



Training
QualificationsUK

Qualification Specification

TQUK Level 1 Award in Youth Work (RQF)

Qualification Number: 610/7486/X

Version 1

Contents

Summary of changes	3
Introduction	4
Welcome to TQUK	4
Centre Recognition	4
Qualification Specifications	5
Use of TQUK's Logo, Name and Qualifications	5
Accessibility	5
The Qualification	7
Qualification Purpose	7
Entry Requirements	7
Progression	7
Structure	8
Guided Learning Hours (GLH)	8
Directed Study Requirements	8
Total Qualification Time (TQT)	8
Assessment	9
Centre Devised Assessment (CDA) Guidance	9
Course Delivery	10
Learner Registration	10
Tutor, Assessor, and Internal Quality Assurer Requirements	10
External Quality Assurance	12
Useful Websites	12
Mandatory Units	13
Youth work theory, communication and settings	14
Planning, reviewing, and reflection	19
The importance of children and young people's development in youth work	23
Safe and inclusive practice in youth work	27

Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
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Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications that are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our [website](#) for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#).

Centres must ensure they are using the most recent PDF version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

If you have any further questions, please contact TQUK.

Use of TQUK's Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

Accessibility

TQUK is committed to ensuring that all qualifications and assessments are accessible, inclusive, and non-discriminatory. We ensure that no aspect of this qualification disadvantages any group of learners who share a protected characteristic or introduces unjustifiable barriers to entry, other than those essential to the qualification's intended purpose. Where such features are necessary, they will be clearly stated and justified.

All assessment design processes actively identify and remove unjustifiable barriers that could prevent learners, including those with physical disabilities, from demonstrating their knowledge, understanding, or skills. TQUK monitors and reviews the nine protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) throughout qualification development to maintain accessibility and inclusivity. This approach promotes positive attitudes and fosters good relations among all learners.

More information can be found in our [Equality and Diversity Policy](#).

For learners seeking guidance on Reasonable Adjustments, please see our [Reasonable Adjustment Policy](#).

The Qualification

The TQUK Level 1 Award in Youth Work (RQF) is the first youth worker qualification on the [NYA's Standard Qualification Framework for Youth Work](#). This qualification provides learners with an understanding of youth work, the role of youth workers, and the importance of safe and inclusive practice. Through the four mandatory units it introduces learners to the seven themes of the NYA Standard Qualification Framework. This qualification provides learners with the essential knowledge and understanding required to begin working in the youth work sector. It is suitable for anyone interested in exploring youth work as a career.

The TQUK Level 1 Award in Youth Work (RQF) is regulated by Ofqual. The qualification was developed in association with the National Youth Association.

Qualification Purpose

This qualification has been developed in response to support the youth work sector and the need to increase the number of trained and qualified individuals working with young people in England. It provides an accessible entry point for individuals new to youth work, as well as those currently working or volunteering in the sector who require formal recognition of their knowledge and skills.

The qualification supports the development of essential skills and understanding required for effective youth work practice, contributing to improved quality of provision and better outcomes for young people. It is designed to be inclusive and flexible, reflecting the diverse routes into the sector and supporting participation from individuals with a range of backgrounds and experiences.

This qualification forms part of a progressive suite of youth work qualifications, enabling learners to progress to further study at higher levels or into employment within youth work and related sectors.

Entry Requirements

There are no specific entry requirements for this qualification. However, learners should possess appropriate literacy and communication skills to enable them to access the qualification and complete the required assessments

The recommended minimum age for this qualification is 16 years.

Progression

Successful learners can progress to other qualifications such as:

- Level 2 Certificate in Youth Work
- Level 2 Certificate in Health and Social Care

Structure

Learners must achieve all mandatory units

Mandatory units

Title	Unit ref.	Level	Guided learning hours	Credit value
Youth work theory, communication and settings	D/652/1761	1	16	2
Planning, reviewing, and reflection	H/652/1763	1	25	3
The importance of children and young people's development in youth work	J/652/1764	1	25	3
Safe and inclusive practice in youth work	F/652/1762	1	8	1

Guided Learning Hours (GLH)

These hours are made up of all contact time, guidance, or supervision of a learner by a lecturer, supervisor, tutor, trainer, or other appropriate provider of education or training.

GLH for this qualification is 74 hours.

Directed Study Requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 16 hours over the cycle of the programme.

Total Qualification Time (TQT)

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of the GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning, including assessment, which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

The Total Qualification Time for this qualification is 90 hours.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Assessment may include a range of evidence types appropriate to the learning outcomes and assessment criteria. This may include written tasks, workbooks, activity plans, reflective accounts, presentations, professional discussions and simulated activities as well as other appropriate portfolio evidence.

