Working with Young People

Purpose of this document

The Qualification Specification is designed to give centres information so that they can offer the Working with Young People qualifications to their learners. It contains the information needed to ensure learners complete the correct number of units and in the correct combination to meet the qualification structures and the rules of combination required.

This document must be read in conjunction with the following documents to ensure centres and learners have all the information about how to achieve these qualifications.

Qualification Support Pack 00 – Centre Handbook

This handbook explains the administration processes that support qualification delivery, for example how to become an Approved Centre, what access arrangements Prince's Trust Qualifications (PTQ) has for learners with special requirements, what level of service you can expect from ourselves and what systems and sanctions PTQ uses should malpractice or maladministration be suspected.

This handbook also outlines the roles and responsibilities expected of an Assessor and Internal Quality Assurer within a centre, and provides competency profiles for each role.

Qualification Support Pack 01 – Building a Portfolio

This handbook is a good practice guide to building a portfolio and is intended to support centres when designing assessment activities and supporting portfolio evidence formats. It gives examples of common issues and practical steps to overcome them.

The examples used are not all specific to the Working with Young People qualification but the principles explained still apply.

Qualification Support Pack 02 – Internal Quality Assurance

This handbook describes the different internal quality assurance activities that may be undertaken within centres and gives good practice examples which centres can use to support their own practice.

Qualification Support Pack 03 – Making Claims and Results

This handbook explains the administration processes when making a claim for units or qualifications, the issuing of certificates, the resubmission process as well as the Appeals Procedure. PTQ's assessment strategy can also be found in this handbook as well as information outlining the retention of evidence requirements.

All these handbooks can be found on our Qualifications webpage (www.princes-trust.org.uk/about the trust/qualifications) by clicking on the country where the qualification will be delivered and then following the link to 'Guidance for Centres' or by following the hyperlink above.

Contents

In 40 years The Prince's Trust has worked with over 825,000 young people giving practical and financial support to develop key work skills helping them move into employment, education and training.

The Prince's Trust is recognised by the qualification regulators in England, Wales, Northern Ireland and Scotland to develop, offer and award qualifications.

Prince's Trust Qualifications seek to:
→ Ensure young people have every opportunity to gain formal recognition of their skills and achievements
→ Develop qualifications that offer flexibility, choice and pathways to progression
→ Provide excellent support and service to our partners to ensure they are best placed to support young people

Recognising that many young people lack formal qualifications we actively promote our qualifications to those who need them most; young people who have struggled at school or are long term unemployed, those who have poor mental health, are addicted to drugs or alcohol, have been in care, are homeless or have been in trouble with the law, single parents, asylum seekers and refugees.

Quality of Service:
Prince's Trust Qualifications believes that all young people should have the chance to succeed. We want you to have a positive experience when you work with us, so we are committed to ensuring that:
→ You will be treated equally and with respect
→ Your information will only be used in a way we've agreed with you, unless you tell us something that places you or others at risk of harm
→ You can expect to be treated by staff in a professional manner
→ You can also expect our staff to be approachable, inspiring, non-judgemental, passionate and empowering

Regulatory requirements
Prince's Trust Qualifications is regulated by all UK qualification regulators and as such our regulatory responsibilities are:
→ Maintaining the integrity of nationally recognised qualifications
→ Issuing formal qualification and unit certificates
→ Ensuring qualifications are accessible to all and free from barriers and discrimination
→ Continuous self-assessment to ensure units and qualifications are robust and fit for purpose
→ Meeting regulatory criteria and principles

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Qualification Aim

These vocational qualifications are designed for post-16 learners who are working with young people, either in a paid or voluntary role. Learners are not required to have any prior qualifications or attainment. However, they must have experience of working directly with young people (young people usually means 13-25 years old).

