Level 2 SVQ in Youth Work

CONTENTS

Introduction to the Level 2 SVQ in Youth Work GD6A 22

The Level 2 SVQ in Youth Work is based on the 2008 National Occupational Standards (NOS) and will replace the existing Level 2 SVQ in Youth Work, based on the previous version of the NOS. The current SVQs end their accreditation period at the end of 2010.

The Level 2 SVQ in Youth Work has been developed in conjunction with an Expert Group drawn from across the Youth Work sector, statutory and voluntary, in Scotland. The qualification structure was consulted upon during late summer 2010.

Qualification structure

To achieve the Level 2 SVQ in Youth Work candidates will complete four mandatory units and one optional unit.

Mandatory units

Candidates must complete the following units:

SQA Ref	SCQF level	SSC Ref	Title
FX56 04	5	YW 1	Communicate Effectively with Young People
FX6D 04	5	YW 2	Work as an Effective and Reflective Practitioner
FX6E 04	6	YW 3	Work with Young People to Enable Them to Take Action and to Safeguard Their Own Welfare
FX5Y 04	5	YW 4	Plan, Prepare and Facilitate Group Work for Young People

Optional units

Candidates must complete one optional unit from the following list:

SQA Ref	SCQF level	SSC Ref	Title
FX5E 04	5	YW5	Enable Young People to Access Information and to Make Decisions
FX5H 04	5	YW6	Encourage Young People to Engage with Their Peers and Represent Themselves in the Wider Community
FX5K 04	6	YW7	Ensure that the Rights of Young People are Upheld
FX5J 04	5	YW8	Encourage Young People's Involvement in and Help Them to Manage Youth Work Activities
FX68 04	5	YW9	Support Young People in Evaluating Youth Work Activities

MANDATORY UNITS - Specifications

Unit YW1   Communicate effectively with young people

Source: Youth Work Standards 3.1.1 and 3.1.2

What this unit is about
This unit is about the youth work practitioner communicating effectively with young people to develop rapport and to enable them to achieve their aspirations, concerns and development goals.

Who this unit is for
This unit is for all those who work directly with young people as individuals or in groups.

This is a mandatory unit in the Level 2 SVQ in Youth Work.

Elements
YW1.1 Communicate effectively and develop rapport with young people
YW1.2 Assist young people to express and to realise their goals

Evidence requirements
You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance
The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

1.1 Communicate effectively and develop rapport with young people
This is about communicating effectively with young people and about building and maintaining a level of rapport.

Performance	Knowledge
1.1.1 Identify and utilise suitable locations and environments for establishing contact with young people	K1.1.1. Legal, organisational and codes of practice relevant to working with young people, and their impact for communicating and dealing with young people
1.1.2. Hold conversations at an appropriate time and place	K1.1.2. Locations in the community where young people meet
1.1.3. Provide ongoing support and encouragement to young people	K1.1.3. The importance of building trust and rapport with young people, and methods for achieving this for a range of young people
1.1.4. Facilitate young people's proposals and plans	K1.1.4. Different styles and forms of communication that may be appropriate for communicating with young people, including electronic channels
1.1.5. Maintain appropriate ethical, legal and contractual requirements in all your dealings with young people	K1.1.5. The importance of non-verbal communication, such as body language, and how different cultures use and interpret body language in different ways
	K1.1.6. Possible barriers to communication, their causes and ways to overcome them
	K1.1.7. The importance of ensuring understanding and of avoiding assumptions
	K1.1.8. Typical issues, concerns and activities of relevance to young people
	K1.1.9. The potential risks to your personal safety and ways of addressing these
	K1.1.10. Requirements regarding confidentiality, and the importance of meeting these
	K1.1.11 The boundaries of your own personal competence and responsibility, when to involve others and how to obtain advice and support
	K1.1.12 The values and principles underpinning youth work

1. 2. Assist young people to express and to realise their goals
This is about enabling young people to express their aspirations, concerns and development goals. It includes assisting them to prioritise their goals and to agree and realise the support that might be needed.

Performance	Knowledge
1.2.1 Encourage young people to express their views, aspirations, needs and concerns	K1.2.1 The values and principles with underpin youth work
1.2.2 Agree and prioritise with young people their goals, and options towards realising these goals	K1.2.2 methods for establishing rapport with young people
1.2.3 Explore and identify with young people the factors affecting the realisation of their needs and aspirations	K1.2.3 Why it is important to make contact with young people on their terms
1.2.4 Identify and explore with young people any constraints to progressing agreed options	K1.2.4 Typical issues and aspirations expressed by young people
1.2.5 Identify any individual or group needs that might need to be addressed in achieving agreed goals, including any emotional, spiritual and skills requirements	K1.2.5 Sources of assistance relevant to addressing the issues and needs of young people
1.2.6 identify and assess possible learning opportunities for young people from their ongoing activities, and which might assist in addressing their needs	K1.2.6 Why it is important to enable young people to identify and set their own goals, and to develop their own solutions, and methods for facilitating this process
1.2.7 Agree with young people the type and amount of support required towards achieving their goals	K1.2.7 The importance of using young people's current activities as the starting point for developing learning opportunities
1.2.8 Assist in realising the support agreed, in line with your level of authority and organisational requirements	K1.2.8 Informal learning opportunities, and associated resources available
1.2.9 Behave in accordance with legal, ethical and contractual requirements of youth work.	K1.2.9 How young people are motivated
	K1.2.10 Basic group dynamics
	K1.2.11 Communication styles and listening techniques effective in developing dialogue with young people
	K1.2.12 Your organisation's guidelines relating to child protection, health and safety, and confidentiality
	K1.2.13 Issues of risk and personal safety, and how to address these
	K1.2.14 Your role and levels of responsibility and how to address situations where these might be exceeded.

Unit YW2 Work as an effective and reflective practitioner

Source: Youth Work Standards 5.1.1 and 4.4.1

What this unit is about
This unit is about reflecting on your own practice as a youth work practitioner, identifying how you might improve your own practice, taking appropriate action to maintain continuous professional development and the quality of youth work activities and programmes. It includes involving young people, relevant colleagues and agencies in the monitoring and review of quality and practice.

