



○ Core competencies

○ Learning outcomes

○ Suggested evidence of assessment

For those working with young people  
on behalf of the Church of England

Produced by The Education Division of The Archbishops' Council

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Further copies of 'Equipping' can be obtained at £6.00 per copy, including postage, from The National Youth Adviser, Education Division, Church House, Great Smith Street, London SW1P 3NZ.

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## Foreword

I am delighted to commend 'Equipping' to the dioceses, deaneries and parishes of the Church of England in the confidence that it will bring an important extra dimension to the Church's work with young people.

There are over 90,000 volunteers who work with young people on behalf of the Church of England in a wide range of settings from Sunday morning groups to bible study and cell groups, choirs, youth clubs, street work and cafes. This framework for training is intended to enhance that already provided, mainly through the work of the Diocesan Youth Officers.

'Equipping' has been developed as part of 'Good News for Young People: the Church of England's Youth Strategy'. The steering group have consulted widely during its development and the result is a flexible tool which trainers can either develop into a course or use in relation to their present courses and training. For volunteers, it will provide an opportunity for them to reflect on and develop their practice through a greater understanding of how their Christian faith relates to their work with and support for young people on their faith journey. It will also enable them to receive appropriate recognition and affirmation.

I am grateful to our archbishops for agreeing that the higher level certificate should be called Archbishops' Certificates. It is expected that in most dioceses the first level will be called Bishop's Certificates. The award of certificates is a positive means for parishes, dioceses and the wider Church to indicate that we take our work with young people seriously and value those who work with them.

I would like to record my thanks to the steering group whose expertise, professionalism and enthusiasm have ensured that 'Equipping' is both a practical and a professional document.

I trust that all who have responsibility for supporting, training and nurturing the Church's volunteer youth workers will enjoy using 'Equipping' in their work.

A handwritten signature in black ink that reads "Stephen." followed by a long horizontal flourish.

Bishop in Canterbury & Bishop of Dover  
Vice Chairman, Board of Education

## Introduction

'Equipping : Core Competencies, Learning Outcomes, Suggested Evidence of Assessment for Those Working with Young People on Behalf of the Church of England' is a training framework for the Church's youth work. It has been developed as part of the National Youth Strategy.

The Core Competencies and Learning Outcomes have been produced to enable the Dioceses of the Church of England to work towards a common core in their provision of youth work training. As these are Core Competencies and Learning Outcomes, appropriate for developing good practice for any work with young people, they still enable an individual diocese to continue to use and develop the training appropriate for them and their workers.

The working group have always been aware of the need to develop competencies and learning outcomes which could be taken and used in a variety of situations and which would allow flexibility in delivery and depth of content. They can be matched to the contents of other courses e.g. Spectrum, Engage and What Every Youth Worker Should Know.

We believe we have achieved this flexibility while at the same time, through the Bishop's and Archbishops' Certificates, providing a way of developing a measure of quality assurance throughout the Church of England which will be recognised by individual dioceses and other denominations, youth work providers and training agencies. The Certificates are also important as a means for the Church to affirm the high quality work which the volunteers undertake on her behalf.

The National Youth Agency's Development Officer for Workforce and Education Training Standards said this is "an excellent piece of work and very welcome. It is thorough and well constructed....it shows clear and progressive routes to qualification and is well presented in everyday language. It has a good structure with clear competencies and learning outcomes.."

In the development of 'Equipping' we believed it was important to identify the training needs of the 'average' volunteer and from these how best to equip them for their work, regardless of the amount of time they would be able to give or the type of work they were doing. As we explored these needs in more detail we began to realise that they fell naturally into one of the following seven themes:

- The worker and God
- The worker as an individual
- The worker and young people
- The worker and their team
- The worker and their organization
- The worker and community
- The worker, policies and procedures

The decision was taken to weave the theme of 'The Worker and God' throughout the other themes as this would enable individuals to begin to reflect theologically on their work in the light of their understanding of their own faith journey.

We believe that the majority of volunteers who work on behalf of the Church of England will want to undertake some training, but will not wish to work towards nationally recognised accreditation. Most will seek to be better equipped to do what they do. For this reason we have worked towards enabling the completion and understanding of the competencies to be recognized by the awarding of the Bishop's (or Diocesan) and Archbishops' Certificates in Youth Work.

From our own experiences, as both volunteers and paid youth worker practitioners, we are aware of the importance of reflecting on our practice and learning and how our understanding of our relationship with God impacts on it. The challenge is often making the time for this and finding a flexible way of recording it. This is the reason why normally the certificates will be given on the basis of a portfolio which shows evidence of learning, practice and reflection based on the Competencies and Learning Outcomes. A portfolio, or record of learning, is an adaptable way of showing this. It enables an individual to record, by written or other means, as they go along, their learning,

observations and reflections in a way which is most suitable for them in both its content and depth. There may be circumstances in which another method of assessment is more appropriate.

It should be noted that the progression of the learning outcomes should enable an individual who has completed a portfolio for either of the certificates to use this towards the accreditation of prior learning should they wish to obtain national accreditation, especially NVQs or VRQs, in youth work or work towards a Church Colleges Certificate in youth work

In the process of developing these core competencies we have consulted widely and are grateful for the feedback we received, especially from the Diocesan Youth Officers and the National Youth Agency. Their comments are reflected in this present framework.

We pray that 'Equipping' will be a tool which will be used to enhance the Church of England's work with young people.

*Yvonne Criddle, National Youth Adviser*

*Dot Gosling, Senior Lecturer in Christian Youth Work, University of Chester*

*Alistair Langton, Diocesan Youth Adviser for Derby*

*Dave Rose, Diocesan Youth Officer for Lincoln*

*Gavin Stone, Diocesan Youth Adviser for St Edmundsbury & Ipswich*

## Rationale

At the heart of the gospel is the call to love God “with all your heart, and with all your soul, and with all your mind” and “your neighbour as yourself” (Matthew 22:37). These core competencies have been developed with this as the basis for all work with young people.