The units aim to give learners a broad overview of the knowledge needed for working with young people and include a wide range of topics such as:

- ➔ Principles and practices of working with young people
- ➔ Safeguarding
- ➔ Reflective practice
- ➔ Supporting young people to apply for learning & work
- ➔ Supporting young people to develop their literacy, language & numeracy skills
- ➔ Providing information, advice & guidance to young people
- ➔ Working with young people with mental health needs

Learners will develop their skills and understanding of these topics by completing a portfolio of evidence.

The qualifications will contribute to a greater understanding of working with young people and could enhance learners' chances of gaining employment in this sector. It is mainly for professional development and growth, particularly for those working, or volunteering, in the Third Sector.

They might also provide a useful stepping stone onto other qualifications in the sector, such as youth work qualifications.

Qualification Summary

Prince's Trust Level 3 Award in Working with Young People	
Qualification framework	RQF
Qualification number (QN)	601/5834/7
QW Approval/Designation No.	n/a
Date for registrations	1st April 2015
Age range	16-18, 19+
Credit value	6
Number of credits required at Level 3	All credits must be at Level 3
Assessment of qualification	Portfolio of evidence, centre assessment
Minimum Guided learning hours (GLH)	60
Total Qualification Time (TQT)	60
Grading information	Pass grade
Entry requirements	Learners do not need any other qualifications as pre-requisites to entry

Prince's Trust Level 3 Certificate in Working with Young People	
Qualification framework	RQF
Qualification number (QN)	601/5852/9
QW Approval/Designation No.	n/a
Date for registrations	1st April 2015
Age range	16-18, 19+
Credit value	15
Number of credits required at Level 3	All credits must be at Level 3
Assessment of qualification	Portfolio of evidence, centre assessment
Minimum Guided learning hours (GLH)	138
Total Qualification Time (TQT)	150
Grading information	Pass grade
Entry requirements	Learners do not need any other qualifications as pre-requisites to entry

Qualification Structures

Award Qualification Structure

The rules of combination detailed below need to be met before The Prince's Trust can award the Award sized qualification.

Minimum number of credits to be achieved	6
Minimum number of credits from Group A	3
Minimum number of credits from Group B	0

Unit Title	Unit Reference Number	Level	GLH	Credit
Group A – mandatory units				
Principles and practices	J/616/8526	Level 3	30	3
Safeguarding	L/616/8527	Level 3	30	3
Group B – optional units				
Reflective practice	R/616/8528	Level 3	20	2
Provide information, advice & guidance to young people	R/507/0752	Level 3	30	3
Working with young people who display challenging behaviour	Y/507/0753	Level 3	30	3
Coaching or mentoring young people	D/507/0754	Level 3	20	2
Support young people to apply for learning & work	H/507/0755	Level 3	20	2
Support young people to develop their literacy, language & numeracy skills	K/507/0756	Level 3	20	2
Support young people to start a business	M/507/0757	Level 3	20	2
Working with young people involved in anti-social and/or criminal activities	T/507/0792	Level 3	16	2
Working with young people involved in substance misuse	A/507/0759	Level 3	16	2
Working with young people with disabilities and/or learning difficulties	M/507/0760	Level 3	16	2

Unit Title	Unit Reference Number	Level	GLH	Credit
Working with young people with mental health needs	T/507/0761	Level 3	20	2
Working with young people who have been excluded from school	A/507/0762	Level 3	16	2
Working with young people who are homeless or at risk of homelessness	F/507/0763	Level 3	16	2
Working with young people who are in debt	J/507/0764	Level 3	16	2

Certificate Qualification Structure

The rules of combination detailed below need to be met before The Prince's Trust can award the Certificate sized qualification.