Who this unit is for
This unit is for all those who work directly with young people as individuals or in groups.

This is a mandatory unit in the Level 2 SVQ in Youth Work.

Elements
    YW2.1 Work as an effective and reflective practitioner
    YW2.2 Monitor and evaluate the quality of youth work activities

Evidence requirements
You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance
The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

2.1 Work as an effective and reflective practitioner This is about reflecting on your own effectiveness as a youth work practitioner, identifying how you might improve your practice, and taking appropriate actions to maintain continuous professional development	
Performance	**Knowledge**
2.1 1 Evaluate, at regular intervals, the current and future requirements of your role, taking into account the values, objectives and priorities of your organisation, including the values and principles of youth work	K2.1.1 The values and principles which underpin youth work
	K2.1.2 The values, objectives and priorities of your organisation
2.1.2 Consider your own values, interests and priorities, and identify information relevant to your own work role and professional development	K2.1.3 Your own personal beliefs and preferences, interests and priorities, and how these relate to your role in youth work
2.1.3 Evaluate and identify your own relative areas of strength and areas of development	K2.1.4 The requirements of your work role, including the limits of your responsibilities
2.1.4 Monitor the outcomes of your work, and identify areas of your work which can be enhanced	K2.1.5 How to evaluate the effect of your own values and practices, strengths and areas for development on your work
2.1.5 Seek regular and useful feedback on your performance fro appropriate people	K2.1.6 The importance of monitoring and reviewing your practice regularly
2.1.6 Identify any gaps in your own knowledge and skills, and agree a development plan towards addressing such gaps	K2.1.7 Areas of your own personal and professional development, relevant to enhancing your effectiveness in youth work
2.1.7 Review and update your objective and priorities, taking account of your development activities and any wider changes	K2.1.8 The range of learning styles and your own preferred learning style(s)
2.1 8 Apply the results of your reflection and development to your own practice, including how you fulfil the values and principles of youth work	K2.1.9 Techniques for giving and receiving feedback
	K2.1.10 Types of development activities which can be undertaken to address identified gaps in your knowledge and skills
2.1.9 Ensure that your performance meets consistency, or goes beyond agreed requirements	K2.1.11 What an effective development plan should contain, and the length of time that it should cover
	K21.12 Available support networks and systems, and how to access these

2. 2. Monitor and evaluate the quality of youth work activities
This is about monitoring and evaluating the quality of youth work activities and programmes. It includes involving young people fully in the process, together with any further colleagues and agencies involved in the youth work being monitored

Performance	Knowledge
2.2.1 Identify with young people the objectives established for the youth work activities and determine criteria for evaluating the outcomes and the methods for monitoring progress	K2.2.1 Legal, regulatory and ethical requirements relevant to youth work and their impact for area of operations
2.2.2 Work with young people in monitoring the youth work activities and the support provided for young people by your organisation, identifying any issues arising and addressing these promptly and correctly	K2.2.2 The importance of monitoring and evaluating the impact of youth work activities, and how to do this, including the factors to consider
2.2 3 Explore the perceptions of young people regarding the quality of youth work being provided	K2.2.3 The importance of involving young people, colleagues and those agencies involved in the activities, and methods for achieving their involvement
2.2.4 Encourage colleagues and other stakeholders involved with the youth work and the delivery of activities and programmes to provide feedback upon the progress being made against the objectives agreed	K2.2.4 Indicators and criteria effective in evaluating the outcomes and success of youth work activities
2.2.5 Review the outcomes achieved by the youth work activities with the young people involved, with colleagues and other relevant stakeholders involved in delivering the activities	K2.2.5 How to set objectives and criteria towards evaluating and success of youth work activities
2.2.6 Explore the outcomes achieved with young people, comparing these against the objectives for the programmes and the agreed evaluation criteria, identifying the successes and lessons learnt	K2.2.6 Sources of relevant information appropriate to monitoring youth work activities, how to access these and methods of verifying and corroborating the information required
2.2.7 Identify any obstacles which hindered the success of the youth work activities, and determine how these might be addressed constructively	K2.2.7 How to distinguish between directly observed evidence, evidence from reliable sources and hearsay
2.2.8 Use this information to agree how future youth work activities might be enhanced	K2.2.8 How to distinguish between prejudice and opinions that are backed by evidence
2.2.9 Provide information regarding those youth work activities which were effective to appropriate parties, setting out and promoting clearly the nature of the activities and why they achieved their objectives	K2.2.9 Your organisation's objectives relating to youth work, provision and the related activities and programmes
	K2.2.10 The importance of promoting the success of youth work, and methods of achieving this, including the dissemination of effective youth work practice
	K2.2.11 Your own role and responsibilities, and from whom assistance and advice can be sought where necessary
2.2.10 Maintain accurate and up to date records of the findings, conclusions and	K2.2.12 The values and principles

recommendations agreed 2.2.11 Make relevant information available readily to appropriate parties, whilst ensuring that confidentiality is maintained in line with organisational and statutory requirements	underpinning youth work

Unit YW3   Work with young people to enable them to take action and to safeguard their own welfare

Source: Youth Work Standards 2.2.2 and 1.1.5

What this unit is about
This unit is about working with young people towards safeguarding their own welfare. It includes working with them to assist them in understanding, assessing and addressing hazards and risks associated with their lifestyle and/or environment. It includes supporting and enabling young people to tackle problems, recognise risks and to take responsibility for addressing them so enabling them to identify needs, plan and to take action towards achieving their goals. It also includes enabling them to reflect upon and to learn from their actions.

Who this unit is for
This unit is for all those who work directly with young people as individuals or in groups.

This is a mandatory unit in the Level 2 SVQ in Youth Work.

