



Specification



AIMQUALIFICATIONS

Level 4 Certificate in Professional Development (Youth Work)

610/2056/4

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Document version history

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Introduction

Welcome to the AIM Qualifications Level 4 Certificate in Professional Development (Youth Work) 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.

About us

AIM Qualifications and Assessments is a national and international awarding organisation. We offer many regulated qualifications at different levels and in a wide range of subject areas, Access to Higher Education diplomas and end-point assessments.

Our products are flexible enough to be delivered in a range of settings, from small providers to large colleges and in the workplace both nationally and internationally. We pride ourselves on offering the best possible customer service and are always on hand to help if you have any questions.

Our organisational structure and business processes enable us to be able to respond quickly to the needs of customers to develop new products that meet their specific needs.

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Section 1 – Qualification overview

About this qualification

The National Youth Agency (NYA) Education Training Standards (ETS) England and Education Training Standards (ETS) Wales are responsible for the development and endorsement of Youth Work qualifications in England and Wales based on the National Occupational Standards in partnership with Awarding Organisations/Bodies.

The AIM Qualifications Level 4 Certificate in Professional Development (Youth Work) qualification has been developed in collaboration for individuals working in a Youth Work environment.

The qualification is designed for those engaged directly in Youth Work or through multi-agency work, such as social workers, police officers, emergency services, teachers and those who work within the youth service.

The purpose of this qualification is to enable learners to increase their youth work skills and knowledge to a higher level and enhance their professional development.

The qualification builds knowledge and skills for particular youth work specialisms, as well as develop management and leadership competency, and confidence forging effective relationships in youth work.

The components contained within this qualification enables progression within the sector, provides a stimulating and supportive environment to grow professionally, and improves job prospects by formalising professional skills, development, and training.

PLEASE NOTE: This certificate is **NOT** a Joint Negotiating Committee (JNC) recognised Youth Support Worker qualification.

Qualification details

AIM Qualifications Level 4 Certificate in Professional Development (Youth Work)	
Qualification family	Professional
Assessment	Internally set, internally marked, and externally verified, portfolio of evidence. Indicative Content for each component is available to download for Centres approved to deliver the qualification via MIA.
Grading	Assessment is achieved/not achieved. There is no grading.
Geographical coverage	England and Wales
Operational start date	31/01/2023
Review date	01/02/2028
Sector	13.1 Teaching and Lecturing
Qualification number	610/2056/4
Guided Learning Hours (GLH)	90 hours
Total Qualification Time (TQT)	150 hours
Minimum learner age	19
Rules of combination	Learners must achieve the 30 GLH from the Mandatory Group, plus a further 60 GLH from the Optional Group. A minimum of 60 GLH must be achieved at Level 4. If additional components are achieved at Level 4 or 5 beyond the requirement of this qualification's rule of combination, the additional named components will appear on the learner's certificate.

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

Learners completing this qualification will enhance their current skills within the Youth Work sector and may progress onto more youth engagement or advanced qualifications within their own role.

Entry requirements

Learners should be over the age of 19 at the time of commencing the qualification and hold a formal Level 3 qualification, either in Youth Work or within their own discipline area.

It is recommended that learners have a minimum of GCSE English Language at Grade 4/C or a Level 2 equivalent.

Requirements to deliver this Qualification

The NYA, ETS England and ETS Wales acknowledge the vital role that trainers, assessors and those assuring quality have in maintaining the integrity of vocational qualifications. Awarding Organisations/Bodies and other stakeholders have to have confidence in the actions and decisions of tutors, assessors and those assuring quality.

Trainers must:

- for the delivery of the mandatory component, Introduction to Professional Development (Youth Work), be a JNC Professionally Qualified Youth Work practitioner, having undertaken a recognised professional qualification in Youth Work as identified by NYA or ETS Wales¹
- have a minimum of three years practice experience
- for the delivery of the optional components, be an experienced practitioner/subject specialist (minimum of three years' experience within the last five years) with expertise in the subject area provided and hold a qualification at the same level or above the component being delivered or assessed
- have a sound understanding of National Occupational Standards for Youth Work
- have a sound understanding of the requirements for assessment within Ofqual/Qualifications Wales
- be able to evidence continued professional development, including fieldwork activities², within the last three years

Additionally for Wales, trainers must:

- hold a recognised learning delivery/teaching qualification and/or have experience of delivering learning
- be registered with the Education Workforce Council as a tutor, trainer, or lecturer in the FE Sector where relevant

Assessors must:

- for the assessment of the mandatory component, Introduction to Professional Development (Youth Work), hold a recognised Youth Work (JNC) professional 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 have relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last three years³

¹ A current list of all recognised JNC qualifications in England and Wales is on the NYA website www.nya.org.uk and ETS Wales website www.ets.wales

² This could include, for example, Youth Work practice, supervision of practitioners or training delivery

³ This could include, for example, Youth Work practice, supervision of practitioners or training delivery

- For the assessment of the optional components be an experienced practitioner/subject specialist (minimum of three years' experience within the last five years) with expertise in the subject area and hold a qualification at the same level or above the component being assessed
- Have a sound understanding of the National Occupational Standards for Youth Work
- Have a sound understanding of the requirements for assessment within Ofqual/Qualifications Wales
- Hold or be working towards a recognised assessor qualification
- Be committed to, and able to evidence, further training and development

Those internally assuring quality must:

- Hold a JNC Professional Youth Work qualification and 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 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/Qualifications Wales
- Hold or be working towards an Internal Quality Assurance qualification
- Be committed to, and able to evidence, further training and development

Those externally assuring quality must:

- Hold a JNC professional Youth Work qualification or an aligned professional qualification (one that is related to children, young people and families, teaching, or social work)
- Have a sound understanding of the National Occupational Standards for Youth Work
- Have recent experience of external quality assurance
- Hold or be working towards an external quality assurance qualification
- Have a sound understanding of the requirements for assessment within Ofqual/Qualifications Wales

Resource requirements

Students on this qualification should have access to adequate IT facilities.



