

AIM Qualifications Level 3 Technical Occupational Entry in Youth Support Work (Diploma) Specification

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About us

Qualification specification

AIM Qualifications and Assessment Group is a leading Awarding Organisation supplying hundreds of centres with high-quality regulated vocational and technical qualifications. We also offer non-accredited provision and apprenticeship end-point assessments.

AIM qualifications cover a range of academic levels from Entry Level to Level 6 across a wide range of subject areas. All our UK Level 3 qualifications carry UCAS tariff points which can count towards university entry requirements.

About this qualification specification

This specification is intended for tutors, internal quality assurers, centre managers and other staff within AIM recognised centres and/or prospective centres. It provides information about the structure and delivery of the qualification. The specification should be read in conjunction with the AIM Centre Handbook and other policy documents available on the website.

Offering this qualification

In order to offer this qualification, you must be an AIM recognised centre and be approved to deliver this qualification. If your centre is not yet recognised, please contact our business development team to discuss becoming an AIM recognised centre. They can advise you on the best qualifications for your organisation.

You can arrange a meeting by emailing businessdevelopment@aimgroup.org.uk or calling 0333 034 8833. More information can be found on: www.aim-group.org.uk/newcentre



| Section 1 – Qualification overview



Welcome to the AIM Qualifications Level 3 Technical Occupational Entry in Youth Support Work (Diploma) Qualification Specification.

This specification contains everything you need to know about the qualification and is intended for tutors, assessors, internal verifiers, and other staff involved with the planning, delivery, and assessment.

This is a live document and as such will be updated when required. You will be informed via email when changes are made, and it is your responsibility to ensure the most up-to-date version of the Qualification Specification is in use.

Qualification Purpose

The AIM Qualifications Level 3 Technical Occupational Entry in Youth Support Work (Diploma) provides learners with a foundational understanding of youth work principles, starting with key skills in safeguarding and communication. As the course progresses, it introduces more specialised topics, including group work, anti-discriminatory practices, and strategies for managing challenging behaviours. This structured progression is designed to equip learners with comprehensive skills applicable in various roles within the youth work sector.

Teaching, learning, and assessment activities in the qualification align closely with current industry practices, informed by the contributions of ETS and NYA. This ensures that learners not only acquire theoretical knowledge but also apply these concepts in practical environments, effectively supporting and engaging with young people. The curriculum incorporates live projects and role-based assessments that replicate real youth work scenarios, providing hands-on experience.

The portfolio of evidence approach allows training centres the flexibility to select assessment methods that best fit their specific contexts. This adaptable approach supports varied evidence types and accommodates learners with diverse needs, including those who may encounter barriers to traditional workplace assessments.

Strictly following NYA guidelines and the IfATE standard ST0906, this qualification ensures that learners are assessed against professional requirements for youth work. To enhance alignment, the qualification structure has been revised so that all units are now mandatory, ensuring comprehensive coverage of the required knowledge, skills, and behaviours.

This qualification is suitable for learners within the 16–19 and 19+ age range. The qualification structure has been designed to be inclusive and accessible to individuals from diverse backgrounds, including those transitioning from education, those seeking career changes, and those with prior experience in voluntary or informal youth work. The flexible assessment approach accommodates different learning needs, ensuring that all learners can demonstrate their competency effectively.

Qualification details

| AIM Qualification | |
|---|--|
| Qualification | AIM Qualifications Level 3 Technical Occupational Entry in Youth Support Work (Diploma) |
| Assessment | Criterion-based assessment approach: <ol style="list-style-type: none"> 1. Portfolio of Evidence 2. Reflective Log |
| Grading | Pass/Fail |
| Geographical coverage | England |
| Operational start date | September 2026 |
| Review date | 21 st March 2029 |
| Sector | 01.3 Health and Social Care |
| Qualification number | 610/6223/6 |
| Guided Learning Hours (GLH) | 292 |
| Total Qualification Time (TQT) | 390 |
| Minimum learner age | 16+ |
| Support from Profession Body / Trade Associations | National Youth Agency Education Training Standards (England and Wales) |

Regulated Qualification Framework (RQF)

The Regulated Qualifications Framework (RQF) provides a single, simple system for cataloguing all qualifications regulated by Ofqual. Qualifications are indexed by their level and size. Levels indicate the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels supported by three “entry levels”. Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in term of Total Qualification Time (TQT). The part of the TQT spent being taught or supervised is known as Guided Learning Hours (GLH).

Total Qualification Time (TQT) and Guided Learning Hours (GLH)

Total Qualification Time (TQT) is the number of notional hours it takes a typical learner to achieve the full qualification and is **made up of two elements:**

- the minimum number of Qualification Guided Learning Hours (GLH) - the number of Tutor led contact hours
- the number of hours spent on preparation, studying and the assessment that is non-guided

For example, the number of tutor-led contact hours (GLH) for a qualification is 30 and the number of hours spent by the learner (non-GLH) on preparation, studying and the assessment is 6 hours. Therefore, the Total Qualification Time (TQT) for the qualification is 36 hours.

Progression opportunities

AIM has identified several routes into the youth work industry, including apprenticeships, entry-level roles, and higher education options. Upon completion, learners will have a competitive skill set enabling them to progress within the sector. The skills acquired are highly transferable, allowing individuals to work across various roles and settings within the youth work field.

Occupational Pathways:

- Youth Support Worker: Working in both informal settings like youth clubs and formal settings such as schools, promoting young people's personal, social, and educational development.
- Community Youth Worker: Engaging with young people in community-based projects and supporting their active participation.
- Youth Engagement Officer: Facilitating youth participation in community and social action projects.
- Safeguarding Officer: Ensuring the safety and protection of young people in various settings.

Example Roles and Settings:

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- Youth clubs, activity-based projects, and social action projects.
- Schools, Early Help services, and youth offending teams.
- Local authority, charity, private, or voluntary organisations.
- Specialist settings such as hospitals, alternative education provisions, and social care systems.

Occupational Progression:

- Level 4 Youth Work qualifications (e.g., Youth Justice Practitioner).
- Level 6 JNC Professional Youth Work Degrees.
- Apprenticeships in youth services or social work.

Entry requirements

It is recommended that learners have a minimum of Level 2 literacy and numeracy skills or Grade C GCSE English and Maths, or equivalent.

Requirements to deliver this Qualification

As an Awarding Organisation, we require that:

Centres will need to ensure that learners accepted on this qualification will have a suitable placement in a youth work setting.

Assessors

Those assessing on the qualification should have either a teaching qualification at level 3 or above previous experience in assessing criteria-based components. Assessors should have the knowledge and skills for at least the level above for each individual component that they deliver. New assessors should be supported with assessment decisions by the internal verification process.

Assessors must:

- Hold a Level 3 Youth Support Worker (JNC) qualification with a minimum of three years' practice experience, with field work experience in the context of Youth Work, community work, community education or the voluntary community sector and/or have broader relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last 3 years.
- Have a sound understanding of IfATE Occupational Standards for Youth Support Work ST0906.
- Have a sound understanding of the requirements for assessment within Ofqual.
- Hold or be working towards a recognised assessor qualification: have decisions countersigned if in progress (e.g. TAQA / D32, D33).
- Be committed to, and able to evidence, further training and development.

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- Be able to evidence continued professional development, including fieldwork activities, within the last 3 years CPD logs from the Youth Worker Register will be accepted as evidence of CPD, provided they contain sufficient detail for verification.
- New assessors must have their assessment decisions countersigned by a fully qualified assessor until they are deemed competent through internal quality assurance (IQA) processes.

Assessors are responsible for:

- Marking and providing feedback to learners.
- Ensuring all assessments align with the qualification's learning outcomes (LOs) and mapped KSBs from the IfATE ST0906 standard.
- Engaging in annual standardisation activities to maintain assessment consistency.
- Following AIM's assessment model, which includes externally set overarching briefs requiring learners to complete vocationally relevant tasks aligned with youth work duties.

Internal Verifiers

Centres must have a qualified Internal Verifier (IV) who:

- Holds a JNC Professional Youth Work qualification and three years' practice experience in youth work, community work, community education, or the voluntary sector.
- Have recent experience (within the last three years) of internal quality assurance, preferably within an occupational area with relevance to Youth Work.
- Have a sound understanding of the National Occupational Standards for Youth Work.
- Have a sound understanding of the requirements for assessment within Ofqual.
- Are committed to, and able to evidence, further training and development.
- Hold, or are working towards, a recognised IQA qualification equivalent. Any IV who has not yet achieved a full IQA qualification must have all verification decisions countersigned by a fully qualified IV.

IVs are responsible for:

- Verifying assessment decisions to ensure they are valid, consistent, and compliant with AIM's requirements.
- Conducting risk-based sampling to maintain quality assurance.
- Leading regular standardisation meetings to ensure fair and consistent assessment outcomes across all assessors.
- Encouraging rotation of IQA roles to promote independence and best practices in quality assurance.

Summary of minimum qualification requirements:

| Minimum Qualification Requirements for JNC Youth Support Work Qualifications | | | |
|---|----------------------------------|---------------------------------|----------------------------------|
| Units | Trainers / assessors | Internal QA | External QA |
| L3 Principles of Youth Work | JNC Professional Youth Worker * | JNC Professional Youth Worker * | JNC Professional Youth Worker ** |
| L3 YW Work-based Practice in Youth Work | JNC Professional Youth Worker * | | |
| Mandatory units L3 | JNC Youth Support Worker Level 3 | | |

* JNC Professional Youth Worker - the holder of a 'professional Youth Worker qualification' for example, someone with a qualification on the lists of recognised qualifications held by the NYA, ETS Wales, Community and Learning Development (CLD) Standards Council Scotland or North/South Education and training Standards (NSETS) (Ireland/Northern Ireland). For example, this could be a Level 5 DipHE/Foundation Degree (if enrolled before 2010) or a Level 6 BA(Hons) or a Level 7 PgDip/Masters.