Elements
YW3.1 Work with young people in safeguarding their welfare
YW3.2 Support young people in taking action and to tackle problems

Evidence requirements
You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance
The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

3.1 Work with young people in safeguarding their welfare

This is about working with young people towards safeguarding their own welfare. It includes working with them to assist them in understanding, assessing and addressing hazards and risks associated with their lifestyle and/or environment. It includes supporting and enabling young people to recognise risks and to take responsibility for addressing them.

Performance	Knowledge
3.1.1 Work with young people to identify hazards associated with their lifestyle and within their environment, and establish the associated risks to their own welfare	K3.1.1 Your legal and organisation's requirements and practices relating to health, safety and protection of individuals and communities
3.1.2 Work with young people to identify sources of support, and actions which they can take, to address the risks identified	K3.1.2 Definition of a hazard to individual welfare, and the typical types of hazards affecting young people, including those associated with the environment, activities, practices and behaviour
3.1.3 Assist young people to develop practices designed to safeguard their own welfare and which are in line with their abilities and with relevant procedures	K3.1.3 The principal types of risks affecting young people's physical health and safety, and their emotional welfare within your community
3.1.4 Agree with young people clear and concise ground rules for youth work designed to maintain their physical and emotional safety, in line with your organisation's procedures and your own responsibilities	K3.1.4 Your scope and responsibility for identifying and managing risks, and to whom to refer any risks outwith your area of responsibility
3.1.5 Encourage young people to be responsible for their own safety and also that of others	K3.1.5 The importance of self-worth and self-esteem to young people in managing risks within their lives
3.1.6 Identify signs of distress in young people, and respond to these promptly, sensitively and correctly, in line with your organisation's procedures	K3.1.6 The importance of encouraging young people to take responsibility for their own safety
	K3.1.7 How to negotiate and agree safety ground rules for youth work with young people
3.1.7 Ensure that your personal conduct promotes the physical and emotional safety of yourself and other people	K3.1.8 Sources of advice and guidance upon risks to young people
3.1.8 Report promptly any hazards and practices that present a high risk to the relevant person	K3.1.9 Signs that indicate distress in young people
3.1.9 Work in accordance with legal and organisational requirements and procedures	K3.1.10 Active listening techniques, including the use of summarising and clarifying understanding
	K3.1.11 Your organisation's procedures regarding confidentiality and reportable disclosures
	K3.1.12 The values and principles underpinning youth work

3. 2. Support young people in taking action and to tackle problems
This is about supporting young people towards enabling them to identify needs, plan and to take action towards achieving their goals, including enabling them to tackle any problems encountered. It includes enabling them to reflect upon and to learn from their actions.

Performance	Knowledge
3.2.1 Work with young people to identify and agree their personal aims for achievement, exploring and establishing that these are realistic and measurable	K3.2.1 Legal, regulatory and ethical requirements relating to youth work, and their impact within your area of responsibility
3.2.2 Identify with young people a range of actions for achieving their aims, assessing objectively their feasibility with the young person	K3.2.2 The values and principles which underpin youth work
3.2.3 Assist young person to identify the benefits and any risks associated with potential actions, and to balance the risks against the benefits that are likely to arise	K3.2.3 The importance of young people setting goals for their achievement, and of their having ownership for these goals and of the actions appropriate to their realisation, and methods for making this happen
3.2.4 Encourage young people to explore their aims and possible actions towards achieving these with relevant parties, including their parents/carers	K3.2.4 The importance of ensuring that goals are measurable, agreed, and realistic
3.2.5 Review with young people any concerns, or constraints, that they identify which might be a barrier towards realising their aims, and explore with them how these might be addressed	K3.2.5 Factors to be taken into account when assessing the feasibility of proposed aims and action plans, and how to undertake objective assessments
3.2.6 Assist young people to address problems objectively and constructively	K3.2.6 The range of parties with which the young person should consult regarding their aims and plans
3.2.7 Agree with young people their preferred route towards achieving their aims, and assist them to develop a realistic action plan towards realising their aims	K3.2.7 The importance of evaluating the options being considered and how to undertake a risk/benefit analysis in relation to action planning
3.2.8 Encourage and assist young people to identify opportunities to develop the skills appropriate to implementing their plan and to realising their aims	K3.2.8 Sources of information and advice available to young people which can assist their evaluation of options
3.2.9 Work with young people to consider and identify the effects of their planned actions upon others	K3.2.9 Effective problem solving techniques
	K3.2.10 Sources of learning and development which can be used by young people in developing the skills appropriate implementing their plans
3.2.10 Ensure that their agreed actions fulfil legal, regulatory and ethical considerations	K3.2.11 Effective methods of monitoring and evaluating the progress of action plans in realising the aims of young people
3.2.11 Provide ongoing information and support	K3.2.12 The importance of reflecting upon one's own experiences and of learning from

to young people towards realising their aims, in line with the role and responsibilities	these, and how to create effective opportunities for young people to do this
3.2.12 Create opportunities for young people to reflect upon and learn from their experiences, exploring with them how they can apply such learning in progressing their aims	K3.2.13 The importance of creating an environment where young people consider it safe to talk openly and honestly about their aims and experiences, and how to do this
3.2.13 Celebrate young people's achievements, and support and assist them in dealing with any perceived setbacks	K3.2.14 Methods for dealing constructively with setbacks experienced by young people
	K3.2.15 The importance of recognising and celebrating achievement in motivating young people and methods for doing this effectively

Unit YW4 Plan, prepare and facilitate group work for young people

Source: Youth Work Standard 1.2.1

What this unit is about
This unit is about planning, preparing and facilitating group work involving young people. It includes involving young people in the design of the group work.

Who this unit is for
This unit is for all those who work directly with young people in groups.

This is a mandatory unit in the Level 2 SVQ in Youth Work.

Elements
    YW4.1 Plan, prepare and facilitate group work for young people

Evidence requirements
You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance
The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

4.1 Plan, prepare and facilitate group work for young people
This is about planning, preparing and facilitating group work involving young people. It includes involving young people in the design of the group work.