The purpose of these core competencies is:

- to equip those who work with young people, within the age range of 11-25, to enable those young people to develop the skills, knowledge and confidence to move from dependence through independence to interdependence in **all** aspects of their lives, including their relationship with God and community.
- to provide opportunities for those who work with young people to reflect on their faith and beliefs and to be open to the challenge of the Holy Spirit which brings Christian growth as individuals respond

These competencies represent the minimum expected standard for those who work with young people on behalf of the Church of England recognising its diversity and unique place within society. Individual Dioceses and trainers, especially Diocesan Youth Officers (or equivalent) may want to either add more competencies or deliver their training to a greater depth or both.

The core competencies form seven modules:

The Worker and God  
The Worker as an Individual  
The Worker and Young People  
The Worker and their Team  
The Worker and their Organization  
The Worker and Community  
The Worker, Policies and Procedures

Each module is made up of several competencies.

Each module can, therefore, be used as a stand-alone unit, except ‘The Worker and God’. This module threads its way through the other six because unless each participant grapples with understanding their own faith and how it relates to each of the other modules they will find difficulty in accompanying the young people on their journeys.

When talking about both their organisation and the community it is the local that is the priority, although for many participants it will also be important for them to look at the wider context of each of these.

There are two stages in relation to these competencies:

- **Bishop’s Certificate:** basic understanding of what work with young people is about within a Christian context – *equivalent to the National Qualifications Framework level 1 (NVQ level 1)*
- **Archbishops’ Certificate:** understanding is applied to the work with young people and the worker is confident in what they are doing and they are able to take overall responsibility for a group – *equivalent to the National Qualifications Framework level 2 (NVQ level 2)*

All who work with young people on behalf of the Church of England will be encouraged to achieve a Bishop's Certificate. This will give the worker a good foundation and will stand them in good stead should they wish to develop their training further. It will also ensure that as the Government moves closer to making training compulsory for all who work with children and young people, the Church of England has both the foundation for this in place and is working to achieve best practice.

Those who have overall responsibility for work with young people in their parish/context should be encouraged to achieve the Archbishops' Certificate along with others where appropriate.

Successful achievement of the Bishop's Certificate and the Archbishops' Certificate will include the workers ability to reflect on their own youth work practice and being observed by the Diocesan Youth Officer or their nominated person.

Having achieved both the Diocesan and National Certificates an individual could then work towards a Church Colleges' Certificate in Youth Work (National Qualifications Framework level 4). This certificate covers the following modules:

- Shaping the Tools: Study Skills in Youth Work and Theological Reflection
- Theological Reflection on Youth Work
- Context, Leadership and Relationships in Youth Work
- Spirituality, Faith Development and Worship in Youth Work

There are also now more opportunities to work towards a Diploma in Youth and Community Work which leads to a professional qualification. Information is available from the Diocesan Youth Officer or National Youth Adviser.

## **Underlying Principles and Values**

When working with young people there are ethical principles and values which underpin the work. The following are based on those found in 'Ethical Conduct in Youth Work' (NYA 2000) and Youth Work Values (DfES, 2003). They reflect not only the Christian roots of youth work, but also the respect which Christians should have for others.

### **Ethical Principles**

All those engaged, as workers with young people, on behalf of the Church of England, should have a commitment to:

- treat young people with respect, valuing each individual and avoiding negative discrimination;
- recognise and respect individual young people's spirituality and faith development;
- respect and promote young people's rights to make their own decisions and choices, unless the welfare or legitimate interests of themselves or others are seriously threatened;
- promote and ensure the welfare and safety of young people, while permitting them to learn through undertaking challenging educational activities;
- contribute to the promotion of social justice for young people and in society generally, towards encouraging respect for difference and diversity and challenging discrimination.

### **Responsibilities of those who work with young people**

There should be a commitment to:

- recognise the need to provide ongoing opportunities for their own spiritual and faith development both individually and as part of a Christian community.
- recognise the boundaries between personal and 'professional' life and be aware of the need to balance a caring and supportive relationship with young people with professional distance.
- recognise the need to be accountable to young people, their parents or guardians, colleagues, the Parochial Church Council or equivalent, the Church of England, wider society and others with a relevant interest in the work and recognise that these accountabilities may be in conflict.
- develop and maintain the required skills and competence to do the job.
- strive for conditions where these principles are discussed, evaluated and upheld.

### **Values for working with young people**

There should be recognition that:

- young people choose to be involved.
- there needs to be an understanding of where young people are with their view of the world and their interests.

The work:

- Starts where young people are but then seeks to go beyond this by encouraging them to be critical and creative in their responses to their experience and world around them. Also by supporting their exploration of new ideas, interests and creative ability; including their understanding of the Christian faith
- takes place because young people are young people.
- recognises, respects and is actively responsive, where appropriate, to the wider network of their peers, communities and cultures which are important to young people.
- through these networks seeks to help young people achieve stronger relationships and collective identities through the promotion of inclusivity and equality.
- is concerned with how young people feel and not just with what they know and can do.
- is concerned with facilitating and empowering young people's spiritual and faith journeys, especially within the Christian tradition.
- is concerned with facilitating and empowering the voice of young people.
- is concerned with ensuring young people can influence the environment within which they live.
- respects and values individual differences by supporting and strengthening young people's belief in themselves and their capacity to grow and change.
- seeks to work with other agencies, including diocesan staff, which contribute to young people's social, personal and spiritual development.
- is rooted in a Christian ethos, encourages young people to begin to achieve their God given potential.

The ethical and professional principles and set of values imply the worker will demonstrate a clear understanding of, and commitment to, equality of opportunity and the importance of choice, freedom, responsibility and justice as well as spiritual development. They also imply that those who work on behalf of the Church of England will actively continue their own Christian journey and understanding of the Anglican Church.