** Professional Youth Worker – the holder of a recognised professional Youth Work qualification – or similar in an aligned field (one that is related to children, young people and families, teaching or social work).

*** Some optional units are Youth-Work-Related so need a qualified Youth Worker while others may be specialist units (e.g. substance misuse/sexual health) where an expert in that particular area would be better qualified.

Resource requirements

Learners must have access to real life work environments to be able to fulfil the following requirements around work experience:

For those studying the Level 3 Diploma, there is a requirement that across the programme learners will undertake 80 hours of work experience in a youth work environment paid or unpaid throughout their learning journey.

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Section 2 – Qualification Structure

Qualification structure: Level 3

| | Diploma |
|--|--|
| Total credits required | 39 |
| Full description of Rules of Combination | Learners must complete all mandatory units. There is a requirement that across the programme learners will undertake 80 hours of work experience in a youth work environment paid or unpaid throughout their learning journey. |

The qualification content is fully mapped to the Knowledge, Skills, and Behaviours (KSBs) outlined in the IfATE ST0906 Youth Support Worker Standard. All components of the qualification are mandatory, ensuring that every learner completes a structured curriculum that comprehensively covers the occupational requirements of the sector.

The qualification's learning structure includes:

- Guided Learning Hours (GLH) – ensuring structured classroom-based and facilitated learning.
- Mandatory Work Placement Hours (80 hours minimum) – allowing learners to apply their learning in real-world youth work settings.
 - Within this placement learners are expected to engage in the delivery of 6 sessions.
 - Learners are required to deliver 2 Youth Work Sessions as part of their work placement which must be observed and recorded as part of their portfolio of evidence.

This combination of theoretical learning and practical application ensures that learners develop and refine essential youth work competencies, preparing them for employment and progression within the sector.

Additionally, the qualification is designed to meet the regulatory requirements of both:

- The National Youth Agency (NYA) Assessment Strategy (July 2024)
- The ETS Wales requirements (where applicable)

By strictly adhering to these frameworks, the qualification ensures that learners demonstrate occupational competence in real-world youth work settings, aligning fully with national sector expectations.

Section 3 – Components

Level descriptors

Components are assigned a level based in the current requirements for the RQF as issued by OFQUAL

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

Components

This section details the rules of combinations for the qualifications. Select the component titles to view the component details.

| Rules of combination for: | | AIM Qualifications Level 3 Technical Occupational Entry in Youth Support Work (Diploma) | | |
|--|--|--|--------|--------|
| Learners must achieve the mandatory component/s to achieve this qualification. | | | | |
| Component code | Component title | Level | Credit | GLH |
| Mandatory | | | | |
| R/651/7367 | Engaging and Communicating with Young People | 3 | 4 | 20 GLH |
| T/651/7368 | Group Work within a Youth Work Setting | 3 | 6 | 50 GLH |
| F/651/7370 | Principles of Youth Work | 3 | 4 | 30 GLH |
| M/651/7375 | Safeguarding in a Youth Work Setting | 3 | 4 | 25 GLH |
| Y/651/7378 | Young People's Development | 3 | 3 | 23 GLH |
| T/651/7377 | Working with Behaviour that Challenges in a Youth Work Setting | 3 | 3 | 14 GLH |
| J/651/7372 | Reflective Practice in a Youth Work Setting | 3 | 3 | 24 GLH |
| R/651/7376 | Work-Based Practice in Youth Work | 3 | 9 | 86 GLH |
| K/651/7364 | Anti-Discriminatory Practice in a Youth Work Setting | 3 | 3 | 20 GLH |



Section 4 – Assessment



4.1 Centre requirements

Centres must ensure they have the necessary human and physical resources to deliver this qualification in full, including all mandatory components.

To fulfil the teaching content requirements for the qualification, centres must ensure they can support both practical and theoretical aspects outlined in the specification. This may involve collaboration between different departments within the centre. Centres must ensure that their delivery structure supports both practical and theoretical aspects of the qualification. This may involve collaboration between internal departments or external partnerships to ensure sector-specialist input where needed.

Centres must have documented internal policies covering CPD, standardisation, internal verification, and assessment moderation.

Centres must implement internal policies to ensure compliance with AIM's requirements and maintain structured records of assessor CPD, standardisation meetings, and assessment moderation.

Support for Centres: AIM provides guidance and support to centres to ensure compliance with these requirements. This includes:

- CPD and training materials to upskill assessors and IVs.
- Guidance documents and templates for internal quality assurance.
- Centre assessment monitoring to support centres in meeting AIM's quality standards.

As an Awarding Organisation, AIM is committed to ensuring a consistently high-quality qualification across all centres. Each centre is required to demonstrate the following:

- Qualified Staff
- Adequate Facilities: Centres must have access to appropriate facilities and resources to deliver the practical components of the qualification effectively.
- Collaborative Approach: Centres should foster collaboration between relevant departments to ensure comprehensive delivery of the qualification content.
- Provide continuous Professional Development (CPD).
- Robust Internal Verification Systems.

4.1.1 Assessors and Teachers

To offer this qualification, tutors must:

- Be a Joint Negotiating Council (JNC) Professionally Qualified Youth Work practitioner
- Hold a Level 3 Youth Support Worker (JNC) qualification with a minimum of three years' practice experience, with field work experience in the context of Youth Work, community work, community education or the voluntary community sector and/or have broader relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last 3 years.

- Have a sound understanding of IfATE Occupational Standards for Youth Support Work ST0906.
- Have a sound understanding of the requirements for assessment within Ofqual.

In addition to the above, Assessor must also:

- Hold or be working towards a recognised assessor qualification: have decisions countersigned if in progress (e.g. TAQA / D32, D33).
- Be committed to, and able to evidence, further training and development.
- Be able to evidence continued professional development, including fieldwork activities, within the last 3 years CPD logs from the Youth Worker Register will be accepted as evidence of CPD, provided they contain sufficient detail for verification.

AIM will review sample CPD logs to confirm the adequacy of submitted evidence. While the Youth Worker Register currently applies to professionally qualified youth workers, it is expected to open to Youth Support Workers after April 2025. Centres should consider encouraging assessor/IV registration once the expansion occurs.

Assessors and tutors must demonstrate they:

- Are familiar with the assessment requirements of the qualification.
- Have completed the yearly AIM mandatory standardisation activity for internal assessment (this must occur before any learner work can be marked).

4.1.2 Centre Internal Quality Assurance Requirement

Centres must have an IQA strategy in place before delivering AIM qualifications and must document their internal verification and moderation processes to ensure transparency and consistency in assessment decisions. Centres must retain evidence of assessor participation in standardisation activities and verification exercises, which will be reviewed during EQA monitoring activities.

4.1.3 Internal Verifiers

Centres must ensure that they have an IV who:

- Holds a JNC Professional Youth Work qualification and three years' practice experience in youth work, community work, community education, or the voluntary sector.
- Have recent experience (within the last three years) of internal quality assurance, preferably within an occupational area with relevance to Youth Work.
- Have a sound understanding of the National Occupational Standards for Youth Work.
- Have a sound understanding of the requirements for assessment within Ofqual.

- Are committed to, and able to evidence, further training and development.
- Hold, or are working towards, a recognised IQA qualification equivalent. Any IV who has not yet achieved a full IQA qualification must have all verification decisions countersigned by a fully qualified IV.

CPD evidence must demonstrate ongoing professional development relevant to youth work assessment, including participation in AIM training, NYA-led CPD activities, or equivalent professional development. Where CPD is recorded via the Youth Worker Register, centres must make these records available to AIM upon request.

4.1.4 Centre Internal Quality Assurance Practices

Internal quality assurance (IQA) is an expected practice of each centre and must be completed to ensure the quality of delivery and assessment. Marked assignment must undergo internal verification to validate the assessment decision.

IQA sampling must be risk-based, considering;

- New assessors or those previously flagged for inconsistencies should have larger sample sizes verified.
- The standard AIM IV sample size should be the baseline, with increased sampling required for new assessors
- Assessors identified as high risk due to previous inconsistencies in assessment may be subject to 100% IV sampling before their assessment decisions are finalised.

Centres must ensure that IV's regularly review sampling decisions to maintain consistency across assessors and qualifications.

Standardisation records must be maintained and made available to EQA upon request. Centre Responsibilities for Continuous Improvement: Centres must document any quality improvements made as a result of:

- EQA feedback and recommendations.
- Internal quality assurance findings.
- Standardisation meetings and training events.

Centres are expected to maintain action plans outlining steps taken to address identified issues and must be prepared to report these back to AIM upon request.

4.2 IV and EV Standardisation

Standardisation is conducted to ensure assessor judgements remain consistent across different centres. This process ensures that assessment decisions are comparable across all training providers and that learners are assessed against the same benchmarks, in line with NYA's ETS requirements.

- External Quality Assurance – AIM EQAs will conduct structured assessment monitoring to verify that assessment decisions are fair, consistent, and aligned with NYA ETS. This includes reviewing sampled assessments, IQA reports, and assessor feedback to ensure compliance with AIM and regulatory requirements.
- Centres must ensure the authenticity of learner work, implementing appropriate verification measures to confirm that submitted evidence is the learner’s own. Plagiarism detection software may be used for written components where appropriate, but assessors must primarily ensure authenticity through verification of workplace-based evidence, and where appropriate questioning, discussions, and supervisor confirmations.