Section 2 – Qualification structure

Qualification structure and 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 4 Certificate in Professional Development (Youth Work)	
Learners must achieve the 30 GLH from the Mandatory Group, plus a further 60 GLH from the Optional Group to achieve this qualification. A minimum of 60 GLH must be achieved at Level 4. If additional components are achieved at Level 4 or 5 beyond the requirement of this qualification's rule of combination, the additional named components will appear on the learner's certificate.			
Component code	Component title	Level	GLH
Mandatory			
K/650/5023	Introduction to Professional Development (Youth Work)	4	30
Optional			
L/650/5024	Conflict Transformation and Trauma Informed Practice in Youth Work	4	30
M/650/5025	Critical Youth Work Practice - Exploring Gendered Worlds	5	30
R/650/5026	Critical Youth Work Practice - Opening Up Gendered Worlds	5	30
T/650/5027	Detached Youth Work	4	30
Y/650/5028	Digital Youth Work	4	30
A/650/5029	Leadership and Management in Youth Work	4	30
H/650/5030	Mental Health and Wellbeing in Youth Work	4	30
J/650/5031	Race, Racism and their Relationship to Youth Work	4	30
K/650/5032	Strength-Based Approaches to Youth Work Practice	4	30
L/650/5042	Therapeutic Youth Work - Terminology, Methods and Theory	5	30
M/650/5043	Therapeutic Youth Work in Practice	5	30
R/650/5044	Youth Work and Disability	4	30
T/650/5045	Youth Work and Faith	4	30
Y/650/5046	Youth Work and LGBTQ+	4	30
A/650/5047	Youth Work and Local Strategy, Local Youth Partnerships and Related Structures	4	30
D/650/5048	Youth Work and Social Pedagogy in Children's Social Care	4	30
F/650/5049	Youth Work and Social Work	4	30
K/650/5050	Youth Work and Youth Justice	4	30
L/650/5051	Youth Work Approaches to Violence, Gangs and Exploitation	4	30

Rules of combination for:	AIM Qualifications Level 4 Certificate in Professional Development (Youth Work)
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Learners must achieve the 30 GLH from the Mandatory Group, plus a further 60 GLH from the Optional Group to achieve this qualification. A minimum of 60 GLH must be achieved at Level 4. If additional components are achieved at Level 4 or 5 beyond the requirement of this qualification’s rule of combination, the additional named components will appear on the learner’s certificate.

Component code	Component title	Level	GLH
M/650/5052	Youth Work Approaches to Working in the Secure Estate	4	30
R/650/5053	Youth Work in Formal Education	4	30
T/650/5054	Youth Work Participation and Democracy	4	30

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 4	<ul style="list-style-type: none"> Has practical, theoretical, or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine. Can analyse, interpret, and evaluate relevant information and ideas. Is aware of the nature of approximate scope of the area of study or work. Has an informed awareness of different perspectives or approaches within the area of study or work. 	<ul style="list-style-type: none"> Identify, adapt, and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally well-defined. Review the effectiveness and appropriateness of methods, actions, and results.
Level 5	<ul style="list-style-type: none"> Has practical, theoretical, or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts. Can analyse, interpret, and evaluate relevant information, concepts, and ideas. Is aware of the nature and scope of the area of study or work. Understands different perspectives, approaches or schools of thought and the reasoning behind them. 	<ul style="list-style-type: none"> Determine, adapt, and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems. Use relevant research or development to inform actions. Evaluate actions, methods, and results.



Section 3 – Assessment



How this qualification is assessed

Learners will complete a portfolio of evidence which can include a range of evidence such as assignments, projects, reflective journals, presentations, and professional discussions.

Workplace assessment

For certain components, workplace evidence may be collected in the context of full time, part time, casual or voluntary employment. Assessment may also be undertaken in a 'work placement' (ie full time learners placed into a work environment for an appropriate period of time or on a regular basis).

Use of simulation

For certain components, the use of simulation is permitted. Where simulation is used, it should be designed to ensure that:

- the learner is required to use materials and, where relevant, equipment found and used within the workplace environment
- the learner is provided by the centre with information, advice, and guidance in line with what would be provided in the workplace in the specific context
- the physical environment and situation replicates the workplace environment in which the skills are used
- other people with whom the learner interacts in undertaking the assessed activity behave 'in character' for the given situation

Reasonable adjustment and special considerations

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.



Section 4 – Operational guidance

Offering this qualification

Centres wishing to offer this 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/newcentre

We can advise centres of the best and most efficient methods for offering this qualification. All procedures for the use of this qualification, 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 this qualification must complete and submit a qualification approval application form on the MIA portal (instructions on how to do this can be found on the [AIM website](#)). 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 using the AIM portal. Learners must be registered onto the correct qualification via the portal. Centres then select their chosen components.

For all registration and certification processes, please refer to the portal 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.



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 Centre handbooks and forms](#)

Link 2 - [AIM Qualifications: Assessment Handbook](#)

Link 4 - [Fees and Charges](#)

Link 5 - [Qualification Search](#)

Useful appendices

Appendix 1 - [Assessment Strategy](#)