## Equal Opportunities

All aspects relating to the Bishop's and Archbishops' Certificates for those working with young people on behalf of the Church of England – including delivery of training, assessment and management – will be expected to incorporate the ethos of equal opportunities, along with the principles and values of youth work (page 6)

The key principles are:

- Respect for each individual involved, regardless of race, cultural background, gender, sexuality and ability
- Ensuring the use of inclusive language and positive images from all involved including facilitators, trainers, participants.
- Ensuring that the opportunity to work towards the Certificates, including training, are accessible to all
- In delivery of training a variety of methods should be included to reflect differing learning styles
- The encouragement of all who are working towards the Certificates to reach their full potential and to encourage further training

# Quality Assurance and Assessment

## Management Group

The Management Group, on behalf of the Education Division, will oversee any issues relating to the delivery, assessment and development of the agreed Core Competencies.

The Management Group will consist of:

- National Youth Adviser
- 3 Diocesan Youth Officers elected for three years by their Network  
(initially each will be a member for either 1, 2 or 3 years)
- An external adviser, appointed for 3 years

The Management Group will meet at least once a year and more frequently if the need arises.

All members of the Management Group will be expected to be involved in the assessment process.

## Assessment Process

### 1. Purpose

To assure there is parity in the assessment of portfolios produced by those participating in Church of England's Certificates for those working with young people, regardless of the Diocese within which this training is assessed and/or completed.

### 2. Process

- 1.1 At the yearly assessment meeting, Diocesan Youth Officers will bring samples (minimum of three) of completed Bishop's Certificate Portfolios. These should represent a range from 'not yet reached the standard' 'to outstanding'. (Any Diocesan Youth Officer new to the process will be asked to bring all portfolios).  
All completed portfolios for the Archbishops' Certificate will need to be brought to the assessment meeting.
- 1.2 Diocesan Youth Officers will exchange their sample Bishops' Certificate Portfolios with an Officer from a diocese in a different region to be assessed without any indication of whether it has reached the required standard or not.
- 1.3 Where differences in the first and secondary assessment occur, the portfolio will be reassessed by both of these Officers and either the National Youth Adviser or a member of the management group.
- 1.4 Portfolios for the Archbishops' Certificate will be assessed by the Management Group.
- 1.5 A portfolio will either reach the standard required for the appropriate certificate or not. Where the portfolio is outstanding this will be noted in a covering letter to the participant.
- 1.6 The National Youth Adviser will maintain an accurate record of all who have submitted a portfolio and the result of the assessment.
- 1.7 The National Youth Adviser will notify, in writing, both the Diocesan Youth Officer and participant the outcome of the assessment. Archbishops' Certificates will be sent to the Diocesan Youth Officer for presentation to the participant.

## Implementation within Dioceses

These Core Competencies and Learning Outcomes can be used:

- to create or form the basis of a new course
- in conjunction with present courses being used, providing all Learning Outcomes are covered within the course

N.B. Cross-referencing is available to the National Occupational Standards, Common Core for the Children's and Young People's Workforce, Engage, What Every Youth Worker Should Know and Spectrum

### Record keeping

Within a Diocese the following records will need to be kept:

- names and contact details of participants who are working towards either Certificate (see appendix)
- evaluations of each course delivered (see appendix)
- yearly (normally this will be the academic year) breakdown of numbers attending course and/or working towards the Certificates, along with key data from evaluation forms. Copies of these should be sent to the National Youth Adviser

### Certificates

- the certificate for the Bishop's Certificate will be provided by the individual diocese and signed by the Diocesan Bishop – sample available
- the certificate for the Archbishops Certificate will be provided by the Education Division and will be signed by the Archbishops of Canterbury and York. They will then be sent to the appropriate Diocesan Youth Officer for presentation

### Quality Assurance

Diocesan Youth Officers will need to attend a yearly parity meeting (see Quality Assurance, page 9) which will also provide an opportunity to share issues and develop training modules

### Portfolios

Oversight and monitoring of participants portfolios is the responsibility of the diocese – sample pages and a grid sheet for referencing and commenting on Learning Outcomes is available

N.B. There is no one right way to develop a portfolio. (For further information see page 11)

It is expected that all participants will be observed, at least twice for Bishop's Certificate and a minimum of twice more for the Archbishops' Certificate. At least one of these observations, for each certificate, will be by the Diocesan Youth Officer or person nominated by them. The other observations can be peer.

Each participant will also need to self reflect on their youth work practice. Both this and the observation report will form part of the portfolio.

### Budget implications

All costs, apart from the certificate for the Archbishops' Certificate, are the responsibility of the diocese. Where possible the National Youth Adviser will assist with travel costs to parity meetings

Any Diocesan Youth Officer, or equivalent, introducing the Certificates or using the Core Competencies for the first time will be expected to attend a dissemination day.

***N.B. The document is a working document. This means that it will continue to be revised and added to in light of need and good practice.***

## Portfolios

Portfolio, or Record of Learning, is used to demonstrate that the learning outcomes have been achieved for the Bishop's or Archbishops' Certificate in Youth Work.

Many items in a portfolio will be ones decided in partnership with a tutor or are the suggested projects in each Module. Portfolios do not need to be very large and must contain evidence of the participant's own work and not a collection of tutor handouts.

A portfolio of work is basically a collection of evidence, consisting of reports, reflections and projects and can contain:

- Observation reports from young people, colleagues or other people present at a session or event, (vicar, member of congregation etc.)
- Oral/written questions and answers
- Planning notes for a programme of activity or for youth work sessions
- Worksheets
- Posters, letters, parental permission forms, risk assessments etc.
- Case studies/assignments/reports/project\*
- Diary entries and reflections on a session, conversation, incident or event\*
- Recorded evidence (video, DVD or audio)\*\*
- Photographic evidence\*\*
- Role play
- Interview/discussion
- Other suitable supplementary evidence

It is a flexible way of enabling an individual, of whatever ability and experience, to record and reflect on their learning and practice.