Minimum number of credits to be achieved	15
Minimum number of credits from Group A	6
Minimum number of credits from Group B	9

Unit Title	Unit Reference Number	Level	GLH	Credit
Group A – mandatory units				
Principles and practices	J/616/8526	Level 3	30	3
Safeguarding	L/616/8527	Level 3	30	3
Group B – optional units				
Reflective practice	R/616/8528	Level 3	20	2
Provide information, advice & guidance to young people	L/616/8527	Level 3	30	3
Working with young people who display challenging behaviour	R/616/8528	Level 3	30	3
Coaching or mentoring young people	D/507/0754	Level 3	20	2
Support young people to apply for learning & work	H/507/0755	Level 3	20	2
Support young people to develop their literacy, language & numeracy skills	K/507/0756	Level 3	20	2
Support young people to start a business	M/507/0757	Level 3	20	2

Working with young people involved in anti-social and/or criminal activities	T/507/0792	Level 3	16	2
Working with young people involved in substance misuse	A/507/0759	Level 3	16	2
Working with young people with disabilities and/or learning difficulties	M/507/0760	Level 3	16	2
Working with young people with mental health needs	T/507/0761	Level 3	20	2
Working with young people who have been excluded from school	A/507/0762	Level 3	16	2
Working with young people who are homeless or at risk of homelessness	F/507/0763	Level 3	16	2
Working with young people who are in debt	J/507/0764	Level 3	16	2

Units

The Working with Young People qualifications cover a range of skills. An overview of the units available and the corresponding levels and credits is given below.

Unit title	Available at Level 3	Credit value
Principles and practices	●	3
Safeguarding	●	3
Reflective practice	●	2
Provide information, advice & guidance to young people	●	3
Working with young people who display challenging behaviour	●	3
Coaching or mentoring young people	●	2
Support young people to apply for learning & work	●	2
Support young people to develop their literacy, language & numeracy skills	●	2
Support young people to start a business	●	2
Working with young people involved in anti-social and/or criminal activities	●	2
Working with young people involved in substance misuse	●	2
Working with young people with disabilities and/or learning difficulties	●	2
Working with young people with mental health needs	●	2
Working with young people who have been excluded from school	●	2
Working with young people who are homeless or at risk of homelessness	●	2
Working with young people who are in debt	●	2

For more detail of the individual units and the assessment criteria please see Appendix 1.

Appendix 3 provides the level descriptor for the level of the units and qualifications.

Rules of Combination

When meeting rules of combination, learners do not have to achieve units in any particular order and Assessors should tailor learning programmes to meet individual learner needs. It is recommended that, wherever possible, centres adopt a holistic approach to the delivery of these qualifications and identify opportunities to link the units and levels.

Learners not able to complete a full qualification can have their achievements recognised through unit only certification.

Barred Combinations

There are no barred unit combinations for these qualifications.

Progression

These qualifications provide a platform for learners to progress into further education opportunities such as youth work related qualifications and/or employment.

Language

If you wish to offer these qualifications in Welsh please contact The Prince's Trust.

Access Arrangements

More detailed information about the Special Consideration and Reasonable Adjustments policies for these qualifications is provided in the Centre Handbook (QSP 00)

Assessment of Qualifications

Grading

The Working with Young People qualifications are centre assessed using portfolios of evidence and are graded as pass or fail. The portfolios are internally assessed and externally verified.

The assessment process is as follows:
➔ Activities are internally set by the centre to meet the requirements detailed in the unit assessment criteria
➔ The learners are assessed internally at the centre by an Assessor whilst they engage in activities
➔ The learner's evidence is collated into a portfolio, which is referenced using a unit Tracking Sheet
➔ The centre undertakes internal quality assurance activities which includes sampling portfolios assessed by each Assessor
➔ A further sample of portfolios is then externally verified by Prince's Trust Qualifications

With these qualifications the best practice approach is to assess by 'continuous assessment'. This means that the learner is assessed throughout their programme of study, allowing for alternative activities to be set and further evidence produced while there are still opportunities during the programme. Continuous assessment keeps learners motivated and engaged as it provides the learner with opportunities to discuss progress, check they are working at the correct level for their ability and producing sufficient evidence. This open dialogue with the learner should be recorded on their portfolio in some way, either directly on the work or on centre-devised assessor feedback forms.