These measures ensure that all learners are assessed consistently and fairly, regardless of their placement setting.

For more information on the standardisation requirements and support for this qualification see the corresponding Assessment Strategy provided.

4.3 How is this qualification assessed

4.3.1 Overview of Assessment Approach

The AIM Level 3 Technical Occupational Entry in Youth Support Work (Diploma) uses a criterion-based assessment approach, ensuring that all learners meet the required competency levels through a combination of assessment methods. These include:

- Portfolio of Evidence (Mandatory) – A structured collection of primarily work-based evidence demonstrating knowledge, skills, and competencies.
- Reflective Log (Mandatory) – A series of structured reflections aligned with key Youth Work components, designed to encourage critical self-evaluation.

This qualification is assessed on a Pass/Fail basis. Learners must meet all assessment criteria outlined within each unit to achieve a Pass.

4.3.2 Assessment Components

Learners will complete two mandatory assessments:

Youth Support Work Reflective Log

- This log supports learners in critically reflecting on their practice, experiences, and learning throughout their 80-hour work placement.
- It covers the components
 - Anti-Discriminatory Practice in a Youth Work Setting
 - Engaging and Communicating with Young People
- Group Work within a Youth Work Setting

- Principles of Youth Work
- Reflective Practice in a Youth Work Setting
- Work-Based Practice in Youth Work
- Working with Behaviour that Challenges in a Youth Work Setting
- Entries should be completed approximately fortnightly and should integrate theoretical frameworks (e.g., Kolb’s Experiential Learning Cycle, Gibbs’ Reflective Cycle).

Placement Project

- This integrated project allows learners to apply youth work principles in real-world settings.
- The project aligns directly with the Reflective Log, ensuring minimal duplication and maximising assessment efficiency.
- Tasks include for example a Community Needs Mapping exercise, Programme Planning, Safeguarding Report, Programme Delivery, Evaluating Youth Work Practice and more.
- Each task requires learners to provide supporting evidence, such as workplace observations, supervisor feedback, anonymised case examples, and activity records.

For full details on the Assessment requirements see the corresponding Assessment Strategy document provided. Additional support materials such as Sample Assessments, Learner Guidance and Assessor Guidance have also been provided to support centres in the delivery and marking of this qualification.

4.3.3 Assessment Conditions

- Portfolio of Evidence: Primarily Work-based evidence must be authentic, demonstrating the learner’s direct engagement with young people, youth organisations, and community projects.
- Reflective Log: Learners must complete structured entries as outlined in the assessment materials. Entries must demonstrate critical reflection, theoretical application, and self-evaluation.
- Work Placement Verification: Evidence within the portfolio must be authenticated by a JNC-qualified assessor, workplace supervisor, or mentor.
- Confidentiality and Data Protection: All learner evidence must comply with GDPR and safeguarding policies. Names of service users must be anonymised.

4.3.4 Assessment Scheduling and Submission

Learners are encouraged to follow the Suggested Assessment & Reflection Schedule as outlined below.

| Placement Hours Completed | Placement Project Task | Reflective Log Entry |
|---------------------------|--|---|
| 0-6 hours | Task 1: Understanding Young People's Development | Section 4: Using Reflection to Develop Youth Work Practice |
| 7-12 hours | Task 2: Principles of Anti-Discriminatory Practice | Section 1: Evaluating Own Youth Work Practice in Relation to Anti-Discriminatory Practice |
| 13-20 hours | Task 3: Community Needs Assessment & Mapping | Section 3: Supporting Young People in the Local Community |
| 21-26 hours | Task 4a: Understanding Group Work Theory in a Youth Work Setting | Section 5 in the Reflective Log 'Group Work and Youth Engagement' |
| 27-40 hours | Task 4b: Developing Your Youth Work Programme | Section 5: Group Work and Youth Engagement |
| 41-46 hours | Task 5: Safeguarding, Professional Boundaries & Ethical Practice | Section 2: Professional Boundaries and Ethical Practice |
| 47-60 hours | Task 6: Delivering Your Youth Work Programme | Section 6: Managing Behaviour That Challenges |
| 61-66 hours | Task 7: Celebrating Youth Achievements | Section 5: Group Work and Youth Engagement |
| 66-73 hours | Task 8: Professional Development Planning | Section 7: Reflective Practice and Professional Development |
| 73-80 hours | Task 9: Evaluating Youth Work Practice | Section 7: Reflective Practice and Professional Development |

Submissions should be spaced out over the duration of the placement to ensure regular engagement with assessment tasks.

All assessments must be completed and submitted by the final qualification deadline set by the centre.

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4.3.5 Internal and External Verification

- IQA: Centres must internally verify a sample of learner portfolios to ensure assessment consistency.
- EQA AIM Qualifications will conduct external quality assurance to validate assessment decisions.

4.3.6 Reasonable Adjustments and Special Considerations

Learners requiring reasonable adjustments can submit alternative evidence formats, such as:

- Audio or video submissions for reflective logs
- Dictated responses for portfolio components
- Extended time for assessment completion (subject to approval)

Centres should follow AIM Qualifications' policies for reasonable adjustments and special considerations where applicable.

Reasonable adjustments and special considerations are available for all assessments, irrespective of whether they are internally or externally set. Where a learner or group of learners may not be able to access the assessment without reasonable adjustments, centres should ensure that they apply in good time for relevant reasonable adjustments to be made, using the [AIM Qualifications reasonable adjustments and special considerations policy](#) which gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.

4.3.7 Retakes and Resubmissions

If a learner does not meet all required assessment criteria, they will be given constructive feedback and an opportunity to resubmit.

Resubmissions should focus only on areas where the criteria were not fully met.



Section 5 – Operational guidance

Offering these qualifications

Centres wishing to offer these qualifications must be an AIM recognised centre. New centres can apply to become a centre using the centre recognition application process on our website: www.aim-group.org.uk.

We can advise centres of the best and most efficient methods for offering these qualifications. All procedures for the use of these qualifications, including approval, registration of learners, verification and certification will be completed through AIM and all centres will have an allocated customer experience advisor to support them.

Approval to offer qualifications

Centres wishing to offer these qualifications must complete and submit a qualification approval request. [This can be found on the AIM website when choosing a qualification.](#) Some qualifications require centres to have specific resources in place and/or their assessors/internal verifiers should hold certain qualifications. Where this is the case, centres must provide evidence of resources/staff qualifications when completing the Qualification Approval request.

Registration and certification

Once your centre has approval to offer a qualification, you will be able to register learners to these qualifications via our Quartzweb portal, at this point you can also select their chosen components. Please ensure that learners are registered against the correct qualification and are aware of the rules of combination required to achieve the qualification.

For all registration and certification processes, please refer to the Quartzweb guidance document which can be downloaded from our website's [centre handbooks and forms page](#). Details of assessment, internal verification and external verification can be found in the [AIM Qualifications: Assessment Handbook](#).

Learners achieving a qualification will be issued with a qualification certificate detailing the achieved qualification and components. Learners who have not achieved a qualification will, on request, be issued with a component certificate detailing the components achieved.

Fees and charges

The AIM Fees and Charges brochure includes all qualification charges and is available on our website. Please note that registrations will not be processed if centre fees have not been paid.



Section 5 – Appendices and links

Appendices and links

Select an appendix or link from the list below to view the document.

Useful links

Link 1 - [AIM website](#)

Link 2 - [AIM Centre handbooks and forms](#)

Link 3 - [AIM Qualifications: Assessment Handbook](#)

Link 4 – [AIM Centre Guide to Quality Assurance](#)

Link 5 – [AIM Enquiries and Appeals Policy](#)

Link 6 – [AIM Reasonable Adjustment Policy](#)

Link 7 – [AIM Reasonable Adjustment Centre Guide](#)

Link 8 – [AIM Centre Guide to EQA Monitoring](#)

Link 9 - [Fees and Charges](#)

Link 10 - [Qualification Search](#)

Link 11 – [IfATE L3 Youth Support Worker Standard ST0906](#)

Link 12 – [NYA Assessment Strategy](#)

Link 13 - [NYA Youth Club in a Box](#)

Useful appendices

Appendix 1 - AIM Command Verbs

Appendix 2 – Qualification & Assessment Mapping

Command verbs

| Level 3 | |
|-----------------------------|---|
| Analyse | Learners present the outcome of methodical and detailed examination either: breaking down a theme, topic, or situation in order to interpret and study the interrelationships between the parts. and/or of information or data to interpret and study key trends and interrelationships. |
| Assess | Learners present careful consideration of varied factors or events that apply to a specific situation or identify those which are the most important or relevant and arrive at a conclusion. |
| Compare and Contrast | Learners can identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages, and disadvantages. This is used to show depth of knowledge through selection and isolation of characteristics. |
| Create | To produce work in response to a brief or to apply skills and techniques to meet an intention. |
| Demonstrate | Learners' work or practice shows the ability to carry out and apply knowledge, understanding and/or skills in a practical situation. |
| Describe | Learners give a clear, objective account in their own words showing recall and, in some cases application, of the relevant features and information about a subject. |
| Discuss | Explore issues, lines of reasoning and situations, articulating different viewpoints. |
| Estimate | Give an approximate decision or opinion using previous knowledge or experience. |
| Evaluate | Review information then bring it together to form a conclusion, drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information. Come to a supported judgement of a subject's qualities and relation to its context. |
| Explain | Learners' work shows clear details and gives reasons and/or evidence to support an opinion, view, or argument. It could show how conclusions are drawn. |
| Justify | Learners are able to give reasons or evidence to support an opinion, or prove something right or reasonable. |
| Outline | Learners provide a general description or plan showing the essential features of something but not the detail. |
| Summarise | Briefly present an abstract of the main points. |