### How to present your portfolio

Evidence can be presented in scrapbook form or in a loose-leaf file, with all items labelled, numbered and dated. It is also possible to submit it in an audio, visual or audio-visual format.

Evidence of a participant's own work from a time before they started the course is acceptable, providing it is within a reasonable time-span. (The tutor/assessor will advise about this).

Each item in a portfolio must be entered onto the grid sheet and referenced accurately. The course tutor will need to sign and confirm that they also accept each item as sufficient evidence of an awareness or ability of each learning outcome.

Any quotes from books, the Internet, magazines, talks or broadcasts must be referenced. This means that the student will need to identify the source of the quote, the name of the publication, website or broadcast and its publisher, author and page number.

### Observation of practice

Reports from observers are an important part of any portfolio. They should be arranged in advance between the participant and the observer. The observer should be told the purpose of the observation and, ideally, which learning outcomes are expected to be identified. Ones identified after an observation can also be accepted if appropriate.

Observations should be dated and contain a brief description of the context of the activity, event or session (*where, when & why*) and an account of what was observed. The observer should be encouraged to particularly identify the participant's role in the activity, how they worked, reacted and contributed to organising and delivering the activity. See Appendix.

It is the participant's responsibility to identify which learning outcomes the observation can be used for and then enter these on the portfolio grid.

#### **\*Reflecting on a youth work session or on an incident**

A participant will need to show their ability to reflect on youth work situations. This can be done as they write or produce a report. Reflections contain the following items:

- The context of the event or incident, (where and when, aims and objectives)
- What happened
- What did they do and why
- Were the aims and objectives fulfilled, if so how? If not why?
- What were their feelings
- What would they do the same next time
- What would they do differently next time

See Appendix

#### **\*\* Using Visual Images of Young People as part of a Portfolio**

Visual images are an important way to record the success and achievements of young people. They are, also, useful as a record of activities and events, which have taken place, as well as enabling the adults, involved to reflect on their work and practice.

When visual images are used as part of a portfolio it is important to:

- To obtain permission from both the young people and their parents/guardians (if under 18)
- Ensure that the visual images will not embarrass the young people in any way
- Ensure that the originals are safely stored (or destroyed)

Further permission will be required from the young people and their parents if the visual images are to be used in other ways both at the time and later

#### **Identifying young people in Portfolio**

When including information about an incident or an event, it is important that confidentiality is maintained. This can be done by changing names and keeping identifying descriptions to a minimum and storing the portfolio in a private location.

## **Evaluation of Training Events, and/or Tutorials**

### **1. Purpose**

To obtain the views of those who have attended a training session/course which could lead to either a Bishop's or Archbishops' Certificate in Youth Work which has been delivered by a recognised tutor.

### **2. Process**

- 1.1 At the end of each session/course every participant will be asked to voluntarily complete a training evaluation form. (See Appendix for sample)
- 1.2 Returned evaluation forms will then be processed creating a training event evaluation report for the Diocese.
- 1.3 A yearly summary of the evaluation reports, highlighting positive feedback and issues of concern, will be sent to the National Youth Adviser as secretary to the Management Group.
- 1.4 Any concerns/complaints will be responded to in the first instance by the tutor's line manager. If it is a matter which is specifically linked to the Archbishops' Certificate then the line manager may refer it to the National Youth Adviser.
- 1.5 Any personal information given will be used in accordance with the Data Protection Act (1998).

## Bishop's Certificate

### 1. The Worker as an Individual

Competencies	Learning Outcomes	Suggested Evidence of Achievement
1.1 Recognise who I am	1.1.1 Awareness of my values and how they have been formed	Describe one area of your life and show how your beliefs and values have had an impact on it
1.2 Recognise what I can do	1.2.1 Awareness of my existing skills and potential to develop these further	List your skills and comment as to your ability in each. Ask someone you know well (not family) whether they agree with you or not. Note their comments alongside  Note areas in your life, including weaknesses, you would like to develop/improve and place in order of priority
1.3 Recognise and reflect on my life journey so far	1.3.1 Be able to identify the key events (including spiritual) in my life journey	Draw your life map highlighting critical moments and key influences in your journey
1.4 Developing my ability to reflect on my skills and practice	1.4.1 Be able to identify the questions which will help me to reflect on all aspects of my life, including my belief	List the questions and thoughts which are helpful in reflection, giving examples of how you have used at least two of them to enable your own personal development (These could be related to and identified on your life map)
1.5 Understanding of the importance of my on-going personal development	1.5.1 Awareness of why my personal development is important, including my Christian faith	Note at least three reasons why your on-going development, including your faith journey, is important (you may want to relate these to specific aspects of your life map)
1.6 Developing my ability to reflect theologically	1.6.1 Awareness of the model(s) which can be used for theological reflection	Identify the model of theological reflection which you will find most helpful and say why

## Bishop's Certificate

### 2. The Worker and Young People

Competencies	Learning Outcomes	Suggested Evidence of Achievement
2.1 Developing an understanding of young people	<p>2.1.1 Identify and describe the cultures of young people in my local area</p> <p>2.1.2 Awareness of the key issues that affect the young people in my area</p> <p>2.1.3 Working knowledge of how young people develop – spiritually, physically, intellectually, emotionally and socially (SPIES)</p>	<p>List the key local cultures of young people noting what makes each distinctive*</p> <p>List some of the key issues that affect young people in your area*</p> <p>List the key elements of development, for young people, under each of the areas, illustrate these using young people you know as examples.</p>
2.2 Developing opportunities for young people to learn	<p>2.2.1 Awareness of the range of learning styles</p> <p>2.2.2 Awareness of the effect the environment has on learning</p> <p>2.2.3 Awareness of the difference a Christian ethos makes to an environment</p>	<p>Compare two different styles of learning evident in the young people you work with</p> <p>List the strengths and weaknesses of the environment where you work with young people*</p>
2.3 Developing and maintaining relationships with young people	<p>2.3.1 Awareness of effective means and appropriate use of communication with groups and individuals both formal and informal</p>	<p>List the ways in which young people communicate with one another – both in a group and one-to-one</p>
2.4 Developing an understanding of how God values, has used young people and still does use them	<p>2.4.1 Awareness of the different ways Jesus related to people, especially young people</p> <p>2.4.2 Awareness of how God affirms the gifts and willingness of young people</p>	<p>List the ways God relates to young people in the Bible e.g. Samuel, David, Mary, Timothy</p> <p style="text-align: right;"><b>Conti.....</b></p>