More detailed information about the assessment strategies for these qualifications is provided in the Centre Handbook (QSP 00) and Making Claims and Results Handbook (QSP 03), both are available on our website Guidance for centres.

Evidence

To achieve the units and qualifications learners need to gather evidence from activities which demonstrate they have met each of the assessment criteria. Some evidence of a learner's performance may also be derived from observation records and testimonies from witnesses, who observe the learner carrying out activities. Evidence can be in a variety of forms and can be varied according to learners' interests and needs.

Through completion of activities on the learning programme, the learners should generate evidence to demonstrate they have completed all of the assessment criteria sufficiently.

More detailed information is provided in the Building a Portfolio support pack (QSP 01) which is available on our website Guidance for centres.

Recording Achievement

When learners have gathered their evidence, Tracking Sheets are used to record which piece(s) of evidence meets each assessment criteria. Learners are likely to collect far more evidence than they need and it is therefore important that the Tracking Sheets are only used to record the specific evidence needed to meet the criteria and not every piece of work produced.

The Tracking Sheets must be signed and dated by the learner and the Assessor. By signing the Tracking Sheets the learner and Assessor are declaring that the portfolio submitted is the learner's own work. The qualification will not be awarded without a signed declaration.

The Trust does not require every piece of evidence to be signed and dated.

Tracking Sheets for this qualification can be downloaded from our website.

Making Claims

Centres should only claim units and qualifications for learners when they are satisfied that their portfolio meets all the assessment criteria and the work has under gone internal quality assurance. Making claims is the official stage of notifying Prince's Trust Qualifications that the learners are being submitted for external verification.

There will be regular opportunities to submit learners' portfolios throughout the year. Please contact the Qualifications team for details.

Centre Requirements

Each Prince's Trust centre needs to gain approval to offer these qualifications and sign a Centre Approval Agreement.

Please refer to the qualifications website for more information.

Staff Requirements

To adhere to The Prince's Trust quality assurance arrangements for these qualifications, the centre must ensure that the following roles and responsibilities have been undertaken:
➔ Assessors
➔ Internal Quality Assurer (IQA)

The same person must never complete the internal quality assurance processes on portfolios they have assessed. More detailed information for the Assessor and Internal Quality Assurers roles, with competency profiles, is provided in the Centre Handbook (QSP 00) available on our website Guidance for centres.

Support for Centres

Training
Prince's Trust Qualifications offers training to support centres deliver and administer these qualifications.

Website
Our website is regularly updated to ensure the latest information about the qualification is available to centre staff, as too are best practice guidance notes and policies. The website can be accessed via the following link: Prince's Trust Qualifications

Appendix list

Appendix 1 - Unit overview
Appendix 2 – Withdrawn units
Appendix 3 - Level descriptors
Appendix 4 - Qualification price list

Appendix 1

Unit Overview Table

Unit title	Level	Credits	URN
Principles and practices	3	3	J/616/8526
Safeguarding	3	3	L/616/8527
Reflective practice	3	2	R/616/8528
Provide information, advice & guidance to young people	3	3	R/507/0752
Working with young people who display challenging behaviour	3	3	Y/507/0753
Coaching or mentoring young people	3	2	D/507/0754
Support young people to apply for learning & work	3	2	H/507/0755
Support young people to develop their literacy, language & numeracy skills	3	2	K/507/0756
Support young people to start a business	3	2	M/507/0757
Working with young people involved in anti-social and/or criminal activities	3	2	T/507/0792
Working with young people involved in substance misuse	3	2	A/507/0759
Working with young people with disabilities and/or learning difficulties	3	2	M/507/0760
Working with young people with mental health needs	3	2	T/507/0761
Working with young people who have been excluded from school	3	2	A/507/0762
Working with young people who are homeless or at risk of homelessness	3	2	F/507/0763
Working with young people who are in debt	3	2	J/507/0764

The assessment criteria for the units at each level can be found on the following pages.