Qualification & Assessment Mapping

| Unit | Learning Outcomes | Assessment Criteria | Sample Assessment Material | Evidence Artefact | K | S | B |
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| Anti-Discriminatory Practice in a Youth Work Setting | 1. Understand the principles of anti-discriminatory practice. | 1.1 Define what is meant by anti-discriminatory practice. | Youth Support Work Reflective Log: Section 1 | Reflective Journal Section 1: Evaluating Own Youth Work Practice in Relation to Anti-Discriminatory Practice | | | |
| Anti-Discriminatory Practice in a Youth Work Setting | 1. Understand the principles of anti-discriminatory practice. | 1.2 Explain how anti-discriminatory practice relates to the principles of youth work with reference to different contexts, including cultural, social, and political perspectives operating within young people's communities and wider society | Youth Support Work Reflective Log: Section 1 | Reflective Journal Section 1: Evaluating Own Youth Work Practice in Relation to Anti-Discriminatory Practice | K14 | | |
| Anti-Discriminatory Practice in a Youth Work Setting | 1. Understand the principles of anti-discriminatory practice. | 1.3 Outline current legislation relating to anti-discriminatory practice. | Placement Project: Task 2 | Anti-Discrimination Assignment | K6 | | |
| Anti-Discriminatory Practice in a Youth Work Setting | 1. Understand the principles of anti-discriminatory practice. | 1.4 Explain what is meant by protected characteristics. | Placement Project: Task 2 | Anti-Discrimination Assignment | K6 | | |

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| Anti-Discriminatory Practice in a Youth Work Setting | 1. Understand the principles of anti-discriminatory practice. | 1.5 Describe the groups defined by current legislation as having protected characteristics. | Placement Project: Task 2 | Anti-Discrimination Assignment | K6 |
| Anti-Discriminatory Practice in a Youth Work Setting | 2. Understand how anti-discriminatory practice impacts on youth work delivery. | 2.1 Explain the consequences of not meeting the needs of a group or individual with protected characteristics in relation to: a) Own practice b) Youth service delivery | Youth Support Work Reflective Log: Section 1 | Reflective Journal Section 1: Evaluating Own Youth Work Practice in Relation to Anti-Discriminatory Practice | |
| Anti-Discriminatory Practice in a Youth Work Setting | 2. Understand how anti-discriminatory practice impacts on youth work delivery. | 2.2 Summarise how the needs of protected characteristics groups can be met: a) Through own practice b) Within the youth work environment | Youth Support Work Reflective Log: Section 1 | Reflective Journal Section 1: Evaluating Own Youth Work Practice in Relation to Anti-Discriminatory Practice | |
| Anti-Discriminatory Practice in a Youth Work Setting | 3. Understand prejudice and discrimination | 3.1 Explain the meaning of the following terms: a) Prejudice b) Stereotyping c) Stigma d) Labelling e) Discrimination f) Equality g) Diversity h) Hate crime i) Hate speech | Placement Project: Task 2 | Anti-Discrimination Assignment | K6 |

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| Anti-Discriminatory Practice in a Youth Work Setting | 3. Understand prejudice and discrimination | 3.2 Critically compare the differences between prejudice and discrimination | Placement Project: Task 2 | Anti-Discrimination Assignment | K6 |
| Anti-Discriminatory Practice in a Youth Work Setting | 3. Understand prejudice and discrimination | 3.3 Explain the following types of discrimination: a) Direct discrimination b) Indirect discrimination c) Discrimination by association d) Perception discrimination e) Harassment f) Third party harassment g) Victimization | Placement Project: Task 2 | Anti-Discrimination Assignment | K6 |
| Anti-Discriminatory Practice in a Youth Work Setting | 4. Understand how to evaluate personal practice in relation to anti-discriminatory practice | 4.1 Evaluate own youth work practice in relation to anti-discriminatory practice. | Youth Support Work Reflective Log: Section 1 | Reflective Journal Section 1: Evaluating Own Youth Work Practice in Relation to Anti-Discriminatory Practice | |

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| Anti-Discriminatory Practice in a Youth Work Setting | 4. Understand how to evaluate personal practice in relation to anti-discriminatory practice | 4.2 Develop a plan using anti-discriminatory practice to increase active participation and opportunities for youth voice and leadership | Placement Project: Task 4b | NYA NAOMIE Project Plan | B9 |
| Anti-Discriminatory Practice in a Youth Work Setting | 5. Be able to respond to discriminatory practice | 5.1 Respond appropriately to oppressive or discriminatory attitudes, behaviours, and situations | Youth Support Work Reflective Log: Section 1 | Reflective Journal Section 1: Evaluating Own Youth Work Practice in Relation to Anti-Discriminatory Practice | |
| Engaging and Communicating with Young People | 1. Understand the importance of building professional relationships with young people in youth work. | 1.1 Explain why relationship building with young people is important in youth work. | Placement Project: Task 6 | Observation Record (Tutor/Supervisor Feedback) | K1, K6, |
| Engaging and Communicating with Young People | 1. Understand the importance of building professional relationships with young people in youth work. | 1.2 Analyse how effective communication skills impact on building and maintaining professional relationships with young people. | Placement Project: Task 6 | Observation Record (Tutor/Supervisor Feedback) | K1, K6, |
| Engaging and Communicating with Young People | 1. Understand the importance of building professional relationships with | 1.3 Describe ways to engage young people in order to establish a professional relationship with diverse groups of young people. | Placement Project: Task 6 | Observation Record (Tutor/Supervisor Feedback) | K1, K6, |

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| | young people in youth work. | | | | |
| Engaging and Communicating with Young People | 2. Understand different ways of engaging with stakeholders. | 2.1 Describe different approaches of engaging young people and increasing their participation in youth work. | Placement Project: Task 3 | NYA Community Mapping Doc | S3, S4, S5, S9, S10, S12 |
| Engaging and Communicating with Young People | 2. Understand different ways of engaging with stakeholders. | 2.2 Compare local community networks and ways in which young people might become involved. | Placement Project: Task 3 | NYA Young Peoples Community Mapping Doc. & NYA Community Mapping Doc | K4 |
| Engaging and Communicating with Young People | 2. Understand different ways of engaging with stakeholders. | 2.3 Describe places and spaces in which professional youth support work might happen and how approaches might differ dependent on context, environment and/or young person. | Placement Project: Task 3 | NYA Community Mapping Doc | K7 |
| Engaging and Communicating with Young People | 2. Understand different ways of engaging with stakeholders. | 2.4 Explain different contexts, including cultural, social and political perspectives operating within young people's communities and wider society. | Placement Project: Task 3 | NYA Community Mapping Doc | K14 |
| Engaging and Communicating with Young People | 3. Understand the importance of good communication skills for youth work activities. | 3.1 Describe the advantages and disadvantages of different methods of communication when working with young people to include verbal, written and electronic techniques. | Placement Project: Task 2 | Anti-Discrimination Assignment | K6 |

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| Engaging and Communicating with Young People | 3. Understand the importance of good communication skills for youth work activities. | 3.2 Describe the challenges of using social media to engage with stakeholders. | Placement Project: Task 5 | NYA Safeguarding Concern Report | | |
| Engaging and Communicating with Young People | 3. Understand the importance of good communication skills for youth work activities. | 3.3 Describe a youth support workers' role in supporting young people to access impartial information and guidance. | Placement Project: Task 5 | NYA Safeguarding Concern Report | | |
| Engaging and Communicating with Young People | 4. Be able to communicate with stakeholders to develop a professional relationship. | 4.1 Communicate with young people using effective listening skills. Learners must demonstrate their ability to communicate with young people and two other stakeholders from the list below, clearly identify if those stakeholders are internal or external to Youth Work Practice and the communication technique used (verbal, written, electronic). a) Young people, b) Members of the public, c) Wider community, d) Public authorities in the youth sector, | Placement Project: Task 4b | Communication Samples from 2 stakeholders in Task 4 and task 6 observation of lesson | K1, K6, | S2, S12 |

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| | | e) Youth organisations and youth councils, f) Donors, g) Media | | | |
| Engaging and Communicating with Young People | 4. Be able to communicate with stakeholders to develop a professional relationship. | 4.2 Work in an anti-oppressive, anti-discriminatory manner, maintaining professional communication with stakeholders. | Placement Project: Task 6 | Observation Record (Tutor/Supervisor Feedback) | B1 |
| Engaging and Communicating with Young People | 5. Be able to support young people in engaging with the local community. | 5.1 Engage with the local community to support young people's involvement in a way that promotes acceptance and understanding of others. | Placement Project: Task 3 | NYA Community Mapping Doc | B2 |
| Engaging and Communicating with Young People | 5. Be able to support young people in engaging with the local community. | 5.2 Support young people to develop positive relationships in their local community that promote acceptance and understanding of others. | Placement Project: Task 6 | Observation Record (Tutor/Supervisor Feedback) | B2 |
| Engaging and Communicating with Young People | 5. Be able to support young people in engaging with the local community. | 5.3 Assess own strengths and areas for improvement when communicating with others using a reflective practice models. | Youth Support Work Reflective Log: Section 4 | Reflective Journal Section 4: Using Reflection to Develop Youth Work Practice | K8 |
| Engaging and Communicating with Young People | 5. Be able to support young people in engaging with the local community. | 5.4 Demonstrate maintaining professional behaviour boundaries when working with young people. | Placement Project: Task 5 | NYA Safeguarding Concern Report | |