Performance	Knowledge
4.1.1 Discuss and agree clear aims for the group work with the young people involved	K4.1.1 What is meant by group work and the importance of group dynamics in managing such activity
4.1.2 Identify and agree the activity to be undertaken with the young people involved and ensure that the resources necessary for facilitating the activity are obtained correctly	K4.1.2 The importance of group work in developing the skills and confidence of young people
4.1.3 Discuss and establish the roles for members of the group, and agree the allocation of these to relevant members, taking account of the skills and interests of those participating	K4.1.3 The importance of agreeing clearly specified aims for group work
4.1.4 Identify any concerns, or potential barriers to be overcome in achieving the aims, discussing and agreeing with the young people involved how these should be addressed	K4.1.4 The types of resources required for group work activities, and options towards obtaining these within budget and time requirements
4.1.5 Agree with the young people the ground rules foe the activity	K4.1.5 Processes and techniques for designing and developing group work activities
4.1.6 Agree with the young people involved criteria against which the success of the group work is to be monitored and evaluated	K4.1.6 The importance of designing activities which take account of the learning styles of those participating, and how to do this
4.1.7 Ensure that all involved are briefed and understand their roles	K4.1.7 Potential barriers to affective group working and methods for addressing these
4.1.8 Facilitate the group work activity, encouraging the full involvement of all participants	K4.1.8 Why it is important to allocate roles on a fair basis, taking account of the skills and interests of those participating, and how to do this effectively
4.1.9 Identify any unacceptable behaviour and address this correctly and fairly	K4.1.9 Ways of encouraging individuals to participate, and to ask questions
4.1.10 Recognise the successful contributions and completion of activities, acknowledging those involved	K4.1.10 Why it is important to monitor the activity for conflict and how to address this promptly and fairly
4.1.11 Involve participants in monitoring and evaluating the effectiveness of the activity	K4.1.11 Effective ways of monitoring and evaluating group work activities, involving those participating
	K4.1.12 How to recognise achievement, and to provide constructive feedback to participants
	K4.1.13 The values and principles underpinning youth work

OPTIONAL UNITS

Unit YW5   Enable young people to access information and to make decisions

Source: Youth Work Standard 1.4.2

What this unit is about
This unit is about helping young people to identify their information needs and to make decisions, assisting them to gather the information they need, and supporting them in the decision making process.

Who this unit is for
This unit is for all youth workers involved in helping young people to access information and to make decisions.

This is an optional unit in the Level 2 SVQ in Youth Work.

Elements
        YW5.1 Enable young people to access information and to make decisions

Evidence requirements
You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance
The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

5.1 Enable young people to access information and to make decisions
This is about helping young people to identify their information needs and to make decisions, assisting them to gather the information they need, and supporting them in the decision making process.

Performance	Knowledge
5.1.1 Work with young people to identify accurately the types of information needed to address their information needs	K5.1.1 Why it is important for young people to be able to access information for themselves from a wide variety of sources
5.1.2 Identify and support young people to collect and store relevant information in media which suit their needs	K5.1.2 Typical issues and aspirations expressed by young people
5.1.3 Identify any individual or group needs that might need to be addressed when accessing information	K5.1.3 Sources of information relevant to young people K5.1.4 The individual's rights to information
5.1.4 Ensure that young people are introduced to a range of information which broadens the options for action and development which they might consider	K5.1.5 The principal types of media used by young people for accessing, storing and displaying information
5.1.5 Confirm that young people understand the information provided	K5.1.6 Ways of providing information which facilitate effective decision-making and action planning by young people
5.1.6 Support young people to organise information, and to generate options, make decisions and plan action	K5.1.7 The types of support which young people may need as they make decisions and plan action
5.1.7 Monitor and take action towards maintaining the accuracy and currency of information accessed	K5.1.8 Factors affecting accessibility of information
5.1.8 Identify and assess possible learning opportunities for young people from their ongoing activities, and which might assist in addressing their needs	K5.1.9 Procedures for ensuring that information is kept up to date K5.1.10 Organisational requirements and legislation relevant to the storage of information, photocopying and copyright
5.1.9 Ensure that information is held and stored in line with organisational requirements and legislation	K5.1.11 The values and principles underpinning youth work
5.1.10 Work within your own levels of responsibility and authority, and refer to relevant others where appropriate	

Unit YW6   Encourage young people to engage with their peers and represent themselves in the wider community

Source: Youth Work Standards 1.1.3 and 1.3.3

What this unit is about
This unit is about is about supporting and encouraging young people to broaden their horizons and represent themselves and their views and interests to others, including in the community and in wider communities, and to understand how to be effective in making a positive contribution to these communities. Such wider communities can include those within or outside their own group, and could include other social/ cultural groups, and/or other national or global communities. The unit includes providing appropriate support towards developing their relevant skills and confidence.

Who this unit is for
This unit is for youth workers involved in encouraging young people to become informed and engaged with their peers and as citizens, and in broadening their understanding of the wider community and their place within it.

This is an optional unit in the SVQ 2 in Youth Work.

Elements
    YW6.1 Encourage young people to broaden their horizons to be active citizens
    YW6.2 Enable young people to represent themselves and their peer group

Evidence requirements
You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance
The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

6.1. **Encourage young people to broaden their horizons to be active citizens**
This is about broadening the horizons of young people, and includes encouraging and supporting young people to become involved in their community, and also in wider communities, and to understand how to be effective in making a positive contribution to these communities. Such wider communities can include those outside their own group, and could include other social/cultural groups, and/or other national or global communities