Learning Outcome	Assessment Criteria
Understand the values and policies related to working with young people	1.1 Summarise the core values and skills required to effectively work with young people
	1.2 Explain how a government policy has influenced your work with young people
Understand the issues that impact on the lives of young people	2.1 Describe social, cultural or economic issues that may affect young people
	2.2 Explain ways that young people can be encouraged to express their views, concerns and needs
Understand how to develop effective communication and appropriate relationships with young people	3.1 Explain how to adjust own communication to suit different needs, contexts and ages
	3.2 Compare different methods used to engage young people
	3.3 Explain possible barriers to maintaining effective relationships with young people
	3.4 Explain the boundaries of own role when building relationships with both young people and colleagues
Understand the importance of promoting equality, diversity and inclusion	4.1 Define the terms: a) equality b) diversity c) inclusion
	4.2 Explain the benefits of promoting equality, diversity and inclusion for young people

Safeguarding

Learning Outcome	Assessment Criteria
Understand legal, professional and organisational requirements for safeguarding	1.1 Explain the legislation and guidelines which relate to safeguarding young people
	1.2 Explain the roles and responsibilities of own organisation and other agencies in relation to safeguarding young people
Understand how to maintain confidentiality of information	2.1 Explain the following terms in relation to personal information: a) consent b) confidentiality
	2.2 Explain when information can be shared in relation to safeguarding
	3.1 Complete a risk assessment in line with organisational policies and procedures

Learning Outcome	Assessment Criteria
Be able to maintain the safety and security of young people in own work setting	3.2 Describe possible behaviours/signs displayed by young people that may cause concern for their welfare
	3.3 Explain the importance of taking prompt action and following own organisation's safeguarding procedures
Understand the importance of e-safety	4.1 Explain what is meant by the term e-safety
	4.2 Describe the possible risks for young people of using digital technologies
	4.3 Describe ways of reducing the risks of using digital technologies for young people

Reflective Practice

Learning Outcome	Assessment Criteria
Be able to reflect on own professional development in relation to working with young people	1.1 Evaluate own areas of strength and potential areas for development in working with young people
	1.2 Identify achievable objectives for own professional development in working with young people
	1.3 Produce a development plan to meet your objectives in working with young people, ensuring targets are SMART
Be able to review the effectiveness of own practice in relation to working with young people	2.1 Review progress against own development plan at regular intervals
	2.2 Obtain constructive feedback from a range of appropriate people on own professional performance in working with young people
Be able to keep up to date with policies and developments relevant to working with young people	3.1 Review reports, guidance and other material relevant to working with young people
	3.2 Assess how identified developments may affect own role and future development needs

Provide information, advice and guidance to young people

Learning Outcome	Assessment Criteria
Understand the distinction between information, advice and guidance	1.1 Define the terms: a) information b) advice c) guidance
	1.2 Explain the role information, advice and guidance can play in supporting young people

	2.1 Summarise the requirements of own role to provide information, advice and guidance to young people
Be able to recognise the limits of own ability and role in relation to giving information, advice or guidance to young people	2.2 Explain the action to be taken when limits of own role are exceeded
Be able to determine the information, advice and guidance needs of young people	3.1 Support young people to identify the information, advice and guidance they require
	3.2 Explain the importance of young people being able to make informed choices in relation to their own situation
Be able to provide young people with information, advice and guidance to meet identified needs	4.1 Demonstrate ability to select accurate information from different sources to best meet the needs of the young person
	4.2 Demonstrate ability to signpost young people to appropriate information, advice and guidance sources to support their needs
	4.3 Implement record keeping processes in respect to signposting young people to information, advice and guidance