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| Group Work within a Youth Work Setting | 1. Understand the importance of group membership. | 1.1 Identify the types of groups within local community networks young people are part of or join. | Placement Project: Task 3 | NYA Community Mapping Doc | K4, K14 | | |
| Group Work within a Youth Work Setting | 1. Understand the importance of group membership. | 1.2 Describe the reasons why young people join groups. | Placement Project: Task 4a | Task 4a: Understanding Group Work Theory in a Youth Work Setting | K14 | | |
| Group Work within a Youth Work Setting | 1. Understand the importance of group membership. | 1.3 Review the benefits individually and collectively for young people of joining groups. | Placement Project: Task 4a | Task 4a: Understanding Group Work Theory in a Youth Work Setting | K15 | S5, S12 | B2, B3, B8 |
| Group Work within a Youth Work Setting | 2. Understand group work theory. | 2.1 Critically compare the different roles in a group. | Placement Project: Task 4a | Task 4a: Understanding Group Work Theory in a Youth Work Setting | K2 | | |
| Group Work within a Youth Work Setting | 2. Understand group work theory. | 2.2 Explain the stages of group development. | Placement Project: Task 4a | Task 4a: Understanding Group Work Theory in a Youth Work Setting | K2 | | |
| Group Work within a Youth Work Setting | 2. Understand group work theory. | 2.3 Describe the factors that increase group effectiveness. | Placement Project: Task 4a | Task 4a: Understanding Group Work Theory in a Youth Work Setting | K2 | | |
| Group Work within a Youth Work Setting | 2. Understand group work theory. | 2.4 Evaluate how to maintain groups. | Placement Project: Task 4a | Task 4a: Understanding Group Work Theory in a Youth Work Setting | K2, K6 | | |
| Group Work within a Youth Work Setting | 2. Understand group work theory. | 2.5 Explain the reasons for group breakdown. | placement Project: Task 4a | Task 4a: Understanding Group Work Theory in a Youth Work Setting | K2 | | |
| Group Work within a Youth Work Setting | 3. Understand the characteristics of a specific group. | 3.1 Identify the different roles in the group. | Placement Project: Task 6 | NYA Curriculum & Session Plan Updated Template | | | B6 |

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| Group Work within a Youth Work Setting | 3. Understand the characteristics of a specific group. | 3.2 Describe own roles within the group. | Youth Support Work Reflective Log: Section 5 | Reflective Journal Section 5: Group Work and Youth Engagement | | | B6 |
| Group Work within a Youth Work Setting | 3. Understand the characteristics of a specific group. | 3.3 Identify the role of the group leader. | Youth Support Work Reflective Log: Section 5 | Reflective Journal Section 5: Group Work and Youth Engagement | | | B6 |
| Group Work within a Youth Work Setting | 3. Understand the characteristics of a specific group. | 3.4 Describe the importance of different roles within the group. | Youth Support Work Reflective Log: Section 5 | Reflective Journal Section 5: Group Work and Youth Engagement | | | B6 |
| Group Work within a Youth Work Setting | 4. Understand the appropriate use of leadership styles within groups. | 4.1 Explain three leadership styles appropriate to different group stages and situations. | Placement Project: Task 4a | Reflective Journal Section 5: Group Work and Youth Engagement | | K7, K17, K25 | |
| Group Work within a Youth Work Setting | 4. Understand the appropriate use of leadership styles within groups. | 4.2 Analyse own leadership styles when working with groups of young people. | Youth Support Work Reflective Log: Section 5 | Reflective Journal Section 5: Group Work and Youth Engagement | | | S6 |
| Group Work within a Youth Work Setting | 5. Understand how to manage conflict in a group work setting. | 5.1 Explain how conflict may arise in a group work setting. | Placement Project: Task 4a | Task 4a: Understanding Group Work Theory in a Youth Work Setting | | K12 | B6 |
| Group Work within a Youth Work Setting | 5. Understand how to manage conflict in a group work setting. | 5.2 Explain ways of managing personal feelings in a potential conflict situation in group work. | Youth Support Work Reflective Log: Section 6 | Reflective Journal Section 6: Managing Behaviour That Challenges | | K12 | S1, S20, S23 B2 |
| Group Work within a Youth Work Setting | 5. Understand how to manage conflict in a group work setting. | 5.3 Explain ways of defusing conflict in a group work setting. | placement Project: Task 4a | Task 4a: Understanding Group Work Theory in a Youth Work Setting | | K12 | S8, S13, S20 |

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| Group Work within a Youth Work Setting | 6. Be able to evaluate a program of group work activities. | 6.1 Reflect on methods used to evaluate and record youth work sessions. | Youth Support Work Reflective Log: Section 4 | Reflective Journal Section 4: Using Reflection to Develop Youth Work Practice | K8, K11, K12, K18, K23 | S4, S7, S20 | |
| Group Work within a Youth Work Setting | 6. Be able to evaluate a program of group work activities. | 6.2 Evaluate achievement of group goals. | Youth Support Work Reflective Log: Section 5 | Reflective Journal Section 5: Group Work and Youth Engagement | K8 | S11, S20 | |
| Group Work within a Youth Work Setting | 6. Be able to evaluate a program of group work activities. | 6.3. Evaluate group strengths and weaknesses. | Youth Support Work Reflective Log: Section 5 | Reflective Journal Section 5: Group Work and Youth Engagement | K8 | | B6 |
| Group Work within a Youth Work Setting | 6. Be able to evaluate a program of group work activities. | 6.4 Demonstrate celebrating the success of young people. | Placement Project: Task 7 | Celebration Evidence Record | K8 | S9, S15, S20 | B3, B5 |
| Group Work within a Youth Work Setting | 7. Be able to evaluate own role in the delivery of a program of group work activities. | 7.1 Evaluate own group work skills and leadership style. | Youth Support Work Reflective Log: Section 5 | Reflective Journal Section 5: Group Work and Youth Engagement | K9 | S6, S12 | B6, B7 |
| Group Work within a Youth Work Setting | 7. Be able to evaluate own role in the delivery of a program of group work activities. | 7.2 Summarise development actions for improving own group work skills. | Placement Project: Task 8 | NYA Personal Development Plan | K9 | | B6, B7 |
| Group Work within a Youth Work Setting | 8. Be able to deliver a youth work program based on | 8.1 Deliver a youth program upholding the principles and values of youth work including anti-oppressive practice. | Placement Project: Task 6 | Observation Record (Tutor/Supervisor Feedback) | K10 | S3, S10, S14, S15, S20 | B1, B3, B4, B6, B7 |

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| | participation processes. | | | | | | |
| Group Work within a Youth Work Setting | 8. Be able to deliver a youth work program based on participation processes. | 8.2 Undertake and adjust session plans to deliver a youth work program. | Placement Project: Task 6 | NYA Curriculum & Session Plan Updated Template | K10 | S3, S14, S15, S20 | B3, B6, B7, B8 |
| Principles of Youth Work | 1. Understand the key purpose and role of youth work. | 1.1 Explain the key purpose of youth work. | Youth Support Work Reflective Log: Section 7 | Reflective Journal Section 7: Digital Youth Work and Reflective Practice | | S3, S12 | |
| Principles of Youth Work | 1. Understand the key purpose and role of youth work. | 1.2 Identify current national and local policies and guidance that impacts youth work including social, environmental, economic and political. | Youth Support Work Reflective Log: Section 2 | Reflective Journal Section 2: Professional Boundaries and Ethical Practice | K3 | | |
| Principles of Youth Work | 1. Understand the key purpose and role of youth work. | 1.3 Outline current legislation that informs youth work. | Youth Support Work Reflective Log: Section 2 | Reflective Journal Section 2: Professional Boundaries and Ethical Practice | | | |
| Principles of Youth Work | 1. Understand the key purpose and role of youth work. | 1.4 Explain own organisation's purpose and policies. | Placement Project: Task 5 | NYA Safeguarding Concern Report | | | |
| Principles of Youth Work | 2. Understand key principles of youth work. | 2.1 Explain the following principles for youth work: a) active participation and empowerment of young people, b) voluntary engagement by young people, | Placement Project: Task 4b | NYA Curriculum & Session Plan Template | K10 | S3, S12 | |

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| | | c) informal education, d) equality, diversity and inclusion, e) professional codes of conduct | | | |
| Principles of Youth Work | 3. Understand the role of youth work in the young person's local community. | 3.1 Explain different types of communities. | Placement Project: Task 3 | NYA Community Mapping Doc | |
| Principles of Youth Work | 3. Understand the role of youth work in the young person's local community. | 3.2 Explain how the local community affects young people's lives. | Youth Support Work Reflective Log: Section 3 | Reflective Journal Section 3: Supporting Young People in the Local Community | |
| Principles of Youth Work | 3. Understand the role of youth work in the young person's local community. | 3.3 Outline how youth work impacts on the young person's local community | Placement Project: Task 3 | NYA Young Peoples Community Mapping Doc. & NYA Community Mapping Doc | |
| Principles of Youth Work | 4. Understand different contexts and models of professional youth work delivery. | 4.1 Identify different contexts where youth work could operate within young people's communities and wider society, including social and political perspectives. | Youth Support Work Reflective Log: Section 3 | Reflective Journal Section 3: Supporting Young People in the Local Community | K14 |
| Principles of Youth Work | 4. Understand different contexts and models of professional youth work delivery. | 4.2 Explain different models of youth work delivery, taking into account different places and spaces and how approaches might differ | Placement Project: Task 4b | NYA Curriculum & Session Plan Template | K7 |