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

Materials for internal assessment must be submitted to TQUK for approval before use and must be mapped to the relevant unit, learning outcome, and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Each unit within the qualification may have its own assessment requirements, assessment guidance and range.

- **Assessment requirements:** conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.
- **Assessment guidance:** areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- **Useful Websites:** resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of assessment, and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor, and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher-level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification requested.
- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/BEd/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Tutors must also:

- Have a sound understanding of the Standard Qualification Framework for Youth Work
- Be able to evidence continued professional development, including fieldwork activities, within the last 3 years.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering, or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assessor. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are complying with TQUK quality assurance requirements associated with their TQUK recognised centre status and formal written agreement. This will comprise a scheduled face-to-face or remote quality assurance activity where the EQA will review the centre's policies and procedures, speak with centre staff, and conduct the sampling of learner work.

Useful Websites

- [Office of Qualifications and Examinations Regulation](#)
- [Register of Regulated Qualifications](#)

For further details regarding approval and funding eligibility, please refer to the following websites:

- [Department for Education \(DfE\)](#)
- [Learning Aim Reference Service \(LARS\)](#)

Mandatory Units

Title:		Youth work theory, communication and settings	
Unit reference number:		D/652/1761	
Level:		1	
Credit value:		2	
Guided learning hours:		16	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the purpose and settings of youth work	1.1	Describe the purpose of youth work
		1.2	Outline the core values of youth work
		1.3	Give examples of different settings where youth work takes place
2.	Know how to develop communication and engagement skills used in youth work	2.1	Identify ways youth workers build positive relationships with young people
		2.2	Define active listening skills
		2.3	Give examples of how to communicate in an age-appropriate, inclusive way
		2.4	Outline the importance of communication in teamwork
		2.5	Identify potential barriers when communicating: • when working with young people • as part of a professional team
		2.6	Identify ways to overcome potential barriers when communicating
3.	Know how to build quality relationships with young people	3.1	Outline why relationship building with young people is important in youth work
		3.2	Outline why professional boundaries are important when engaging with young people
		3.3	List different ways of working with young people that can empower them

Range: none.

Assessment guidance:

1.1 Learners should understand the purpose youth work exists and why it is important in supporting young people. These may include:

Supporting social and emotional development

- Helping young people build confidence, self-esteem, and social skills.

- Encouraging positive decision making and independence.

Providing safe and inclusive spaces

- Offering environments where young people feel valued, respected, and able to participate.
- Protecting young people from harm and promoting wellbeing.

Promoting equality, diversity, and inclusion

- Ensuring all young people have opportunities regardless of background, ability, or identity.
- Challenging discrimination and supporting anti-discriminatory practice.

Encouraging participation and citizenship

- Supporting young people to engage in community life.
- Helping young people express their views and influence decisions that affect them.

Offering guidance and support

- Providing informal learning, advice, and mentoring.
- Helping young people access further opportunities, education, or employment.

Following professional principles and guidance

- Working in line with the NYA standards.
- Upholding the youth work values and principles, including voluntary participation, empowerment, and promoting social justice.

Promoting lifelong learning

- Helping young people develop skills and knowledge they can use in life and work.
- Supporting personal growth and preparation for adult life.

Learners should understand that youth work is voluntary, inclusive, and focused on supporting young people's development in a safe and respectful way.

1.2 To ensure core values are current and up to date, learners can find the core values of youth work in:

- The National Occupational Standards (NOS) for Youth Work.
- Professional frameworks used by organisations such as the National Youth Agency (NYA)

The core values recognised across the UK typically include:

1. Young people choosing to take part – participation is voluntary.
2. Starting from young people's own experiences and interests.
3. Respecting and valuing young people's differences.
4. Promoting equality and challenging injustice.
5. Empowering young people and supporting their voice.

Supporting young people's holistic development – socially, emotionally, and educationally.

1.3 Learners should understand that youth work happens in a variety of settings and situations, depending on the needs of young people.

These may include:

Formal settings

- Schools, colleges, or youth centres.
- Structured programmes, workshops, or mentoring sessions.

Community settings

- Community centres, libraries, sports clubs, or faith-based centres.
- Activities designed to engage young people locally.

Outdoor and recreational settings

- Parks, adventure centres, playgrounds, or open spaces.
- Activities like team building, outdoor education, or sports.

Specialist settings

- Hospitals, mental health services, residential care, or services for young people with additional needs.
- Programmes focused on wellbeing, support, or development.