Working with young people who display challenging behaviour

Learning Outcome	Assessment Criteria
Understand roles and responsibilities relating to the management of challenging behaviour	1.1 Give examples of behaviour displayed by young people that may be considered challenging
	1.2 Explain why it is important to understand the following when managing challenging behaviour: a) the boundaries and constraints of own role b) the responsibilities of all parties
Know the potential causes and effects of challenging behaviour in young people	2.1 Describe potential causes of challenging behaviour in young people
	2.2 Explain why the response to challenging behaviour should reflect the young peoples' individual needs
	2.3 Assess techniques that could be used to resolve instances of challenging behaviour in young people, taking into consideration the safety, individual rights and dignity of those involved
	2.4 Review strategies to minimise instances of challenging behaviour in own setting

Learning Outcome	Assessment Criteria
Understand what to consider when dealing with instances of challenging behaviour	3.1 Explain factors which may contribute to the escalation of challenging behaviour in young people
	3.2 Give examples of signs that may indicate the potential escalation of instances of challenging behaviour
	3.3 Explain the key principles for prevention and management of young people who display challenging behaviour

Coaching or mentoring young people

Learning Outcome	Assessment Criteria
Understand what is involved in coaching and/or mentoring young people	1.1 Define the role and purpose of a: a) mentor b) coach
	1.2 Summarise the skills and qualities of an effective coach and/or mentor of young people
	1.3 Evaluate the benefits and challenges of coaching and/or mentoring young people
Understand the coaching and/or mentoring process	2.1 Explain the importance of setting goals with a young person
	2.2 Explain the need to establish boundaries with a young person
	2.3 Explain when to signpost young people for additional support
Be able to implement the coaching and/or mentoring process with young people	3.1 Describe strategies used to build rapport with a young person
	3.2 Develop an action plan with a young person
	3.3 Give appropriate feedback to a young person
Be able to review own coaching and/or mentoring practice	4.1 Evaluate ways to improve own coaching and/or mentoring practice with young people

Support young people to apply for learning and work

Learning Outcome	Assessment Criteria
Understand the issues young people may have when applying for learning and work	1.1 Identify potential barriers young people may face when applying for learning and work
	1.2 Explain the term 'employability skills' and the relevance of these for learning and work

	1.3 Summarise the support young people may need to apply for learning and work
Understand application methods for learning and work	2.1 Explain ways young people may apply for learning and work
	2.2 Explain the importance of ensuring information used for applying for learning and work is accurate and appropriate
	2.3 Explain what should be considered by young people when preparing for interviews for learning and work
Be able to support young people to make applications for learning and work	3.1 Describe the types of information, support and services which are available to young people when applying for learning and work
	3.2 Explain the importance of young people recognising their own strengths, aptitudes and transferable skills
	3.3 Support a young person to create a Curriculum Vitae or complete an application form suitable for applying for learning and work
	3.4 Conduct a mock interview for learning or work with a young person
	3.5 Review young person's performance in their mock interview giving them constructive feedback for development

Support young people to develop their literacy, language and numeracy skills

Learning Outcome	Assessment Criteria
Understand the benefits of improving young peoples' literacy, language and numeracy skills	1.1 Explain how literacy, language and numeracy skills impact on young peoples' future potential
	1.2 Identify potential barriers to young peoples' development of literacy, language and numeracy skills
	1.3 Explain the benefits of improving young peoples' literacy, language and numeracy skills
Understand how to support young people to develop their literacy, language and numeracy skills	2.1 Describe sources of information, agencies and other services available to help young people develop their literacy, language and numeracy skills
	2.2 Describe interventions that support young people to develop their literacy, language and numeracy skills

Learning Outcome	Assessment Criteria
	2.3 Assess opportunities to embed literacy, language and numeracy skills development in own area of work
Understand how to use strategies and resources to support literacy, language and numeracy skills development	3.1 Explain own roles and responsibilities, and those of other relevant parties, in developing young peoples' literacy, language and numeracy skills
	3.2 Critically compare different ways of assessing young peoples' literacy, language and numeracy skills
	3.3 Describe a range of appropriate strategies to engage and motivate young people to develop their literacy, language and numeracy skills
	3.4 Explain ways in which resources can be used to meet particular learning needs