Performance	Knowledge
6.1.1 Explore constructively with young people the concept of citizenship including its relevance at local, national and international levels	K6.1.1 The benefits of encouraging and supporting young people to broaden their horizons and in involving themselves in the wider community, and of being active citizens
6.1.2 Promote an awareness of the wider communities, and explore and identify the benefits of involvement with these	K6.1.2 What is meant by active citizenship, including its relation to families, local communities, local communities, local and national government, and in international affairs
6.1.3 Explore and identify with young people their roles, rights and responsibilities in relationship to being an active citizen	K6.1.3 The typical staring point for young people when considering how to develop their horizons
6.1.4 Explore and identify young people's aims and aspirations regarding their involvement with wider communities, promoting and responding enthusiastically to ways of extending involvement	K6.1.4 Available sources of support from other agencies towards broadening the horizons of young people, and how this can accessed
6.1.5 Promote discussion regarding ideas and routes towards affecting the decision-making process at local and national level, thereby promoting their involvement, voice and influence	K6.1.5 The democratic process, and the role of local and central government, including key decision-making roles and responsibilities
6.1.6 Explore young people's perceptions regarding any potential barriers and constraints to their fulfilling their potential as active citizens, and identify actions towards addressing these responsibly and constructively	K6.1.6 The rights and responsibilities of individuals, and the impact on young people
	K6.1.7 Key principles of criminal and civil law, relevant to active citizenship among young people
6.1.7 Involve young people in identifying and organising activities designed to enhance their knowledge and understanding of how they can develop their engagement as active citizens	K6.1.8 The values and principles underpinning youth work
6.1.8 Facilitate relevant activities designed to develop young people's engagement as active citizens and to become involved with, and to contribute positively to the wider community	K6.1.9 The nature and aims of the principal political parties
	K6.1.10 Key local, national and global issues, including issues associated with sustainability within youth work and their relationships to individuals and to each other
6.1.9 Explore with young people the global context to personal, local and national decisions and actions	K6.1.11 How citizenship is addressed in schools, and how youth work activities can complement this

6.1.10 Reflect with young people on the learning points arising from activities relevant to their role as developing active citizens and, and use this, to both reinforce the role of young people, and also inform future actions	K6.1.12 Opportunities and activities towards enhancing young people's involvement in wider communities, and how to create and implement these K6.1.13 A range of activities that might be used to enhance young people's understanding of active citizenship, and their relative advantages and disadvantage K6.1.14 Possible barriers and constraints that young people may consider as hindering their ability to fulfil their potential as active citizens, and appropriate actions towards overcoming these K6.1.15 The importance of involving young people fully in exploring the opportunities towards enhancing their involvement so that they can take full ownership of the process, and methods for achieving this

6. 2 Enable young people to represent themselves and their peer group
This is about supporting and encouraging young people to represent themselves and their views and interests to others. It includes providing appropriate support towards developing their relevant skills and confidence.

Performance	Knowledge
6.2.1 Clarify and agree with young people the issues that they wish to communicate, and their aims in representing these	K6.2.1 Legal, organisational and ethical requirements relevant to youth work and your role, and their legal impact upon your area of responsibility
6.2.2 Identify with the young people the appropriate people, including key decision makers and those who are influencers, with whom they will need to communicate and engage	K6.2.2 Your role and responsibilities within the advocacy of young people's views and interests
6.2.3 Assist young people to collect sufficient and valid information to enable them to support and present their views and interests	K6.2.3 Factors affecting the ability of young people to represent themselves
6.2.4 Explore and agree with young people the strategy and approach to presenting their views and interests, based upon a consideration of the anticipated viewpoints of those to whom they will be communicating	K6.2.4 The importance of preparation when seeking to present views and argument, the factors to consider including the facts of your case and the needs and expectations of the audience, and methods of achieving this
6.2.5 Identify with young people those opportunities where they can represent themselves	K6.2.5 Methods of assessing the maturity, skills and confidence of individuals and groups relevant to presenting their views and interests
6.2.6 Assist young people in the planning of their presentation	K6.2.6 The importance of establishing realistic goals for the outcome of representations
6.2.7 Ensure that young represent themselves wherever possible, and if there are aspects where you consider they lack the skills and confidence, you identify these and agree these with the young people	K6.2.7 The range of situations where representation may take place, and the factors to consider in preparing for these
6.2.8 Work with young people to address any constraints or barriers to their representing themselves effectively	K6.2.8 The difference between key decision makers and those influencers of the decision making process, and the importance of each
6.2.9 Ensure that accurate, complete and up-to-date records of the information presented and the actions taken are maintained	K6.2.9 Presentation skills appropriate to presenting views and interests
6.2.10 Review the outcomes of presentations with young people, and agree appropriate consequent actions	K6.2.10 The values and principles underpinning youth work

Unit YW7   Ensure that the rights of young people are upheld

Source: Youth Work Standards 2.1.1 and 1.1.4

What this unit is about
This unit is about embedding the rights of young people in all youth work activities and helping them to explore ethical, moral and cultural values, addressing the need to uphold the rights and respect the beliefs and values of others. It includes exploring where young people are on their journeys through life and encouraging them to see themselves in terms of their relationships with others and the environment around them.

Who this unit is for
This unit is for those involved in working with young people and who may wish to explore with them their ethical, moral and cultural values to enable them to understand and promote diversity.

This is an optional unit in the Level 2 SVQ in Youth Work.

Elements
    YW7.1 Ensure that the rights of young people are upheld
    YW7.2 Encourage the spiritual development of young people

Evidence requirements
You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance
The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

7.1 Ensure that the rights of young people are upheld
This is about embedding the rights of young people within youth work activities.

Performance	Knowledge
7.1.1 Demonstrate an understanding and commitment to the rights of young people	K7.1.1 Legal, regulatory and codes of practice requirements addressing the rights of children and young people including their local, social and political context
7.1.2 Assess the effectiveness of your organisation in addressing the rights of young people, and determine whether this can be enhanced	
	K7.1.2 The role of the United Nations Convention on the Rights of the Child, and of The Committee for the Rights of the Child
7.1.3 Develop and agree with colleagues actions to enhance the promotion of young people's rights	K7.1.3 Key national organisations and local agencies responsible for setting out and monitoring the rights of children and young people
7.1.4 Encourage young people to express their views and opinions	
7.1.5 Encourage young people to present their ideas positively to others	K7.1.4 The rights and responsibilities of young people
	K7.1.5 The importance of taking into account, and being seen to take into account, the views pf others in relation to upholding the rights of young people
7.1.6 Encourage and support young people to recognise their rights, and also their associated responsibilities to others	
7.1.7 Advocate with, and on behalf of, young people with peers, colleagues and other stakeholders	K7.1.6 How to challenge constructively oppression and discrimination where it occurs
7.1.8 Identify and challenge constructively oppression and discrimination against young people within your areas of responsibility	K7.1.7 Principles of effective communication and how to apply these to communicate effectively with young people, other agencies and stakeholders
7.1.9 Promote equality and the valuing of diversity	K7.1.8 The values and principles underpinning youth work
7.1.10 Act in accordance with relevant guidelines and codes of practice regarding the rights of young people	

7. 2 Encourage the spiritual development of young people

This is about working with young people to explore ethical, moral and cultural values, addressing the need to respect the beliefs and values of others. It includes exploring where young people are on their journeys through life and encouraging them to see themselves in terms of their relationships with others and the environment around them.