<p>2.5 Developing the skills needed to empower young people to represent themselves</p> <p>2.6 Developing the understanding and skills needed to ensure the work is underpinned by both the key youth work and Christian values</p>	<p>2.5.1 Awareness of the skills needed to enable young people to represent themselves</p> <p>2.6.1 Understanding of appropriate use of roles when working with young people</p>	<p>List the skills needed to empower young people to represent themselves and note those you have and those you need to develop</p> <p>List or illustrate (sketch/draw a cartoon) what makes an ideal worker, highlighting the skills/areas of knowledge/values/roles that this person should ideally have</p> <p>Highlight your own areas of strengths and weaknesses</p> <p>List the values, including Christian values, which distinguish work with young people</p>
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**A Possible Project to cover areas highlighted by \***

Prepare a local study/scrapbook/portfolio containing photos, information, interviews, etc covering the area in which you live or where you work with young people.

This will need to include:

- Some of the informal meeting points where young people gather (parks, shelters, youth clubs).
- Identification of some of the local cultures of the young people (e.g. skater/townies/clubbers etc)
- Some of the issues that affect young people (focus on three young people)
- A record of the range of learning opportunities that exist in the area (schools/colleges/information access points/detached projects/libraries etc)
- A basic analysis of the areas/services that need developing
- Some of the meeting points where young people can/could come into contact with Christianity
- Opportunities which could be offered to young people to engage with Christianity

NB This can be developed to cover other learning outcomes

## Bishop's Certificate

### 3. The Worker and their Team

Competencies	Learning Outcomes	Suggested Evidence of Achievement
3.1 Understanding the differences between friendship and working relationship	3.1.1 Awareness of range of relationships and appropriate boundaries	Map the relationships and networks which exist within your youth work team
3.2 Understanding the importance of the breadth of working relationships and networks	3.2.1 Awareness of the different working relationship and networks	Describe the strengths that each team member brings, including yourself (this could be added to the mapping if appropriate)
3.3a Understanding of working as a team and as an individual	3.3.1 Awareness of what it means to be a team member	
3.3b Understanding of tensions which may arise		
3.4 Understanding of how to use gifts and talents	3.4.1 Awareness of my own gifts and skills	
3.5 Understanding of the importance of maintaining open communication between my fellow workers and the organisation	3.5.1 Awareness of what makes effective communications	Identify who you should be communicating with, about what and why (map if appropriate)
3.6 Understanding that others will have different beliefs, values and attitudes to me	3.6.1 Awareness of how my beliefs affect my relationships with others	Identify, from Jesus' life, a key value which will enable you to work with those who hold different beliefs, attitudes and values to yourself

## Bishop's Certificate

### 4. The Worker and their Organisation

Competencies	Learning Outcomes	Suggested Evidence of Achievement
4.1 Understanding my role within the organisation	<p>4.1.1 Awareness of the structure and how it works</p> <p>4.1.2 Awareness of lines of accountability</p> <p>4.1.3 Awareness of my responsibilities and those of others</p>	Describe or map the structures of your organisation and where you fit in
4.2 Understanding of the role of the organisation in the wider community	<p>4.2.1 Awareness of how the organisation sees itself in relation to the wider community - local, national and global</p> <p>4.2.2 Awareness of the place and value of young people within the organisation</p>	
4.3 Understanding the role of the organisation in work with young people	<p>4.3.1 Understanding of ways in which to raise the profile of young people within the organisation</p>	
4.4 Understanding the work of agencies which provide support for young people	<p>4.4.1 Awareness of the types of agencies which can give support to young people</p>	<p>Illustrate how you have/can enable young people's voices to be heard and acknowledged within the organisation</p> <p>List local agencies, with contact details, which support young people, noting what they can offer</p>
4.5 Understanding of the biblical models of 'organisations'	<p>4.5.1 Awareness of how either Jesus worked with his disciples or Paul worked with the early churches</p>	<p>Identify two different aspects of working, creatively, with an 'organisation' in the Bible</p>

## Bishop's Certificate

### 5. The Worker and the Community

Competencies	Learning Outcomes	Suggested Evidence of Achievement
5.1 Understanding of what a community is	5.1.1 Awareness of what makes a community	Write your definition of 'community'
5.2 Understanding of the communities to which I belong	5.2.1 Awareness of the importance of communities for myself and the young people	Draw a map of the communities you belong to and show their links  Describe the characteristics of at least two of the communities on your map, noting similarities and differences
5.3 Understanding of the communities to which the young people belong	5.3.1 Awareness of the communities young people belong to	List the communities young people belong to and give a reason as to why you think they belong to each one
5.4a Understanding of the influences local and global communities have on each other	5.4.1 Awareness of how the media affects the local community	Describe briefly the impact the media has on your community
5.4b Understanding the relationship between community and ethnicity	5.4.2 Awareness of what is meant by ethnicity	Describe the ethnicity of your community
5.5 Understanding of the essence of a Christian community	5.5.1 Awareness of what should make a Christian community unique	Identify the elements and values which go to make a Christian community and how these can influence the neighbourhood
5.5b Understanding of how an Anglican church can influence the community	5.5.2 Awareness of the influence the parish church can have on the neighbourhood	
5.6 Understanding of how to enable young people to engage with their communities	5.6.1 Awareness of why people get involved with their local communities	Identify two communities where all or the majority of young people could get involved, noting ways you could enable this
5.7 Understanding situations where I need to be an advocate	5.7.1 Awareness of the situations where I may need to be an advocate for young people	List the key factors which would lead you to decide to advocate on behalf of young people