Support young people to start a business

Learning Outcome	Assessment Criteria
Understand the key considerations for starting a business	1.1 Explain the advantages and disadvantages of starting a business
	1.2 Explain the process of setting up a business
	1.3 Summarise the benefits of different methods of market research
	1.4 Evaluate potential marketing methods for new businesses
	1.5 Explain the following key business finance terms: a) cash-flow forecast b) break-even point c) profit d) loss e) income f) expenditure g) debtors h) creditors
	1.6 Explain why it is important for new businesses to develop effective customer relations
Be able to support young people to start a business	2.1 Explain what should be considered when reviewing a young person's business plan

	2.2 Assess the viability of a young person's business idea
	2.3 Develop an action plan with a young person planning to start a business
	2.4 Evaluate the support available for young people starting a business

Working with young people involved in anti-social and/or criminal activities

Learning Outcome	Assessment Criteria
Understand the issues contributing to the anti-social and criminal activity of young people	1.1 Explain the causes and circumstances that may contribute to anti-social and criminal activity by young people
	1.2 Explain the factors that may affect the ability of young people to address their anti-social and/or criminal activity
Understand how to support young people who are involved in anti-social and/or criminal activities	2.1 Evaluate techniques used to support young people who are involved in anti-social or criminal activity
	2.2 Describe the types of information, support and services which are available to young people who are involved in anti-social or criminal activity
	2.3 Explain how and when to give support within own remit and when to refer to other people or agencies

Working with young people involved in substance misuse

Learning Outcome	Assessment Criteria
Understand the indicators and effects of substance misuse in young people	1.1 Give examples of substances which may be misused by young people
	1.2 Identify possible indicators of substance misuse in young people
	1.3 Describe potential effects of substance misuse on young people
	1.4 Explain how to keep personal knowledge about substances and possible indications and effects of substance misuse up-to-date
Understand how to support young people who are involved in substance misuse	2.1 Describe ways to minimise the impact of substance misuse when working with young people

| | 2.2 Describe the types of information, support and services which are available to young people who are involved in substance misuse |
| | 2.3 Explain how and when to give support within own remit and when to refer to other people or agencies |

Working with young people with disabilities and/or learning difficulties

Learning Outcome	Assessment Criteria
Understand the statutory and legal frameworks relating to young people with disabilities and learning difficulties	1.1 Describe the organisational, statutory and legal frameworks for protecting young people with disabilities and learning difficulties
Understand the issues affecting young people with disabilities and learning difficulties	2.1 Define the terms: a) disability b) learning difficulty
	2.2 Explain how disabilities and learning difficulties can affect a young person's ability to participate in daily routines or activities
Understand how to support young people with disabilities or learning difficulties	3.1 Explain how your own practice takes into account the needs of young people with disabilities or learning difficulties
	3.2 Describe sources of information, advice, guidance and support that are available to help meet the needs of young people with disabilities or learning difficulties
	3.3 Explain how to provide support that encourages young people with disabilities or learning difficulties to maximise their own potential and independence

Working with young people with mental health needs

Learning Outcome	Assessment Criteria
Understand the statutory and legal frameworks relating to young people with mental health needs	1.1 Describe the statutory and legal frameworks for protecting young people with mental health needs

Understand the issues affecting young people with mental health needs	2.1 Define the following mental health needs: a) psychosis b) depression c) anxiety
	2.2 Describe possible risk factors to a young person which may lead to them experiencing mental health needs
	2.3 Explain how mental health needs may affect the well-being and behaviours of young people
Understand how to support young people with mental health needs	3.1 Explain how to support young people with mental health needs to build the following: a) self-confidence b) independence c) self-esteem
	3.2 Describe sources of information, agencies and support services which are available to help young people with mental health needs
	3.3 Explain how to work in partnership with families, parents, carers and others in a way that balances the rights and interests of young people against any limitations required for their protection