Detached or outreach settings

- Street-based youth work or outreach projects.
- Engaging young people who may not attend structured services.

Digital or online settings

- Social media, online forums, virtual workshops, or digital mentoring.
- Offering support and engagement where young people cannot meet in person.

Learners should understand that the setting affects how activities are planned and delivered, including considerations for safety, accessibility, and inclusion.

2.1 Learners must understand strategies youth workers use to develop trust, respect, and engagement with young people. Learners should understand the key elements that help youth workers to build trust with young people.

This may include:

- Consistency and reliability – keeping promises and following through on commitments.
- Respect – treating young people fairly and valuing their opinions.
- Honesty and openness – being truthful and clear in communication.
- Confidentiality – respecting private and/or personal information where appropriate.
- Listening and responding – showing understanding and care.
- Support and encouragement – helping young people develop skills, confidence, and wellbeing.

2.2 Learners need to be able to define active listening:

- Body language
- Tone
- Asking open questions

2.3 Inclusive communication:

- Using different formats for communication
- Respecting the communication needs of others

2.4 The importance of communication in teamwork could include:

- Sharing information clearly – keeping colleagues informed about plans, risks, or updates
- Supporting collaboration – discussing ideas and agreeing on roles
- Resolving conflicts – using respectful communication to solve disagreements
- Building trust and respect – maintaining professionalism in all interactions
- Receiving and acting on feedback – listening to colleagues' suggestions and adapting practice

2.5 Learners must know that communication can be blocked by practical, emotional, or social barriers and how to address them.

3.2 Learners should know that boundaries protect both youth workers and young people.

Professional boundaries can help to:

- Ensure safety – prevents harm or risky situations.

- Maintain trust – young people know what to expect from the youth worker.
- Protect professionalism – prevents inappropriate relationships or behaviour.
- Reduce risk of complaints or misunderstandings – clear limits protect everyone.

3.3 Learners should understand simple, practical approaches that give young people choice, control, and confidence. A minimum of five must be included.

This could include:

- Involving young people in decision making – letting them choose activities or express opinions.
- Encouraging participation – giving everyone a chance to take part.
- Offering support and guidance – helping young people develop skills and confidence.
- Providing positive feedback – recognising achievements and effort.
- Listening and responding to their views – showing their opinions matter.
- Promoting independence – helping young people take responsibility for tasks or projects.

Title:		Planning, reviewing, and reflection	
Unit reference number:		H/652/1763	
Level:		1	
Credit value: (delete row if no credit)		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know how to plan youth work activities	1.1	Identify types of activities suitable for youth work sessions
		1.2	Outline the steps for planning a short youth work activity
		1.3	Describe how to make activities safe and inclusive in different settings
		1.4	Plan an engaging simulated youth work activity
2.	Understand the importance of review in youth work	2.1	Identify the purposes of review within youth work
		2.2	List examples of what can be reviewed
		2.3	Identify review methods
		2.4	Identify ways to review with young people
3.	Know about reflective practice within youth work	3.1	State what is meant by reflection in youth work
		3.2	Describe the benefits of reflection for professional development
		3.3	Produce an action plan which supports own development as a youth worker
Range: none.			
Assessment guidance:			
1.1 Appropriate activities could include:			
• Arts and crafts • Drama and role play • Music and dance • Sports • Individual activities (yoga, athletics, etc.) • Outdoor games • Board games			

- Virtual quizzes
- Digital art, video creation, or coding challenges
- Group challenges (escape rooms, etc.)
- Informal activities

Learners must identify a minimum of three simple activities.

1.3 Learners should understand that youth work happens in a variety of settings and situations, depending on the needs of young people.⁷⁴

1.4 Learners should know that planning helps make youth work activities safe, enjoyable, and inclusive for young people. Planning does not need to be complicated, but it should follow clear steps.

These could include:

- Identifying the purpose of the activity
- Choosing an appropriate activity
- Knowing the needs and requirements of the group
- Including young people
- Identifying resources
- Outlining activity steps
- Consideration of Health and Safety
- Inclusivity and accessibility
- Delivery
- Review

These may include:

Formal settings

- Schools, colleges, or youth centres.
- Structured programmes, workshops, or mentoring sessions.

Community settings

- Community centres, libraries, sports clubs, or faith-based centres.
- Activities designed to engage young people locally.

Outdoor and recreational settings

- Parks, adventure centres, playgrounds, or open spaces.
- Activities like team building, outdoor education, or sports.

Specialist settings

- Hospitals, mental health services, residential care, or services for young people with additional needs.