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| | | dependent on context, environment and/or young person. | | | |
| Principles of Youth Work | 5. Understand the skills, knowledge, qualities and values required to practice as a youth support worker. | 5.1 Describe the skills, knowledge, qualities and values of an effective youth support worker. | Youth Support Work Reflective Log: Section 1 | Reflective Journal Section 1: Evaluating Own Youth Work Practice in Relation to Anti-Discriminatory Practice | |
| Principles of Youth Work | 5. Understand the skills, knowledge, qualities and values required to practice as a youth support worker. | 5.2 Outline how professional boundaries are important to engaging with young people and with own team. | Youth Support Work Reflective Log: Section 2 | Reflective Journal Section 2: Professional Boundaries and Ethical Practice | S1, S8 |
| Principles of Youth Work | 5. Understand the skills, knowledge, qualities and values required to practice as a youth support worker. | 5.3 Outline how anti-discriminatory practice can impact youth work practice. | Youth Support Work Reflective Log: Section 1 | Reflective Journal Section 1: Evaluating Own Youth Work Practice in Relation to Anti-Discriminatory Practice | |
| Principles of Youth Work | 6. Understand own skills, knowledge, qualities and values required to practice youth support work. | 6.1 Assess personal skills, knowledge, qualities and values required for youth work practice. | Youth Support Work Reflective Log: Section 4 | Reflective Journal Section 4: Using Reflection to Develop Youth Work Practice | S6, S7 |
| Principles of Youth Work | 6. Understand own skills, knowledge, qualities and values required to | 6.2 Identify the impact own prejudice and values could have when engaging with young people. | Youth Support Work Reflective Log: Section 5 | Reflective Journal Section 5: Group Work and Youth Engagement | |

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| | practice youth support work. | | | | |
| Principles of Youth Work | 6. Understand own skills, knowledge, qualities and values required to practice youth support work. | 6.3 Identify the professional behaviour boundaries of own role within youth work practice in relation to young people and colleagues. | Youth Support Work Reflective Log: Section 2 | Reflective Journal Section 2: Professional Boundaries and Ethical Practice | S1, S8, S23 |
| Principles of Youth Work | 6. Understand own skills, knowledge, qualities and values required to practice youth support work. | 6.4 Develop a personal development plan to address own areas for improvement. | Placement Project: Task 8 | NYA Personal Development Plan | S7 |
| Reflective Practice in a Youth Work Setting | 1. Understand the principles and values of reflective practice in youth work. | 1.1 Define reflective practice within a youth work setting. | Youth Support Work Reflective Log: Section 7 | Reflective Journal Section 7: Digital Youth Work and Reflective Practice | |
| Reflective Practice in a Youth Work Setting | 1. Understand the principles and values of reflective practice in youth work. | 1.2 Explain the benefits of reflection in developing youth work practice. | Youth Support Work Reflective Log: Section 7 | Reflective Journal Section 7: Digital Youth Work and Reflective Practice | |
| Reflective Practice in a Youth Work Setting | 1. Understand the principles and values of reflective practice in youth work. | 1.3 Evaluate approaches to reflective practice and their potential strengths and weaknesses. | Youth Support Work Reflective Log: Section 7 | Reflective Journal Section 7: Digital Youth Work and Reflective Practice | K9 |

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| Reflective Practice in a Youth Work Setting | 2. Be able to undertake self-directed reflection on own practice and continuing professional development. | 2.1 Demonstrate regular reflection on own experience, skills and behaviour upholding the principles and values of reflective practice in youth support work. | Youth Support Work Reflective Log: Section 7 | Reflective Journal Section 7: Digital Youth Work and Reflective Practice | S6 | B4 |
| Reflective Practice in a Youth Work Setting | 2. Be able to undertake self-directed reflection on own practice and continuing professional development. | 2.2 Evaluate own areas of strength and potential areas for development. | Youth Support Work Reflective Log: Section 7 | Reflective Journal Section 7: Digital Youth Work and Reflective Practice | S6, S7 | |
| Reflective Practice in a Youth Work Setting | 2. Be able to undertake self-directed reflection on own practice and continuing professional development. | 2.3 Reflect individually and through supervision on practice in line with daily tasks to enhance the support young people receive. | Placement Project: Task 9 | NYA Appraisal Form Template | S6 | |
| Reflective Practice in a Youth Work Setting | 2. Be able to undertake self-directed reflection on own practice and continuing professional development. | 2.4 Evaluate the development plan with own line manager. | Placement Project: Task 9 | NYA Appraisal Form Template | S6, S7 | |
| Reflective Practice in a | 3. Be able to use reflection to | 3.1 Identify line management styles that support and | Placement Project: Task 9 | NYA Appraisal Form Template | K25 | |

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| Youth Work Setting | develop own and others practice. | develop youth work practice in others. | | | |
| Reflective Practice in a Youth Work Setting | 3. Be able to use reflection to develop own and others practice. | 3.2 Monitor outcomes of own work and others. | Placement Project: Task 9 | NYA Appraisal Form Template | S7 |
| Reflective Practice in a Youth Work Setting | 3. Be able to use reflection to develop own and others practice. | 3.3 Review and revise own practice based on feedback from others. | Placement Project: Task 9 | NYA Youth Service/Project Evaluation Template | |
| Reflective Practice in a Youth Work Setting | 3. Be able to use reflection to develop own and others practice. | 3.4 Apply the result of own reflection and development to own practice. | Placement Project: Task 9 | NYA Youth Service/Project Evaluation Template | S6, S7 |
| Reflective Practice in a Youth Work Setting | 3. Be able to use reflection to develop own and others practice. | 3.5 Support others in reflective practice and provide constructive feedback to them around delivery. | Youth Support Work Reflective Log: Section 7 | Reflective Journal Section 7: Digital Youth Work and Reflective Practice | |
| Reflective Practice in a Youth Work Setting | 3. Be able to use reflection to develop own and others practice. | 3.6 Demonstrate how critical reflection can improve own and others practice in line with organisational procedures. | Youth Support Work Reflective Log: Section 7 | Reflective Journal Section 7: Digital Youth Work and Reflective Practice | K9 |
| Reflective Practice in a Youth Work Setting | 4. Be able to maintain continuous professional development opportunities that | 4.1 Summarise relevant sources of information that can support own continuing professional development on a regular basis. | Placement Project: Task 8 | NYA Personal Development Plan | |

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| | support own youth work practice. | | | | | |
| Reflective Practice in a Youth Work Setting | 4. Be able to maintain continuous professional development opportunities that support own youth work practice. | 4.2 Use sources of information appropriately in order to demonstrate the impact and benefits of youth support work. | Placement Project: Task 9 | NYA Young People's Evaluation Template | K23 | |
| Reflective Practice in a Youth Work Setting | 4. Be able to maintain continuous professional development opportunities that support own youth work practice. | 4.3 Explain the value of reflective practice and continuing professional development in relation to youth work. | Youth Support Work Reflective Log: Section 7 | Reflective Journal Section 7: Digital Youth Work and Reflective Practice | K9 | |
| Safeguarding in a Youth Work Setting | 1. Know about the importance of safeguarding policies and procedures, in providing a safe environment for young people and vulnerable adults | 1.1 Define the terms 'child protection' and 'safeguarding'. | Placement Project: Task 5 | NYA Safeguarding Concern Report | | |
| Safeguarding in a Youth Work Setting | 1. Know about the importance of safeguarding | 1.2 Outline current safeguarding legislation, guidelines, policies and | Placement Project: Task 5 | NYA Safeguarding Concern Report | K19 | S17 |

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| | policies and procedures, in providing a safe environment for young people and vulnerable adults | procedures relevant to own organisation. | | | | | |
| Safeguarding in a Youth Work Setting | 1. Know about the importance of safeguarding policies and procedures, in providing a safe environment for young people and vulnerable adults | 1.3 Outline how own organisation's child protection policies and procedures create a safe environment that benefits young people and vulnerable adults. | Placement Project: Task 5 | NYA Safeguarding Concern Report | K19 | S17 | |
| Safeguarding in a Youth Work Setting | 1. Know about the importance of safeguarding policies and procedures, in providing a safe environment for young people and vulnerable adults | 1.4 Describe how own organisation's child protection and safeguarding policies and procedures influence own practice. | Placement Project: Task 5 | NYA Safeguarding Concern Report | K19 | S16, S17 | B10 |
| Safeguarding in a Youth Work Setting | 1. Know about the importance of safeguarding policies and procedures, in providing a safe environment for | 1.5 Describe the boundaries of confidentiality when working with young people and vulnerable adults and how this could affect their rights. | Placement Project: Task 5 | NYA Safeguarding Concern Report | K19, K26 | S16 | |

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| | young people and vulnerable adults | | | | |
| Safeguarding in a Youth Work Setting | 2. Know about roles and responsibilities in relation to keeping young people, vulnerable adults, self and colleagues safe in youth work settings. | 2.1 Identify a range of child protection and safeguarding multi-agency partnerships. | Placement Project: Task 5 | NYA Safeguarding Concern Report | K5 |
| Safeguarding in a Youth Work Setting | 2. Know about roles and responsibilities in relation to keeping young people, vulnerable adults, self and colleagues safe in youth work settings. | 2.2 Describe forms of abuse including their characteristics and how to recognise them. | Placement Project: Task 5 | NYA Incident & Near Miss Report | K20 |
| Safeguarding in a Youth Work Setting | 2. Know about roles and responsibilities in relation to keeping young people, vulnerable adults, self and colleagues safe in youth work settings. | 2.3 Describe forms of exploitation including their characteristics and how to recognise them. | Placement Project: Task 5 | NYA Incident & Near Miss Report | K20 |