## Bishop's Certificate

### 6. The Worker, Policies and Procedures

Competencies	Learning Outcomes	Suggested Evidence of Achievement
6.1 Understanding the policies and procedures that underpin youth work practice in my organisation e.g. <i>health and safety, equal opportunities, discrimination, acceptable behaviour</i>	6.1.1 Awareness of the policies that ensure the welfare of young people e.g. <i>equal opportunities, anti-oppressive practice etc</i>	List all the policies required for 'safe' work with young people. Note those your organisation does not have
6.2 Understanding my role in implementing policies	6.2.1 Knowledge of my role and responsibility in the implementation of policies	Using the list of policies identify who has lead responsibility for each and your role in implementing them
6.3 Understanding of what is meant by 'safe environment'	6.3.1 Awareness of why a safe environment is important for good practice	Identify areas of concern in the environment where you work
6.4 Understanding of how 'safe environment' impacts on my work	6.4.1 Understanding what a risk assessment is and how to carry one out	Complete a risk assessment for one piece of youth work you are involved in, noting where you have or could have involved young people in the process
6.5 Understanding the importance of working with young people to create a safe environment and manage risks	6.5.1 Understanding the importance of involving young people in the creation of a safe environment, including managing risk	
6.6 Understanding of how the Child Protection Policy impacts on my work	6.6.1 Understanding of my organisation's child protection policy	Outline the impact of the child protection policy on your work, noting lines of responsibility
6.7 Understanding the need and function of insurance	6.6.2 Awareness of meaning and appropriate use of confidentiality	Describe a situation in which it would be inappropriate to promise a young person confidentiality
6.8 Understanding the need for planning	6.7.1 Knowledge and understanding of my organisation's insurance policy	List the policies, the cover they provide and any conditions attached
	6.8.1 Understanding of the importance of planning	Plan a youth work session, noting timings, activities, those involved, etc
	6.8.2 Understanding of the importance of involving young people in planning	Describe how and why you have or would involve young people in planning an event <b>Conti...</b>

<p>6.9 Understanding the need for and the range of recording that occurs</p> <p>6.10 Understanding the need for evaluating and reflecting on the work I do with young people</p> <p>6.11 Understanding the theological reasons for a safe environment when working with young people</p>	<p>6.9.1 Awareness of the recordings expected from my organisation and the reasons for them</p> <p>6.10.1 Understanding the importance of evaluation and reflection</p> <p>6.11.1 Understanding of why young people deserve a safe environment</p>	<p>List the records kept, the reason why and state if they are confidential or not</p> <p>Consider some questions that could be used to evaluate and reflect on a piece of youth work and then use them to evaluate and reflect on a session or activity you have been involved in</p> <p>List the insights that Genesis 1:27 has for the way you work with young people</p>
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## Archbishops' Certificate

### 1. The Worker as an Individual

Competencies	Learning Outcomes	Suggested Evidence of Achievement
1.1 Recognise who I am	1.1.1 Ability to identify and reflect on my values and beliefs and how they influence each aspect of my life	Describe how, over the last five years, your beliefs and values have changed and the key points of growth  Describe how your values have shaped your faith and your faith your values
1.2 Recognise what I can do	1.2.1 Ability to identify my existing strengths and weaknesses, recognising how I can work with these and know which ones are appropriate to develop	In developing new skills and/or enhancing present ones, describe the values which will underpin and decide the priority for your personal development and work with young people
1.3 Recognise and reflect on my life journey so far	1.3.1 Awareness of the main theories of faith development	Describe briefly, using one of the faith development theories, how this relates to you
1.4 Developing my ability to reflect on my skills and practice	1.4.1 Ability to reflect critically on all aspects of my life and work  1.4.2 Identification of an appropriate person to support me, including my faith development	Describe an example where you have used your reflective skill
1.5 Understanding of the importance of my on-going personal development	1.5.1 Ability to be able to identify and use appropriate support and development opportunities	Note at least two examples where you have used appropriate support and two where you have taken the opportunity for development, including one which has enabled you to grow as a Christian
1.6 Developing my ability to reflect theologically	1.6.1 Ability to begin to reflect on my beliefs and work with young people	Using your preferred model, reflect theologically on an aspect of your beliefs in relation to your work with young people

## Archbishops' Certificate

### 2. The Worker and Young People

Competencies	Learning Outcomes	Suggested Evidence of Achievement
2.1 Developing an understanding of young people	<p>2.1.1 Ability to understand the cultures of the young people I work with</p> <p>2.1.2 Ability to enable young people to understand the importance of the spiritual dimension of their lives</p> <p>2.1.3 Ability to help young people explore their values, ideals and how their local communities relate to their beliefs, goals and life</p> <p>2.1.4 Ability to enable young people to engage with Christianity, to develop understanding and grow in faith</p> <p>2.1.5 Understanding of the similarities and differences between the world of young people and that of the church</p>	<p>Take two of the local cultures of young people and compare and contrast them with each other, including their values and ideals</p> <p>Describe how you have or could provide opportunity for young people to explore and develop their spirituality</p> <p>Describe how two of the values of the young people you work with have affected their life in the community and with their peer group</p> <p>Take one of the above cultures and compare and contrast with the culture of your church/organisation</p>
2.2 Developing opportunities for young people to learn	<p>2.2.1 Understanding of the learning cycle and how this can be used in my work with young people</p> <p>2.2.2 Understanding of how to create appropriate 'sessions' to enable young people to grow holistically</p> <p>2.2.3 Developing the ability to utilise informal opportunities for young people's personal development, including faith</p>	<p>Describe a piece of work with young people where you have enabled them to reflect upon their own experience(s), including identifying their goals, values and support</p>
		<b>Conti....</b>

