Higher National Unit Specification

General information for centres

Unit title: Youth Work**:** Understanding and Exploring Youth Work

Unit code: F7FA 33

Unit purpose: This Unit is designed for those who work or wish to work in the field of Youth Work, either as volunteers or in paid employment. This Unit is the first of three Units introducing participants to youth work and will normally be delivered as part of the Professional Development Award in Youth Work at SCQF level 6. The Unit introduces candidates to the context, core values and principles which underpin youth work and raises awareness of the issues facing young people and those working with them. It provides underpinning knowledge and understanding for the National Occupational Standards for Youth Work.

On completion of the Unit the candidate should be able to:

1   Explain the current context of youth work in Scotland
2   Outline current definitions of youth work in Scotland
3   Explain the core values and principles underpinning youth work
4   Outline the factors which may impact on youth work practice

Credit points and level: 1 HN Credit at SCQF level 6: (8 SCQF credit points at SCQF level 6*)

SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Recommended prior knowledge and skills: There are no pre-entry requirements for this Unit. However, it may be beneficial for candidates to have some experience, paid or voluntary, in working with young people.

Core Skills: There is no automatic certification of Core Skills in this Unit. However, there may be opportunities to develop aspects of the Core Skills of *Communication* and *Information and Communication Technology*.

General information for centres (cont)

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes. This Unit is a mandatory Unit in the PDA Youth Work at SCQF level 6.

Assessment: This Unit could be assessed by a mix of the following types of assessment: multiple choice; short-answer questions and/or extended responses which could be based on a case study. Alternatively, it could be assessed holistically by an extended response which covers the Evidence Requirements for all four Outcomes.

Higher National Unit specification: statement of standards

Unit title: Youth Work: Understanding and Exploring Youth Work

Unit code: F7FA 33

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explain the current context of Youth Work in Scotland

Knowledge and/or Skills

♦   Range of settings where youth work occurs
♦   Key features of youth work provision
♦   Legislative and policy frameworks
♦   Roles and responsibilities of staff

Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

♦   Describe the settings in which youth work may take place
♦   Describe national priorities
♦   Explain the key features of youth work provision
♦   Identify the main legislation and policies covering working with young people
♦   Identify key responsibilities of staff

Assessment Guidelines

Outcome 1 could be assessed by a range of questions which could be multiple choice, short answer or extended response. Alternatively, the Outcome could be assessed holistically with the other three Outcomes.

Higher National Unit specification: statement of standards (cont)

Unit title: Youth Work: Understanding and Exploring Youth Work

Outcome 2

Outline current definitions of youth work in Scotland

Knowledge and/or Skills

♦ Historical context
♦ Current definitions

Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

♦ Explain what youth work is
♦ Identify key historical influences
♦ Describe a current definition of youth work in practice

Assessment guidelines

Outcome 2 could be assessed by a range of questions which could be multiple choice, short answer or an extended response. Alternatively, the Outcome could be assessed holistically with the other three Outcomes.

Outcome 3

Explain the core values and principles underpinning youth work

Knowledge and/or Skills

♦ Principles of youth work
♦ Core values relating to youth work

Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

♦ Identify core values relating to youth work
♦ Describe two key principles of youth work
♦ Explain these principles in relation to the role of youth worker and how this would impact on youth work practice

Assessment Guidelines

Outcome 3 could be assessed by a range of questions which could be multiple choice, short answer or an extended response. Alternatively, the Outcome could be assessed holistically with the other three Outcomes.

Higher National Unit specification: statement of standards (cont)

Unit title: Youth Work: Understanding and Exploring Youth Work

Outcome 4

Outline the factors which may impact on youth work practice

Knowledge and/or skills

♦   Social and psychological influences affecting young people
♦   Policies and procedures relating to the organisational context
♦   Rights and responsibilities of young people in relation to youth work
♦   Risk assessment and management

Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

♦   Describe the social and psychological influences affecting young people
♦   Describe how policies and procedures impact on youth work practice
♦   Identify potential risk factors
♦   Identify rights and responsibilities of young people
♦   Describe potential barriers to participation

Assessment Guidelines

Outcome 4 could be assessed by a range of questions which could be multiple choice, short answer or an extended response. Alternatively, the Outcome could be assessed holistically with the other three Outcomes.