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| Safeguarding in a Youth Work Setting | 2. Know about roles and responsibilities in relation to keeping young people, vulnerable adults, self and colleagues safe in youth work settings. | 2.4 Identify own organisation's safeguarding officer in relation to reporting child protection issues. | Placement Project: Task 5 | NYA Safeguarding Concern Report | S17 | B10 |
| Safeguarding in a Youth Work Setting | 2. Know about roles and responsibilities in relation to keeping young people, vulnerable adults, self and colleagues safe in youth work settings. | 2.5 Identify own organisation's policies and procedures for keeping staff and volunteers safe. | Placement Project: Task 5 | NYA Safeguarding Concern Report | S17, S18 | |
| Safeguarding in a Youth Work Setting | 2. Know about roles and responsibilities in relation to keeping young people, vulnerable adults, self and colleagues safe in youth work settings. | 2.6 Outline individual responsibility in terms of what actions should be taken when indicators for abuse and exploitation are recognised. | Placement Project: Task 5 | NYA Risk Assessment | K20 | |
| Safeguarding in a Youth Work Setting | 3. Be able to assess risk in a youth work setting. | 3.1 Describe a health and safety risk assessment risk benefit process used in a youth work setting, including | Placement Project: Task 5 | NYA Risk Assessment | K22 | S17, S18 B10 |

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| | | assessing behaviour and needs of an individual young person or group of young people. | | | | | |
| Safeguarding in a Youth Work Setting | 3. Be able to assess risk in a youth work setting. | 3.2 Develop health and safety risk assessment risk benefit analyses of work areas including off-site visits. | Placement Project: Task 5 | NYA Risk Assessment | K22 | S17, S18 | B10 |
| Safeguarding in a Youth Work Setting | 3. Be able to assess risk in a youth work setting. | 3.3 Record all health and safety risks in a group work environment and take the correct actions to ensure the safety of all young people in line with own organisations policies and procedures. | Placement Project: Task 5 | NYA Risk Assessment | | S16, S19 | B10 |
| Safeguarding in a Youth Work Setting | 4. Understand how to safeguard young people when using technologies. | 4.1 Describe professional obligations regarding administration, recording and management of data i.e.UK GDPR. | Placement Project: Task 5 | NYA Safeguarding Concern Report | | K18, K24 | |
| Safeguarding in a Youth Work Setting | 4. Understand how to safeguard young people when using technologies. | 4.2 Describe the importance of an organisation-wide approach to using social media and other technologies safely. | Placement Project: Task 5 | NYA Safeguarding Concern Report | | K24 | |
| Safeguarding in a Youth Work Setting | 4. Understand how to safeguard young people when using technologies. | 4.3 Outline how youth work can raise awareness around potential harm related to using technologies. | Placement Project: Task 5 | NYA Safeguarding Concern Report | | K24 | |

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| Safeguarding in a Youth Work Setting | 5. Understand how youth work can help protect young people and vulnerable adults. | 5.1 Describe how youth work can protect and support young people. | Placement Project: Task 5 | NYA Incident & Near Miss Report | | | |
| Safeguarding in a Youth Work Setting | 5. Understand how youth work can help protect young people and vulnerable adults. | 5.2 Describe how the purposes and principles of youth work align with child protection and safeguarding policies and procedures. | Placement Project: Task 5 | NYA Safeguarding Concern Report | | | |
| Safeguarding in a Youth Work Setting | 5. Understand how youth work can help protect young people and vulnerable adults. | 5.3 Outline ways to support young people and vulnerable adults to manage personal risk. | Placement Project: Task 5 | NYA Risk Assessment | | K19, K22 | |
| Safeguarding in a Youth Work Setting | 5. Understand how youth work can help protect young people and vulnerable adults. | 5.4 Outline the challenges when implementing safeguarding procedures in a youth work setting. | Placement Project: Task 5 | NYA Incident & Near Miss Report | | | |
| Work Based Practice in Youth Work | 1. Be able to uphold the youth work principles and practice of participation and empowerment to plan activities with young people in a work-based setting. | 1.1 Explain what is meant by young people's participation and empowerment. | Placement Project: Task 4b | NYA NAOMIE Project Plan | K1, K6 K10, K15 | S5, S15 | B4, B6, B7 |

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| Work Based Practice in Youth Work | 1. Be able to uphold the youth work principles and practice of participation and empowerment to plan activities with young people in a work-based setting. | 1.2 Review a range of methods of empowering young people to participate in planning a youth work programme. | Placement Project: Task 4b | NYA NAOMIE Project Plan | K10, K15, K17 | S3, S4, S12, S15 | B4, B6, B7 |
| Work Based Practice in Youth Work | 1. Be able to uphold the youth work principles and practice of participation and empowerment to plan activities with young people in a work-based setting. | 1.3 Use a planning model to create session plans for a youth work programme. | Placement Project: Task 4b | NYA NAOMIE Project Plan | K10, K15 | | B4, B6, B7 |
| Work Based Practice in Youth Work | 1. Be able to uphold the youth work principles and practice of participation and empowerment to plan activities with young people in a work-based setting. | 1.4 Analyse the rationale for developing the youth work programme. | Placement Project: Task 4b | NYA NAOMIE Project Plan | K10, K15 | | B4, B6, B7, B8 |

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| Work Based Practice in Youth Work | 1. Be able to uphold the youth work principles and practice of participation and empowerment to plan activities with young people in a work-based setting. | 1.5 Summarise the main stages of programme and activity planning. | Placement Project: Task 4b | NYA NAOMIE Project Plan | K10, K15 | S20 | B4, B6, B7 |
| Work Based Practice in Youth Work | 1. Be able to uphold the youth work principles and practice of participation and empowerment to plan activities with young people in a work-based setting. | 1.6 Plan youth work activities using participation and empowerment principles to support young people's own development. | Placement Project: Task 4b | NYA NAOMIE Project Plan | K10, K15 | S3, S9, S12, S14, S15, S20 | B3, B4, B6, B7, B8 |
| Work Based Practice in Youth Work | 1. Be able to uphold the youth work principles and practice of participation and empowerment to plan activities with young people in a work-based setting. | 1.7 Comply with organisational policies, procedures and safeguarding requirements when planning the youth work programme. | Placement Project: Task 4b | Communication Samples | K10, K15 | S17, S20, S22 | B4, B6, B7 |

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| Work Based Practice in Youth Work | 1. Be able to uphold the youth work principles and practice of participation and empowerment to plan activities with young people in a work-based setting. | 1.8 Develop and manage budgets and resources in a format appropriate to the needs and capabilities of young people. | Placement Project: Task 4b | NYA NAOMIE Project Plan | K10, K15 | S20, S21 | B4, B6, B7 |
| Work Based Practice in Youth Work | 2. Be able to deliver a youth work program | 2.1 Deliver a youth programme upholding the principles and values of youth work including anti-oppressive practice. | Placement Project: Task 6 | NYA Curriculum & Session Plan Updated Template | K4, K10, K15 | S10 | B1, B2, B4, B6, B7 |
| Work Based Practice in Youth Work | 2. Be able to deliver a youth work program | 2.2 Manage individuals in line with organisational procedures. | Placement Project: Task 6 | Observation Record (Tutor/Supervisor Feedback) | K10, K15, K25 | S8, S20, S22 | B4, B6, B7 |
| Work Based Practice in Youth Work | 2. Be able to deliver a youth work program | 2.3 Undertake and adjust session plans to deliver a youth work programme. | Placement Project: Task 6 | NYA Curriculum & Session Plan Updated Template | K10, K15 | S10 | B4, B6, B7, B8 |
| Work Based Practice in Youth Work | 3. Be able to work effectively within a group activity. | 3.1 Plan a group youth work activity which takes into account internal and external factors that influence effective groups. | Placement Project: Task 4b | NYA Curriculum & Session Plan Template | K2, K10, K11, K15 | S9, S14 | B4, B6, B7, B8 |
| Work Based Practice in Youth Work | 3. Be able to work effectively within a group activity. | 3.2 Apply group work theory with a group of young people in a youth work setting. | Placement Project: Task 6 | NYA Supervision Notes Template | K10, K15 | | B4, B6, B7 |

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| Work Based Practice in Youth Work | 3. Be able to work effectively within a group activity. | 3.3 Negotiate with group appropriate ground rules which promote acceptance and understanding of others, for use in youth work activity. | Placement Project: Task 6 | NYA Curriculum & Session Plan Updated Template | K10, K15 | S12, S15 | B4, B6, B7, B8 |
| Work Based Practice in Youth Work | 3. Be able to work effectively within a group activity. | 3.4 Review activity with an appropriate observer. | Placement Project: Task 9 | NYA Appraisal Form Template | K10, K15 | S6, S7 | B4, B6, B7 |
| Work Based Practice in Youth Work | 3. Be able to work effectively within a group activity. | 3.5 Reflect with an appropriate observer, the positives, and negatives of the following: group effectiveness , roles in group , own contribution to group. | Youth Support Work Reflective Log: Section 5 | Reflective Journal Section 5: Group Work and Youth Engagement | K9, K10, K15 | S1, S6, S7, S23 | B4, B6, B7 |
| Work Based Practice in Youth Work | 4. Be able to evaluate practice following the delivery of youth work programs. | 4.1 Explain methods of evaluating and recording the effectiveness of activities in youth work program. | Youth Support Work Reflective Log: Section 7 | Reflective Journal Section 7: Digital Youth Work and Reflective Practice | K8, K11, K12 | S11 | B4, B7 |
| Work Based Practice in Youth Work | 4. Be able to evaluate practice following the delivery of youth work programs. | 4.2 Plan evaluation and recording methods for the youth work program. | Placement Project: Task 4b | NYA Curriculum & Session Plan Template | K11, K12 | S11 | B4, B7 |
| Work Based Practice in Youth Work | 4. Be able to evaluate practice following the delivery of youth work programs. | 4.3 Evaluate and record the youth work program. | Placement Project: Task 6 | NYA Supervision Notes Template | K12 | S11 | B4, B7 |