<p>2.3 Developing and maintaining relationships with young people</p> <p>2.4 Developing an understanding of how God values, has used young people and still does</p> <p>2.5 Developing the skills needed to empower young people to represent themselves</p> <p>2.6 Developing the understanding and skills needed to ensure the work is underpinned by both the key youth work and Christian values</p>	<p>2.3.1 Knowledge of the barriers to effective communication and how to overcome these</p> <p>2.3.2 Ability to be able to use appropriate youth worker roles</p> <p>2.4.1 Ability to be able to recognise why God uses different ways of relating to different (young) people and the importance of this for my work</p> <p>2.4.2 Ability to recognise how God enables young people to use their gifts</p> <p>2.5.1 Ability to work with young people to enable them to represent themselves</p> <p>2.6.1 Understanding of the key values (including Christian values) for working with young people</p> <p>2.6.2 Ability to be able to use these values to underpin my work</p>	<p>Identify barriers to effective communications with groups and individuals and note how these can be overcome/tackled</p> <p>List the different roles a youth worker might have and identify in what context each of these is appropriate</p> <p>Describe, by using biblical examples, two ways in which you can relate to young people and how they can be encouraged to relate to others</p> <p>Describe two ways in which you can encourage young people to develop their gifts in God's service</p> <p>Describe how you have or could work with young people to enable them to represent themselves</p> <p>Describe a piece of work, identifying how the key values of working with young people have impacted on it – both in planning and delivery</p>
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## Archbishops' Certificate

### 3. The Worker and their Team

Competencies	Learning Outcomes	Suggested Evidence of Achievement
3.1 Understanding the differences between friendship and working relationships	3.1.1 Ability to work with a range of relationships within the appropriate boundaries	List the range of youth work relationships you are involved with and note the appropriate behaviour for each one
3.2 Understanding the importance of the breadth of working relationship and networks	3.2.1 Identify the importance and role of each of these relationships and networks	Assess the strengths and weaknesses of each relationship and network. Identify one from each which needs to be maintained or strengthened and how this can be achieved
3.3a Understanding of working as a team and as an individual	3.3.1 Ability to work with team members recognising their strengths, weaknesses and Christian understanding	Illustrate how you can use individual strengths, weaknesses, gifts and skills in your work with young people
3.3b Understanding of the tensions which may arise	3.3.2 Ability to recognise different roles individuals can play and the effect these can have	
3.4 Understanding of how to use gifts and talents	3.4.1 Ability to identify gifts and talents and to encourage the appropriate use and development of them	
3.5 Understanding of the importance of maintaining open communication between my fellow workers and the organisation	3.5.1 Identify the barriers to effective communications and strategies to overcome these	List the barriers which have or could prevent good communications within the team, noting ways in which these have or could be resolved
3.6 Understanding that others will have differing beliefs, values and attitudes to me	3.6.1 Identify the ways in which my belief, values and attitudes (including prejudices) affect my working relationship with others	Identify two people who appear to have different beliefs, values and attitudes to you. Describe how your understanding of the Christian faith can help you to create and sustain relationships with them

## Archbishops' Certificate

### 4. The Worker and their Organisation

Competencies	Learning Outcomes	Suggested Evidence of Achievement
4.1 Understanding my role within the organisation	<p>4.1.1 Ability to work with structures</p> <p>4.1.2 Ability to work within the lines of accountability</p> <p>4.1.3 Identify how individual responsibilities can be used for the benefit of the young people</p>	Illustrate how you can use the structures, both of your organisation and wider, for effective and safe work with young people
4.2 Understanding the role of the organisation in the wider community	4.2.1 Identify how the organisation sees itself in relation to the wider community and vice versa	
4.3 Understanding the role of the organisation in work with young people	4.3.1 Identify how the young people can participate in the organisation	Describe a piece of work which could, or has, enabled young people to influence the organisation
4.4 Understanding the work of agencies which provide support for young people	4.4.1 Identify sources of support for young people within and outside the organisation	List appropriate bodies which provide support to young people and note in what circumstances you would encourage young people to contact them
4.5 Understanding of the biblical models of 'organisations'	4.5.1 Awareness of the impact that the father-in law of Moses had on the way Moses dealt with issues on the journey to the promised land (Exodus 18)	Moses learnt from the wisdom of his father-in-law. Identify those in or linked to your organisation that have influenced your working practice with young people

## Archbishops' Certificate

### 5. The Worker and the Community

Competencies	Learning Outcomes	Suggested Evidence of Achievement
5.1 Understanding of what a community is	5.1.1 Identify different models of community	Describe two different models of community to which you belong or have observed and note the similarities and differences
5.2 Understanding of the communities to which I belong	5.2.1 Ability to work sensitively with a range of communities	Illustrate how you have related, with sensitivity, to a community of young people, noting positive values and behaviours
5.3 Understanding of the communities to which the young people belong	5.3.1 Identify the characteristics, including values and behaviour, of the communities the young people belong to	List five positive and five negative implications of living in a multi-cultural society and note the impact and/or potential impact on young people
5.4a Understanding of the influences local and global communities have on each other	5.4.1 Identify the impact living in a multi-cultural society has on my relationship within the community	Describe how Micah 6:8 relates to both your work with young people and the Church's mission
5.4b Understanding the relationship between community and ethnicity	5.5.1 Identify the aspects of community in Micah 6:8	Describe how you have or could enable young people to engage positively with communities
5.5 Understanding of the essence of a Christian community	5.6.1 Ability to assist young people to engage positively with their communities	Describe a situation where you have been or could be an advocate for young people
5.5b Understanding of how an Anglican church can influence the community	5.7.1 Ability to advocate, on behalf of young people, when and where appropriate	
5.6 Understanding of how to enable young people to engage with their communities		
5.7 Understanding situations where I need to be an advocate		