- Programmes focused on wellbeing, support, or development.

Detached or outreach settings

- Street-based youth work or outreach projects.
- Engaging young people who may not attend structured services.

Digital or online settings

- Social media, online forums, virtual workshops, or digital mentoring.
- Offering support and engagement where young people cannot meet in person.

Learners should understand that the setting affects how activities are planned and delivered, including considerations for safety, accessibility, and inclusion.

2.1 Learner needs to understand there are different purposes of reviewing such as:

- Identifying what went well
- Identifying what can be improved
- Identifying errors
- Measuring outputs and outcomes
- Ensuring safe practice
- Personal development

2.3 Learners must identify a minimum of two review methods. These could include:

- Observation
- Feedback from young people
- Self-reflection
- Peer/colleague feedback
- Participation and engagement levels
- Rating tools

3.1 Learners should understand that reflection is a way to think about what happened during a youth work activity to help improve future practice.

Simple examples of reflection could include:

- Thinking about what went well in an activity.
- Considering what could have been done differently.
- Asking young people for feedback on the activity.
- Keeping reflective notes.

- Discussing experiences with peers.
- Reflecting on own behaviour, communication, or approach with an experienced colleague.
- Noticing how young people responded and engaged.
- Considering whether the activity met its aim.
- Identifying challenges or unexpected problems and how they were managed.

3.2 Professional development is about identifying future progression routes and opportunities for learning such as:

- other youth work qualifications
- volunteering in youth work settings
- attending training
- informal, formal, and social learning

3.3 The action plan must be SMART:

- Specific
- Measurable
- Achievable
- Relevant
- Time bound

Title:		The importance of children and young people's development in youth work	
Unit reference number:		J/652/1764	
Level:		1	
Credit value: (delete row if no credit)		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the stages of development in children and young people	1.1	Identify key areas of development in children and young people
		1.2	List typical developmental milestones from birth to 19 years
		1.3	Outline how different areas of development are related
2.	Understand factors that affect the development of children and young people	2.1	Identify factors that influence development
		2.2	Describe how factors can impact young people's development and wellbeing
3.	Know how youth work contributes to young people's social development	3.1	Identify ways youth work contributes to young persons: • wellbeing • social development
Range: none. Assessment guidance: 1.1 Learners should understand that children and young people develop across several key areas which, together, form holistic development. This may include: Physical development • Growth and body changes • Development of coordination and motor skills • Puberty and physical maturity • Physical health and wellbeing Cognitive development • Thinking and reasoning skills • Problem solving and decision making			

- Learning and memory development
- Curiosity and understanding of the world

Language development

- Communication skills
- Vocabulary development
- Ability to express ideas and emotions

Social development

- Building friendships and relationships
- Cooperation and teamwork
- Understanding social expectations and behaviour
- Developing a sense of belonging

Emotional development

- Understanding and expressing feelings
- Developing empathy
- Managing emotions
- Developing self-awareness and identity

1.2 Learners should have a basic understanding of typical development at different stages.

Examples may include:

Infancy (0–2 years)

- Early movement and coordination
- Beginning communication
- Attachment to caregivers

Early childhood (3–5 years)

- Development of language
- Learning through play
- Early friendships

Middle childhood (6–11 years)

- Increased independence
- Developing skills and interests
- Stronger peer relationships

Adolescence (12–19 years)

- Identity development
- Emotional changes

- Increased independence and decision making

Learners should understand that development can vary between individuals.

1.3 Learners should recognise that development in one area can influence development in another.

Examples may include:

- Nature/Nurture
- Physical health and mental wellbeing
- Identity and values

2.1 Factors that influence development include:

Biological Factors

Learners should understand that biological influences can affect how young people grow and develop.

Examples may include:

- Genetics
- Additional needs
- Physical health conditions
- Natural abilities or limitations
- Hormones

Environmental Factors

Learners should explore how young people's environment influences development.

This may include:

Family circumstances

- Relationships within the family
- Parenting and support systems

Living conditions

- Housing and financial stability
- Access to resources

Opportunities and life chances

- Access to education and activities
- Community support and services
- Availability of positive experiences

Learners should understand that supportive environments can promote healthy development.

Social Factors

Mental health and wellbeing

- Stress, anxiety, and emotional pressures

Peer pressure

- Influence from friends or social groups

School pressure

- Expectations relating to learning and achievement

Media influence

- Social media and online comparison

Cultural influences

- Expectations from communities or traditions

Addiction

- Risky behaviours, including substance misuse or digital dependency

Identity

- Developing a sense of self
- Understanding personal beliefs, culture, and values

Teaching must cover a range of factors, and learners must provide evidence of at least two.