Performance	Knowledge
7.2 1 Recognise your own ethical, moral and cultural values and beliefs ad understand how this influences the way in which you work with young people	K7.2 .1 The importance of being clear regarding your own ethical, moral and cultural values and beliefs
7.2.2 Explore with young people the differences between spirituality, religion and faith	K7.2 .2 How your own ethical, moral and cultural values and beliefs may influence the way in which you work with others
7.2.3 Explore with young people their ethical, moral and cultural beliefs and values	K7.2 .3 Why it is important not to impose your own values and beliefs upon others
7.2.4 Encourage young people to reflect on where they are on the spiritual journey through life, and to recognise how they have arrived at that point, and to identify hopes and aspirations for the future	K7.2 .4 The influence upon young people's lives that you may have as a youth worker, and the importance of ensuring that this influence is used correctly, and not abused
7.2.5 Encourage young people to recognise and express their emotions, feelings, beliefs and values and to use these constructively	K7.2 .5 What is meant by spiritual development, and the differences between spirituality, religion and faith
7.2.6 Discuss and explore with young people aspects of spirituality, integrity, commitment, curiosity, acceptance and compassion	K7.2 .6 What is meant by values and beliefs
7.2 7 Share understanding of spirituality without imposing your own beliefs upon others	K7.2 .7 Why it is important for young people to explore spiritual beliefs, and methods for achieving this
7.2 8 Assist young people to develop a sense of their own spiritual beliefs, values, ethics and morals by which they live	K7.2 .8 What is meant by a 'spiritual journey through life' and ways of working with young people to explore this, and to reflect on where they are on that journey
7.2.9 Assist young people to respect others who may have different faiths, values and beliefs to their own	K7.2 .9 A range of activities and experiences through which young people might consider their spiritual development
7.2.10 Encourage young people to explore their beliefs in relation to those of the other faiths, religions and cultures, and the prevailing social norms	K7.2 .10 The importance of encouraging young people to have respect for and to develop an understanding of beliefs which they do not share
	K7.2 .11 Your organisation's practices and boundaries and the importance of working within these
	K7.2 .12 The values and principles underpinning youth work

Unit YW8   Encourage young people's involvement in and help them to manage youth work activities

Source: Youth Work Standards 1.3.2 and 1.2.2

What this unit is about
This unit is about encouraging young people's involvement in the design of youth work activities. It includes empowering them to build upon their goals and aspirations to identify options and to select preferred activities, together with the design and development of associated materials. It includes how to draw up a financial and project plan for an event, activity and/or project, managing the resources required and monitoring the income and expenditure and keeping accurate records

Who this unit is for
This unit is for workers involving young people in the planning and implementation of youth work activities and who provide support to young people who are managing the resources for an event, activity and/or project, or for workers who manage the finances of such a project themselves.

This is an optional unit in the Level 2 SVQ in Youth Work.

Elements
> YW8.1 Encourage young people's involvement in the design of youth work activities
> YW8.2 Work with young people to manage resources for youth work activities

Evidence requirements
You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance
The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

8.1 Encourage young people's involvement in the design of youth work activities
This is about encouraging young people's involvement in the design of youth work activities. It includes empowering them to build upon their goals and aspirations to identify options and to select preferred activities, together with the design and development of associated materials.

Performance	Knowledge
8.1.1 Encourage young people to identify their interests and goals from youth work activities and to relate these to the outcomes sought from the activities	K8.1.1 Legal, regulatory and ethical requirements relevant to youth work and their impact for your area of operations
8.1.2 Explore and identify with young people a range of activities which would meet their interests and goals	K8.1.2 The importance and resulting benefits of involving young people in the design of youth work activities, and methods for achieving this
8.1.3 Explore and agree the feasibility of the options, identifying and taking into account with the young people, the resources and expertise required	K8.1.3 Factors to take into account when assessing the readiness of young people to take responsibility for the design of youth work activities
8.1.4 Assess the options with the young people to agree the options which are achievable and which meet their interests and goals	K8.1.4 Key areas of interest and the related goals of young people, and the types of activities, including those that are issues and also activity based which can fulfil these goals
8.1.5 Progress the preferred option(s), working with the young people to identify clear objectives, ensuring that these can be realised	K8.1.5 The importance of not imposing your own values and ideas upon young people
8.1.6 Work with the young people to agree the activities to be undertaken in achieving the objectives, and to identify the resources required, including the relevant facilities, equipment, materials and skills	K8.1.6 The factors to take into account when assessing the feasibility of suggested youth work activities, and how to undertake an objective assessment
8.1.7 Identify any concerns, or potential barriers, to be overcome in progressing the activities, discussing and agreeing with the young people involved how these are to be addressed	K8.1.7 The types of resources required for various activities and how to evaluate the suitability of learning and development resources for use in youth work
8.1.8 Encourage and work with young people to develop and access the resources required, where necessary	K8.1.8 The importance of designing activities which take account of a range of learning styles and the differences between individuals, and methods for doing this
8.1.9 Assist young people to identify and to involve providers of relevant services and skills, where the required services and skills are provided externally	K8.1.9 Providers of services relevant to youth work, and methods for evaluating their suitability
8.1.10 Explore and agree with the young people the criteria against which the success of the activities are to be evaluated, and how these are to be monitored	K8.1.10 Effective ways of monitoring and evaluating youth work activities