Working with young people who have been excluded from school

Learning Outcome	Assessment Criteria
Understand the issues affecting young people who have been excluded from school	1.1 Identify reasons why young people may be excluded from school
	1.2 Explain how being excluded from school may affect young people
Understand how to support young people who have been excluded from school	2.1 Describe the types of information, support and services which are available to young people who have been excluded from school
	2.2 Support young people who have been excluded from school to develop a plan to address their situation taking into account their needs and priorities
	2.3 Explain how and when to give support within own remit and when to refer to other people or agencies

Working with young people who are homeless or at risk of homelessness

Learning Outcome	Assessment Criteria
Understand the issues affecting young people who are homeless or at risk of homelessness	1.1 Identify reasons why young people may be homeless or at risk of homelessness
	1.2 Explain how homelessness may affect young people
Understand how to support young people who are homeless or at risk of homelessness	2.1 Describe the types of information, support and services which are available to young people who are homeless or at risk of homelessness
	2.2 Support young people who are homeless or at risk of homelessness to develop a plan to address their situation taking into account their needs and priorities
	2.3 Explain how and when to give support within own remit and when to refer to other people or agencies

Working with young people who are in debt

Learning Outcome	Assessment Criteria
Understand the issues affecting young people who are in debt	1.1 Identify reasons why young people may be in debt
	1.2 Explain how debt may affect young people
Understand how to support young people who are in debt	2.1 Describe the types of information, support and services which are available to young people who are in debt
	2.2 Support young people who are in debt to develop a plan to address their situation taking into account their needs and priorities
	2.3 Explain how and when to give support within own remit and when to refer to other people or agencies

Appendix 2

Withdrawn Units

The following units are to be withdrawn from the qualifications on 31st July 2018.

Unit title	Level	Credits	URN
Working with Young People: principles and practices	3	3	L/507/0734
Working with Young People: Safeguarding	3	3	D/507/0737
Working with Young People: Reflective practice	3	2	D/507/0740
Facilitate learning and development for young people	3	4	R/507/0749
Manage and deliver an outdoor development programme for young people	3	4	J/507/0750
Develop effective relationships with young people	3	3	L/507/0751

Any learners wishing to use these units as part of their Working with Young People qualification will need to have had the unit assessed and moderated by Prince's Trust Qualifications before 31st July 2018

Appendix 3

Level Descriptors

The Regulated Qualification Framework (RQF) incorporates levels from Entry 1 through to Level 8. For the purposes of this document only the levels at which these qualifications are offered at have been included below.

The descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at that level. The level descriptors are framed as outcomes and each category starts with a stem statement ("the holder can…") which then links into the outcomes associated with each level of the framework.

Centre staff and learners can use the descriptors to understand more about the difference between and relative demand of the units and qualifications offered by PTQ.

Level	Knowledge descriptor (the holder ….)	Skills descriptor (the holder can…)
Level 3	Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine. Can interpret and evaluate relevant information and ideas. Is aware of the nature of the area of study or work. Is aware of different perspectives or approaches within the area of study or work.	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. Use appropriate investigation to inform actions. Review how effective methods and actions have been.

Source: 'Qualification and Component Levels' (Ofqual/15/5774)

Appendix 4

Price List

Keeping Costs Low
We are committed to ensuring that everyone has the opportunity to gain formal recognition of their skills and achievements so we continue to offer competitively-priced qualifications.

Working with Young People

Level 3 Award	£45.00
Level 3 Certificate	£60.00

Replacement Certificates

Replacement certificate	£20.00

Enquiries and Appeals

Stage 1 Enquiry	£50.00
Stage 2 Enquiry / Appeal	£100.00
Stage 3 Independent Appeals Board	£100.00

More detailed information about these processes is provided in the Making Claims and Results Handbook (QSP 03)

Resubmissions
Resubmissions made within six months of the date of the results being issued are free of charge.

Any resubmissions made after this date will be treated as new claims and charged accordingly.