## Archbishops' Certificate

### 6. The Worker, Policies and Procedures

Competencies	Learning Outcomes	Suggested Evidence of Achievement
6.1 Understanding the policies and procedures that underpin youth work practice in my organisation <i>e.g. health and safety, equal opportunities, discrimination, acceptable behaviour</i>	6.1.1 Understanding the policies and the principles on which they are based	Take one of the policies and describe why it is important and the principles behind it
6.2 Understanding my role in implementing policies	6.2.1 Awareness of roles and responsibilities of those involved in working with young people in my organisation	Describe the roles and responsibilities of those in your youth work team
6.3 Understanding of what is meant by 'safe environment'	6.3.1 Ability to identify the different levels of safe environment	By looking at your youth work programme, for the past six months, identify the different levels of safe environment which were needed.
6.4 Understanding of how 'safe environment' impacts on my work	6.4.1 Ability to carry out risk assessments	Complete two risk assessments, one for a piece of work on home territory and the other for taking a group away. (One of these should be completed in partnership with a group of young people)
6.5 Understanding of the importance of working with young people to create a safe environment and manage risks	6.5.1 Ability to work with young people to recognise hazards to safety both inside and outside the youth work environment	
6.6 Understanding of how the Child Protection Policy impacts on my work	6.6.1 Understanding of how my organisation's Child Protection Policy relates to wider umbrella bodies and government expectations	Describe how the policy relates to any wider body. Also describe why and how it was created and the key elements of it
		<b>Conti...</b>

<p>6.7 Understanding the need and function of insurance</p> <p>6.8 Understanding the need for planning</p> <p>6.9 Understanding the need for and the range of recording that occurs</p> <p>6.10 Understanding the need for evaluating and reflecting on the work I do with young people</p> <p>6.11 Understanding the theological reasons for a safe environment when working with young people</p>	<p>6.7.1 Ability to comply with the conditions that need to be fulfilled to 'activate' the cover of the insurance policies in operation within my organisation</p> <p>6.8.1 Ability to be able to plan creatively and involve others, including young people, at all stages</p> <p>6.9.1 Ability to make the range of recordings required in my organisation and provide for their safe storage</p> <p>6.11.1 Ability to use different methods of evaluating and reflecting on my work</p> <p>6.11.1 Ability to reflect theologically about the environment I create for young people</p>	<p>Describe how you would ensure these conditions are met within the normal environment and when taking a group away</p> <p>Describe two events you have planned, showing how you have involved others in this process as well as taking young people's views into consideration</p> <p>Describe the records you keep, the need for them and how they are stored</p> <p>Identify a piece of youth work and describe three different ways in which you could evaluate it</p> <p>Describe how the symbols that David used to describe God's care in Psalm 18: 2, 3 inform a framework for care in youth work today</p>
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## Appendix

- Sample contact form
- Sample course evaluation form
- Session reflection sheet
- Observation sheet
- Portfolio record grid
- Resources available from the National Youth Adviser



**Diocese of xxxxxxx**  
**and**  
**The Education Division of the Archbishops' Council**  
**“working together ‘with’ and ‘for’ young people”**

**Training Event Evaluation**

**What led you to attending this training event?** [please tick the appropriate box]

Recommended by Diocesan personnel	Diocesan mailing	Diocesan website information	Nationally provided information	Other
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**How did you book the training?** [please tick the appropriate box(es)]

By telephone	By email	By postal mail	By text message	Other
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**Please may we have your views of the training:** [please tick one box per criteria]

<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
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Information provided prior to the event:

Ease and efficiency of booking:

Location and accessibility of the venue:

Quality of venue and amenities:

Content of training provided:

Method(s) of delivering the training:

Quality of delivery by the tutors(s):

**Did this training meet your needs and expectations?**

Yes

No

***Please add any comments you would like to make overleaf.***

Name (optional) .....

Date of training: .....

Please return this completed form to your tutor at the end of the event. This will be used in strict confidence for the purpose of improving the provision of training in the future. Thank you.

## Reflection on the Session

**Date of Session**.....  
**Range**.....

**Time of session**:.....

**Age**

**Describe what planning took place**

**What was the aim of the session?**

**What was included and why?**

**Give a brief outline of what happened in the session**, including conversations, interventions, behaviour, etc

**Reflection**

**List up to four moments or issues from the session which you would like to reflect on**

***For each of the above please identify:***

why you chose it

how you reacted, both outwardly and inwardly, to all those involved

if this affect your understanding of the way you work with young people and if so in what way(s)

what this says, if anything, about your theology of both working with young people and young people

**Key learning from the session**

**Points for action**

## Feedback from Observation

Name of Observee:

Name of Observer:

Venue:

Date of Observation:

Type of session:

Age range of young people at session:

*Please comment on the following:*

- **Setting the environment** – *physical, ethos, etc*
  
- **Management of session** – *planning and implementation*
  
- **Worker's role during the session** – *identification of and how this was carried out (styles and roles)*
  
- **Interventions** – *young people, adults, etc*
  
- **Effectiveness when working:**

One to one

Group

Discussion

Activity

With young people

With colleagues

**Any other comments**

**I ..... have observed ..... working with young  
people and have given feedback following this observation.**

**Signed: .....**

**Date: .....**




**Date Completed:** \_\_\_\_\_ **Participant's Signature:** \_\_\_\_\_

*Comments:*

**Date Assesses:** \_\_\_\_\_ **Assessor's Signature:** \_\_\_\_\_

*Comments:*

**Date Moderated:** \_\_\_\_\_ **Moderator's Signature:** \_\_\_\_\_

*Comments*

:

## **Resources available from the National Youth Adviser**

- Portfolio grid for referencing Learning outcomes
- Cross referencing to the National Occupational Standards (NOS)
- Cross referencing to the DfES Common Core for Children's Workforce (this includes young people)
- Cross referencing to Spectrum - a programme for training Christian Youth Workers
- Cross referencing to the Engage training course (CYM)
- Cross referencing to 'What Every Youth Worker Should Know' (Oasis)