificate in Communication Level 2, or equivalent qualifications (knowledge component) (45 GLH);
- Functional Skills Certificate in Application of Number Level 2, or equivalent qualifications (knowledge component) (45 GLH);
- Functional Skills Certificate in ICT Level 2, or equivalent qualifications (knowledge component) (45 GLH);
- ERR Unit L/504/6160: Employee rights and responsibilities (24 GLH);
- In-company training, e.g. health and safety etc (10 GLH); and
- Mentoring, support and coaching throughout the programme (10 GLH).

Note: the 85 GLH off-the-job GLH associated with the Diploma in Youth Work Practice have been identified through a mapping exercise carried out as part of the framework development process.

'Off-the-job' training required for PLTS should be covered by the minimum GLH assigned to the Level 3 Certificate in Youth Work Practice.

How this requirement will be met

The GLH recorded as part of off-the-job learning must achieve clear and specific outcomes which contribute directly to the successful achievement of the Apprenticeship. This may include accredited and non-accredited elements of the Apprenticeship which must be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or

manager.

The GLH will be achieved by the apprentice having access as and when required either to a tutor, teacher, mentor or manager and must be:

- delivered during contracted working hours;
- delivered through any 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
- recorded, for example in a diary, log book or portfolio.

Provision of evidence

There is considerable flexibility for apprentices to include different types of evidence within their diary, log book 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;
- Workbooks demonstrating work and learning undertaken;
- Witness statements;
- Personal and reflective statements;
- Case studies;
- Work products; and
- Documentary evidence of private study.

We would expect the training to be recorded in the company's training records and logs, although we would not need to see these. Apprentices must complete and sign the Apprentice Declaration & Authorisation Form to declare the minimum GLH has been achieved when applying for apprenticeship certificates. This form can be found on the Apprenticeship Certificate England website: acecerts.co.uk/web

Minimum on-the-job guided learning hours

The on-the-job GLH is the total required GLH minus the off-the-job GLH.

Intermediate Level Apprenticeship

An apprentice will need to complete a minimum of 58 GLH on-the-job training, which will be made up as follows:

- Level 2 Certificate in Youth Work Practice (QCF) (competence component) (58 GLH).

Advanced Level Apprenticeship

An apprentice will need to complete a minimum of 85 GLH on-the-job training, which will be made up as follows:

- Level 3 Diploma in Youth Work Practice (QCF) (competence component) (85 GLH).

How this requirement will be met

The GLH recorded as part of on-the-job learning must achieve clear and specific outcomes which contribute directly to the successful achievement of the Apprenticeship. This may include accredited and non-accredited elements of the Apprenticeship which must be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager. The GLH will be achieved by the apprentice having access as and when required either to a tutor, teacher, mentor or manager and must be:

- delivered during contracted working hours;
- delivered through any of the following methods: individual and group teaching; e-learning; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study; and
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There is considerable flexibility for apprentices to include different types of evidence within their diary, log book or portfolio. The following are examples of the type of evidence that can be included:

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- Evidence of attendance at training courses/meetings/workshops etc;
- Workbooks demonstrating work and learning undertaken;
- Witness statements;
- Personal and reflective statements;
- Case studies;
- Work products; and
- Documentary evidence of private study.

We would expect the training to be recorded in the company's training records and logs, although we would not need to see these. We will, however, expect to receive signed confirmation stating that the hours have been completed and submitted as part of the certification application.

Certification Requirements for GLH

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

Opportunities for demonstrating the application and achievement of PLTS have been mapped to units within the Level 2 Certificate and Level 3 Diploma in Youth Work Practice. This does not need to be evidenced however learners may want to explore additional sources of evidence for demonstrating achievement, with guidance from their assessor/mentor.

The following guidelines for achievement of PLTS should be observed:

- Apprentices should be introduced to PLTS during induction so that they learn to recognise for themselves when and where they are practising these skills;
- Delivery and assessment of PLTS should be designed to be manageable for both apprentices and training providers, with sufficient planning of opportunities identified at induction and at each subsequent stage of the programme;
- Assessors should adopt a holistic approach to assessment of PLTS - most evidence will be generated from undertaking the units within the Level 2 Certificate or Level 3 Diploma in Youth Work Practice;
- A suitable mechanism should be used to clearly show how demonstration of PLTS has been evidenced;
- Formative assessment of PLTS may be used to provide feedback on an apprentice's performance; and
- Summative assessment must be used to determine achievement of PLTS.

How to meet the requirements for PLTS:

Apprentices must complete and sign the Apprentice Declaration & Authorisation Form to declare PLTS attainment when applying for apprenticeship certificates. This form can be found on the Apprenticeship Certificates England website: acecerts.co.uk/web

Certification Requirements for PLTS

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Generate ideas and explore possibilities;
- Ask questions to extend their thinking;
- Connect their own and others' ideas and experiences in inventive ways; Question their own and others' assumptions;
- Try out alternatives or new solutions and follow ideas through; Adapt ideas as circumstances change.

Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Skills, behaviours and personal qualities for apprentices:

- Identify questions to answer and problems to resolve;
- Plan and carry out research, appreciating the consequences of decisions; Explore issues, events or problems from different perspectives;
- Analyse and evaluate information, judging its relevance and value;
- Consider the influence of circumstances, beliefs and feelings on decisions and events; Support conclusions, using reasoned arguments and evidence.

Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Assess themselves and others, identifying opportunities and achievements;

- Set goals with success criteria for their development and work;
- Review progress, acting on the outcomes;
- Invite feedback and deal positively with praise, setbacks and criticism; Evaluate experiences and learning to inform future progress;
- Communicate their learning in relevant ways for different audiences.

Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Collaborate with others to work towards common goals;
- Reach agreements, managing discussions to achieve results;
- Adapt behaviour to suit different roles and situations, including leadership roles; Show fairness and consideration to others;
- Take responsibility, showing confidence in themselves and their contribution;
- Provide constructive support and feedback to others.

Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Seek out challenges or new responsibilities and show flexibility when priorities change;
- Work towards goals, showing initiative, commitment and perseverance;
- Organise time and resources, prioritising actions;
- Anticipate, take and manage risks;
- Deal with competing pressures, including personal and work-related demands;
- Respond positively to change, seeking advice and support when needed;
- Manage their emotions, and build and maintain relationships.

Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Discuss issues of concern, seeking resolution where needed;
- Present a persuasive case for action;
- Propose practical ways forward, breaking these down into manageable steps;
- Identify improvements that would benefit others as well as themselves;
- Try to influence others, negotiating and balancing diverse views to reach workable solutions;
- Act as an advocate for views and beliefs that may differ from their own.

apprenticeship **FRAMEWORK**

For more information visit-
www.acecerts.co.uk/framework_library