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| Work Based Practice in Youth Work | 4. Be able to evaluate practice following the delivery of youth work programs. | 4.4 Evaluate and record youth work program requirements with young people using participation principles and inclusive practice. | Placement Project: Task 6 | NYA Supervision Notes Template | K23 | S11 | B4, B5, B7, B8 |
| Work Based Practice in Youth Work | 4. Be able to evaluate practice following the delivery of youth work programs. | 4.5 Complete evaluation records for the program delivered. | Placement Project: Task 9 | NYA Youth Service/Project Evaluation Template | K12 | S7, S11 | B4, B7 |
| Working with Behaviour that Challenges in a Youth Work Setting | 1. Understand what is meant by conflict and behaviour that challenges. | 1.1 Define what is meant by behaviour that challenges. | Youth Support Work Reflective Log: Section 6 | Reflective Journal Section 6: Managing Behaviour That Challenges | | | |
| Working with Behaviour that Challenges in a Youth Work Setting | 1. Understand what is meant by conflict and behaviour that challenges. | 1.2 Explain the impact of conflict and behaviour that challenges in a youth work setting. | Youth Support Work Reflective Log: Section 6 | Reflective Journal Section 6: Managing Behaviour That Challenges | K15 | | |
| Working with Behaviour that Challenges in a Youth Work Setting | 1. Understand what is meant by conflict and behaviour that challenges. | 1.3 Compare examples of conflict and behaviour that challenges that can occur in a youth work setting. | Youth Support Work Reflective Log: Section 6 | Reflective Journal Section 6: Managing Behaviour That Challenges | K15 | | |
| Working with Behaviour that Challenges in a Youth Work Setting | 1. Understand what is meant by conflict and behaviour that challenges. | 1.4 Explain why it is important to develop a trusting and respectful relationship with young people. | Youth Support Work Reflective Log: Section 6 | Reflective Journal Section 6: Managing Behaviour That Challenges | | | |

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| Working with Behaviour that Challenges in a Youth Work Setting | 1. Understand what is meant by conflict and behaviour that challenges. | 1.5 Explain the importance of setting and maintaining appropriate boundaries and expectations with young people. | Youth Support Work Reflective Log: Section 6 | Reflective Journal Section 6: Managing Behaviour That Challenges | K6 |
| Working with Behaviour that Challenges in a Youth Work Setting | 1. Understand what is meant by conflict and behaviour that challenges. | 1.6 Evaluate own values in relation to working with young people and managing young people's behaviour. | Youth Support Work Reflective Log: Section 6 | Reflective Journal Section 6: Managing Behaviour That Challenges | |
| Working with Behaviour that Challenges in a Youth Work Setting | 1. Understand what is meant by conflict and behaviour that challenges. | 1.7 Explain internal and external influences that can contribute to the presentation of conflict and behaviour that challenges in a young person. | Youth Support Work Reflective Log: Section 6 | Reflective Journal Section 6: Managing Behaviour That Challenges | |
| Working with Behaviour that Challenges in a Youth Work Setting | 2. Be able to de-escalate conflict and behaviour that challenges in youth work settings. | 2.1 Explain de-escalation techniques that can be used to address conflict and behaviour that challenges in a youth work setting. | Youth Support Work Reflective Log: Section 6 | Reflective Journal Section 6: Managing Behaviour That Challenges | K6, K22 |
| Working with Behaviour that Challenges in a Youth Work Setting | 2. Be able to de-escalate conflict and behaviour that challenges in youth work settings. | 2.2 Analyse own strengths and weaknesses in dealing with conflict and behaviour that challenges in youth work settings. | Youth Support Work Reflective Log: Section 6 | Reflective Journal Section 6: Managing Behaviour That Challenges | |
| Working with Behaviour that Challenges in a Youth Work Setting | 2. Be able to de-escalate conflict and behaviour that challenges in youth work settings. | 2.3 Demonstrate methods of defusing conflict and behaviour that challenges in youth work settings. | Placement Project: Task 6 | Observation Record (Tutor/Supervisor Feedback) | S13 |

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| Youth Work Setting | youth work settings. | | | |
| Working with Behaviour that Challenges in a Youth Work Setting | 3. Understand the role of feedback in relation to changed behaviour in a youth work setting. | 3.1 Explain how positive feedback affects and enhances behavioural change in young people. | Youth Support Work Reflective Log: Section 4 | Reflective Journal Section 4: Using Reflection to Develop Youth Work Practice |
| Working with Behaviour that Challenges in a Youth Work Setting | 3. Understand the role of feedback in relation to changed behaviour in a youth work setting. | 3.2 Demonstrate methods of providing positive acknowledgement of changed behaviour. | Placement Project: Task 7 | Celebration Evidence Record |
| Working with Behaviour that Challenges in a Youth Work Setting | 3. Understand the role of feedback in relation to changed behaviour in a youth work setting. | 3.3 Analyse examples of the impact of positive acknowledgement of changed behaviour in a youth work setting. | Youth Support Work Reflective Log: Section 6 | Reflective Journal Section 6: Managing Behaviour That Challenges |
| Working with Behaviour that Challenges in a Youth Work Setting | 4. Understand when support is required in managing conflict and behaviour that challenges. | 4.1 Explain situations when additional support is required to manage conflict and behaviour that challenges. | Placement Project: Task 4a | Understanding Group Work Theory in a Youth Work Setting K15 |
| Working with Behaviour that Challenges in a Youth Work Setting | 4. Understand when support is required in managing conflict | 4.2 Evaluate support mechanisms available when managing conflict and behaviour that challenges. | Youth Support Work Reflective Log: Section 6 | Reflective Journal Section 6: Managing Behaviour That Challenges |

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| Youth Work Setting | and behaviour that challenges. | | | | |
| Working with Behaviour that Challenges in a Youth Work Setting | 5. Be able to develop own practice in relation to conflict and behaviour that challenges. | 5.1 Explain own practice in relation to conflict and behaviour that challenges in youth work settings. | Youth Support Work Reflective Log: Section 3 | Reflective Journal Section 3: Supporting Young People in the Local Community | |
| Working with Behaviour that Challenges in a Youth Work Setting | 5. Be able to develop own practice in relation to conflict and behaviour that challenges. | 5.2 Reflect on own practice in relation to managing conflict and behaviour that challenges. | Youth Support Work Reflective Log: Section 6 | Reflective Journal Section 6: Managing Behaviour That Challenges | S7 |
| Working with Behaviour that Challenges in a Youth Work Setting | 5. Be able to develop own practice in relation to conflict and behaviour that challenges. | 5.3 Create a development plan to enhance own skills in managing conflict and behaviour that challenges. | Placement Project: Task 8 | NYA Personal Development Plan | |
| Young People's Development | 1. Understand how young people develop during adolescence. | 1.1 Define adolescence. | Placement Project: Task 1 | Youth Development Assignment | |
| Young People's Development | 1. Understand how young people develop during adolescence. | 1.2 Explain social and cultural theories which relate to adolescent development. | Placement Project: Task 1 | Youth Development Assignment | K14 |

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| Young People's Development | 1. Understand how young people develop during adolescence. | 1.3 Outline how adolescent development impacts on young people's lives. | Placement Project: Task 1 | Youth Development Assignment | K14 | |
| Young People's Development | 2. Understand how knowledge of adolescence impacts on youth work. | 2.1 Identify how knowledge of adolescent development benefits youth work and young people. | Placement Project: Task 1 | Youth Development Assignment | | |
| Young People's Development | 2. Understand how knowledge of adolescence impacts on youth work. | 2.2 Identify ways to encourage young people to explore their values and beliefs. | Placement Project: Task 1 | Youth Development Assignment | K13 | B2, B7 |
| Young People's Development | 2. Understand how knowledge of adolescence impacts on youth work. | 2.3 Explain how changes during adolescence could affect the professional relationship between the youth support worker and the young person. | Placement Project: Task 1 | Youth Development Assignment | | |
| Young People's Development | 2. Understand how knowledge of adolescence impacts on youth work. | 2.4 Outline how changes during adolescence affect young people's behaviour and lead to stereotypes. | Placement Project: Task 1 | Youth Development Assignment | | |
| Young People's Development | 2. Understand how knowledge of adolescence impacts on youth work. | 2.5 Explain how to challenge stereotypes impacting on young people. | Placement Project: Task 1 | Youth Development Assignment | | S13 |

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| Young People's Development | 3. Know where young people can get support during adolescence. | 3.1 Explain how youth support workers can support young people during adolescence. | Placement Project: Task 1 | Youth Development Assignment |
| Young People's Development | 3. Know where young people can get support during adolescence. | 3.2 Identify agencies that can support young people that may face difficulties during adolescence. | Placement Project: Task 3 | NYA Young Peoples Community Mapping Doc. & NYA Community Mapping Doc K5 |

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