K8.1.11 The values and principles underpinning youth work |

8.2 Work with young people to manage resources for youth work activities
This is about working with young people to draw up a financial and project plan for an event, activity and/or project, managing the resources required and monitoring the income and expenditure and keeping accurate records

Performance	Knowledge
8.2.1 Evaluate available information and consult with relevant parties to establish the available budget for the proposed activity	K8.2.1 Legal, regulatory and ethical requirements relating to youth work, and their impact for your area of operations
8.2.2 Work with young people to identify the resources needed for the proposed activity, including the necessary skills, people's time, equipment and materials	K8.2.2 Legislation and organisational guidelines relating to raising money or other resources for youth work activities
8.2.3 Assist young people to identify any gaps in the available resources required to achieve the objectives for the activity, and to explore options for meeting the gaps, and the impact upon budgets	K8.2.3 The information required and their sources for preparing a realistic estimate of the budget and resources necessary for the activities
8.2.4 Work with young people to develop and implement realistic plans for raising money and obtaining the further resources where necessary	K8.2.4 The importance of spending time on, and of consulting with relevant stakeholders, including young people, when identifying the resources required and establishing a budget for activities
8.2.5 Involve young people in preparing an accurate project plan for the required activity, setting out a schedule of actions	K8.2.5 How to prepare, agree and monitor a budget with young people
8.2.6 Agree the project plan and budget with the young people involved and any further relevant parties	K8.2.6 Financial accountabilities and the extend to which people are financially responsible within your organisation
8.2.7 Work with young people to establish an accurate and readily understood system for monitoring progress against the schedule and budget	K8.2.7 How to evaluate resource requirements and identify gaps
8.2.8 Brief all those involved regarding the project, ensuring that they understand their roles and responsibilities	K8.2.8 What it is important to support young people in obtaining their own resources for activities
8.2.9 Monitor the expenditure and any income whilst the activity is being processed, identifying promptly any significant variations from the budget, the reasons for these, and take prompt appropriate action	K8.2.9 The range of available resources, both within and outwith your organisation
	K8.2.10 How to set, monitor and document action plans with young people
	K8.2.11 Systems for tracking income and expenditure during implementation of an event, activity or project
8.2.10 Work with young people to achieve the objectives for the activity, using the resources obtained	K8.2.12 Why it is important to monitor expenditure carefully and involve young people in the monitoring

8.2.11 Evaluate the success of the activity, identifying any improvements in how resources might have been managed, and use this to inform future work 8.2.12 Keep clear, accurate and comprehensive records in a form that other people can understand	K8.2.13 The importance of providing accurate and regular information regarding performance against the budget to relevant people K8.2.14 The limits of your authority, and to whom to refer to when necessary K8.2.15 The values and principles underpinning youth work

Unit YW9   Support young people in evaluating youth work activities

Source: Youth Work Standards 1.2.3 and 1.2.4

What this unit is about
This unit is about supporting young people in their evaluation of youth work activities with which they are involved. It includes identifying how such activities might be enhanced and how evaluating their participation within youth work activities is contributing to their own personal development.

Who this unit is for
This unit is for all those who are supporting young people in evaluating their involvement in youth work.

This is an optional unit in the Level 2 SVQ in Youth Work.

Elements
    YW9.1Support young people in evaluating youth work activities
    YW9.2 Support young people in evaluating the impact of youth work on their own development

Evidence requirements
You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance
The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

9.1 Support young people in evaluating youth work activities
This is about supporting young people in their evaluation of youth work activities with which they are involved. It includes identifying how such activities might be enhanced.

Performance	Knowledge
9.1.1 Identify and agree with young people the indicators and measures against which the success of the youth work activity can be assessed	K9.1.1 Legal, and organisational and ethical requirements relevant to youth work, and their impact within your area of responsibility
9.1.2 Agree indicators which can be measurable and realistic and which are in line with the young people's needs being addressed by the activity	K9.1.2 The importance of monitoring and evaluating youth work activities and methods for doing this
9.1.3 Identify and agree with young people those actions appropriate towards monitoring progress against the indicators	K9.1.3 The importance of involving young people in the evaluation, and of promoting their ownership for the process, and methods for achieving this
9.1.4 Work with young people to monitor the agreed indicators	K9.1.4 Measures of success for typical youth work activities
9.1.5 Discuss the outcomes with the young people involved with the activity and evaluate with them the success of the activity against the indicators agreed	K9.1.5 The importance of consulting with colleagues and stakeholders in developing and agreeing indicators and measures
9.1.6 Assist young people to identify and develop proposals arising from their evaluation	K9.1.6 The importance of promoting the success of youth work activities
9.1.7 Use the indicators and evaluation to inform future youth work activities	K9.1.7 The values and principles underpinning youth work

9. 2 Support young people in evaluating the impact of youth work activities on their own development

This is about working with young people to support them in evaluating how their participation within youth work activities is contributing to their own personal development.

Performance	Knowledge
9.2.1 Identify the relevant youth work activities with which they young people have been involved	K9.2.1 Legal, organisational and ethical requirements relevant to youth work, and their impact within your area
9.2.2 Explore with young people what their views, aspirations, needs and concerns relating to their participation in the youth work activities were prior to their involvement in the activities	K9.2.2 Why it is important to support young people in evaluating the impact of youth work activities upon their development and to have ownership of this process
9.2.3 Explore and identify with young people their motivations in participating within youth work activities	K9.2.3 The principal types of developmental goals that young people may have, and how youth work can contribute towards their realisation
9.2.4 Explore with young people how their views, aspirations, needs and concerns have developed, and their perceptions regarding how their participation has impacted upon this development	K9.2.4 The principal types of barriers or constraints that young people face in achieving their developmental goals and potential actions towards addressing these
9.2.5 Discuss and agree with the young people their developmental goals and achievements	K9.2.5 Available support agencies that can assist the achievement of young people's developmental goals, and how to involve such agencies
9.2.6 Identify any barriers or constraints which the young people consider to be hindering the realization of their developmental goals	K9.2.6 Measures of success for typical youth work activities
9.2.7 Explore with the young people how any such barriers or constraints might be overcome, agreeing relevant, constructive and appropriate actions towards addressing these	K9.2.7 How to set developmental goals and objectives relevant to young people
9.2.8 Support young people in developing future development goals and how these might be realised via participation in youth work activities	K9.2.8 The importance of recognising and of celebrating the achievements of young people, and methods for doing this
	K9.2.9 Your own role and responsibilities and to whom to refer should these be exceeded
	K9.2.10 The values and principles underpinning youth work

Core skills signposting

The table below shows how the Level 2 SVQ in Youth Work signposts to where the evidence generated through the units might contribute to the evidence for Core Skills.