3.1 Wellbeing covers young people's physical, social, and emotional health.

May include:

- Self-esteem and self-worth
- Feeling accepted and valued
- Belief in personal abilities
- Attitudes to physical health

Title:		Safe and inclusive practice in youth work	
Unit reference number:		F/652/1762	
Level:		1	
Credit value: (delete row if no credit)		1	
Guided learning hours:		8	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand safe practice in youth work	1.1	Understand safe practice in youth work
		1.2	List signs that may indicate a young person is at risk of harm
		1.3	Identify appropriate actions to take if concerned about a young person's safety
		1.4	Describe safe practices relevant to a range of youth work settings
2.	Understand inclusive practice in youth work	2.1	Define what is meant by equality, equity, diversity, inclusion, and belonging (EEDIB) in youth work
		2.2	Outline the importance of equality, equity, diversity, inclusion, and belonging (EEDIB) in youth work
Range: none.			
Assessment guidance:			
1.1 Learners should understand that safe practice is about protecting the safety and wellbeing of young people.			
This may include:			
• Keeping young people safe from harm • Preventing abuse, neglect, or unsafe situations • Protecting physical, emotional, and mental wellbeing • Creating a safe environment • Ensuring activities, spaces, and equipment are safe • Following organisational rules and policies • Building trust with young people • Facilitating a setting where young people feel secure and supported • Encouraging young people to communicate openly			

- Organisational responsibility
- Following organisation's policies (safeguarding, health and safety, confidentiality)
- Understanding the youth worker's role in reporting concerns
- Promoting inclusion and fairness
- Ensuring all young people are treated with dignity and respect
- Protecting vulnerable or at-risk young people
- Supporting positive development
- Helping young people feel confident, valued, and respected
- Encouraging healthy relationships and choices

1.2 Youth workers have a duty of care to recognise when a young person might be at risk and to take appropriate action by following safeguarding procedures.

Learners must consider the following signs of abuse:

- Physical
- Behavioural
- Emotional
- Social
- Neglect
- Other – such as bullying or unsafe situations/thoughts

Learners must ensure they also make references to signs that may change over time, or patterns, rather than one-off events.

1.3 If learners are working/volunteering within the youth work sector, they should ensure they reference their organisation's safeguarding and child protection procedures. If learners are not working/volunteering within the sector, they should be provided the opportunity to review policies and procedures available via their Local Authority.

1.4 Learners must refer to safe working practice. Tutors must include, but are not limited to:

- Maintaining professional boundaries
- Safe physical environment
- Safeguarding and confidentiality
- Communication and appropriate language
- Respect and inclusion
- Risk assessments
- Consent

Learners should understand that youth work happens in a variety of settings and situations, depending on the needs of young people.

These may include:

Formal settings

- Schools, colleges, or youth centres.
- Structured programmes, workshops, or mentoring sessions.

Community settings

- Community centres, libraries, sports clubs, or faith-based centres.
- Activities designed to engage young people locally.

Outdoor and recreational settings

- Parks, adventure centres, playgrounds, or open spaces.
- Activities like team building, outdoor education, or sports.

Specialist settings

- Hospitals, mental health services, residential care, or services for young people with additional needs.
- Programmes focused on wellbeing, support, or development.

Detached or outreach settings

- Street-based youth work or outreach projects.
- Engaging young people who may not attend structured services.

Digital or online settings

- Social media, online forums, virtual workshops, or digital mentoring.
- Offering support and engagement where young people cannot meet in person.

Learners should understand that the setting affects how activities are planned and delivered, including considerations for safety, accessibility, and inclusion.

2.2 Learners should understand the basic meaning of each concept and how it applies in a youth work context.

Equality

- Treating all young people fairly.
- Acknowledging that young people need different support.
- Ensuring no one is discriminated against because of who they are.

Equity

- Giving young people the support they need to achieve the same outcomes.
- Recognising that some young people may need extra help or adjustments.

Diversity

- Respecting and valuing differences between young people.
- Includes differences in culture, religion, gender, ability, and background.
- Celebrating uniqueness.

Inclusion

- Ensuring all young people can participate fully.
- Removing barriers that might stop anyone from taking part.
- Creating welcoming environments.

Belonging

- Helping young people feel safe, accepted, and valued in the group.
- Creating a supportive environment where everyone feels part of the community.

Learners must know that EEDIB underpins good youth work practice by ensuring all young people are respected, supported, and able to participate safely.



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