Many units map to communication and/or problem solving and/or working with others, but there are limited opportunities for evidence to be generated to meet the requirements of ICT and Numeracy.

Core Skill	SCQF level	Unit								
		YW 1	YW 2	YW 3	YW 4	YW 5	YW 6	YW 7	YW 8	YW 9
Communication	3									
Communication	4	●								
Communication	5		●	●	●	●			●	
Communication	6						●	●		●
ICT	3		●						●	
ICT	4					●				
ICT	5						●			
ICT	6									
Numeracy	3									
Numeracy	4								●	
Numeracy	5									
Numeracy	6									
Problem solving	3									
Problem solving	4				●	●				
Problem solving	5	●	●	●			●	●		●
Problem solving	6								●	
Working with others	3									
Working with others	4									
Working with others	5	●			●		●	●	●	●
Working with others	6									

Assessment Strategy

SVQ in Youth Work

Introduction

Lifelong Learning UK, as the Sector Skills Council for the Lifelong Learning Sector, is responsible for developing an assessment strategy for all its qualifications in Scotland based on National Occupational Standards.

The strategy complements the generic criteria that Awarding Bodies must meet for the delivery of qualifications on the SCQF.

Lifelong Learning UK works in partnership with Awarding Bodies in order to deliver quality assessment and is happy to provide appropriate further guidance and support in implementing requirements.

1. Units of assessment

SVQs are competency based qualifications. The Assessment Strategy requires the Awarding Organisation to provide detail on each of the following listed below:

Quality assurance

Awarding Organisations should take appropriate steps to quality assure assessments at approved centres.

Risk assessment

Awarding Bodies should take an approach to their centres based on an assessment of risk with respect to the quality and consistency of assessment.

Awarding Body meetings

Lifelong Learning UK will arrange regular meetings with Awarding Bodies, the aim of which will be to promote consistency in the assessment process.

2. Workplace Evidence and Simulation

All performance evidence must come from real workplace practice in Youth Work.
The use of simulation is not allowed for these qualifications.

Assessment evidence, although demonstrating competency across the performance and knowledge should, wherever possible, be holistic. This means that learners where possible should gather evidence to illustrate competency:

- Across elements and units that naturally link together in terms of whole jobs
- From naturally occurring evidence collected in the workplace;

Evidence must be authentic, current, sufficient, fit for purpose and valid.

Workplace evidence may be collected in the context of full time, part time, casual or voluntary employment.

3. Requirements for assessors

All those who assess these qualifications or units must:

- have up-to-date working knowledge and experience of best practice in youth work or a related vocational area, in line with any requirements as set out by any relevant national professional organisation;

- hold or be working towards one of the following:
  - L&D9DI Assess workplace competence using direct and indirect methods;
  - A1 Assess candidate performance using a range of methods;
  - any appropriate QCF qualifications and/or units as recognised by SQA accreditation;

- OR hold D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence.

All assessors must show current evidence of continuing professional development in a relevant area of practice.

4. Requirements for internal quality assurance

All those who internally quality assure the SVQ qualifications or units must:

- have up-to-date working knowledge and experience of best practice in youth work or a related vocational area, in line with any requirements as set out by any relevant national professional organisation;

- hold one of the following:
  - L&D9DI Assess workplace competence using direct and indirect methods;
  - A1 Assess candidate performance using a range of methods;
  - any appropriate QCF qualifications and/or units as recognised by SQA accreditation;
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence.

They must either hold or be working towards one of the following internal quality assurance qualifications:

  - L&D11 Internally monitor and maintain the quality of workplace assessment
  - V1 Conduct internal quality assurance of the assessment process

- or hold D34 Internally verify the assessment process

All internal quality assurers must show current evidence of continuing professional development in a relevant area of practice.

5. Requirements for external quality assurance

All those who externally quality assure these qualifications or units must:

- have up-to-date working knowledge and experience of best practice in youth work or a related vocational area, in line with any requirements as set out by any relevant national professional organisation;

- hold one of the following:

  - L&D9DI Assess workplace competence using direct and indirect methods

  - A1 Assess candidate performance using a range of methods

  - any appropriate QCF qualifications and/or units as recognised by SQA accreditation

  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence

They should hold one of the following internal quality assurance qualifications:

  - L&D11 Internally monitor and maintain the quality of workplace assessment

  - V1 Conduct internal quality assurance of the assessment process

  - any appropriate QCF qualifications and/or units as recognised by SQA accreditation

  - D34 Internally verify the assessment process

They must hold or be working towards one of the following external quality assurance qualifications:

  - L&D12 Externally monitor and maintain the quality of workplace assessment

  - V2 Conduct external quality assurance of the assessment process

  - any appropriate QCF qualifications and/or units as recognised by SQA accreditation

  - D35 Externally verify the assessment process

All external quality assurers must show current evidence of continuing professional development in a relevant area of practice.

6. Review and evaluation of the strategy

Lifelong Learning UK and the Awarding Bodies will continually monitor the effectiveness of the Assessment Strategy. It will be reviewed annually and revised, where necessary, every two years. The feedback will also be used to review assessment and quality assurance practices, identify and promulgate best practice and inform improvement to the strategy and to future revisions to NOS and qualifications.