Administrative Information

Unit code: F7FA 33

Unit title: Youth Work: Understanding and Exploring Youth Work

Superclass category: PN

Date of publication: August 2009

Version: 01

History of changes:

Version	Description of change	Date

Source: SQA

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre for further details, telephone 0845 279 1000.

Higher National Unit specification: support notes

Unit title: Youth Work: Understanding and Exploring Youth Work

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is the first of three Units introducing participants to youth work and will normally be delivered as part of the Professional Development Award: Youth Work at SCQF level 6. This Unit is designed to introduce candidates to the core values, principles and theory which underpin working with young people and to raise awareness of the issues facing young people and those working with them.

It provides underpinning knowledge and understanding for the National Occupational Standards (NOS) for Youth Work as devised by the Sector Skills Council Lifelong Learning UK. Candidates will normally be following a training programme for youth workers.

Outcome 1

Outcome 1 introduces candidates to the current context of youth work in Scotland.

This focuses on the current context in relation to policy and practice. Candidates should develop an understanding of current key policies and documents such as:

♦ Working and Learning Together (WALT), National Youth Work Strategy and Volunteering Action Plan
♦ Valuing Young People (Youth Framework)
♦ National Occupational Standards for Youth Work
♦ Curriculum for Excellence
♦ Getting It Right for Every Child (GIRFEC), Statement on the Nature and Purpose of Youth Work

Candidates will be expected to examine a small range of key policies in relation to their specific situation. (It should be noted that these are current examples and will require updating where relevant.)

Candidates should also be made aware of the key responsibilities of staff, the types of staff, eg paid and voluntary, and the particular roles and responsibilities within their own organisation. They should understand how Government priorities feed into local provision, for example through community planning processes, single outcome agreements, etc.

Outcome 1 should also allow candidates to examine a range of local and thematic contexts for youth work such as youth clubs, youth cafes, uniformed groups, outdoor and detached work, online, health initiatives, single issue work and peer education. Candidates should also be given information on approaches and methods, for example formal, non-formal and informal. Candidates should recognise that youth work staff may be paid or volunteer, part-time and full-time.

Higher National Unit specification: support notes (cont)

Unit title: Youth Work: Understanding and Exploring Youth Work

Outcome 2

Outcome 2 introduces candidates to the current definitions of youth work in Scotland.

The focus should be on the current policy definition of youth work and other definitions from employers and other professionals and academics.

Current definitions include:

Working and Learning Together (WALT)

'Engaging with young people to facilitate their personal, social and educational development and enable them to gain a voice, influence and a place in society'

This definition is usefully complemented by reference to the *Statement on the nature and purpose of youth work* (2005) developed by the youth work sector, led by YouthLink Scotland, the national agency for youth work.

At UK level the youth work sector through Lifelong Learning UK have developed *Professional and National Occupational Standards*. In the Functional Map the key purpose of youth work is to:

'Enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential.'

Other definitions are available in the form of manifesto and benchmarking statements.

Candidates should explore at least one current definition with reference to the historical context of youth work. This could include reference to the early Sunday School, church and voluntary youth group movements from the middle of the 19th century, the beginning of uniformed groups towards the end of the 19th and early 20th centuries, the growth of statutory provision following the Albemarle Report (1960) and the developments in more issue-based and targeted work in the latter half of the 20th century. Specific focus on the place of youth work within a community education service following the 1975 Alexander Report would also be relevant.

Candidates should be introduced to the historical context of Youth Work in order to set the scene and allow an opportunity to examine how Youth Work has developed over the years. **They will not require to be assessed on the historical context in any detail.**

Higher National Unit specification: support notes (cont)

Unit title: Youth Work: Understanding and Exploring Youth Work

Outcome 3

Outcome 3 introduces candidates to the core values and principles underpinning youth work.

Candidates should be made aware of how these values and principles influence the planning, implementation and evaluation of all youth work activities.

Candidates could also draw on UK wide values and should be aware of YouthLink Scotland's *Statement on the nature and purpose of youth work (*2005) which was endorsed by the sector in Scotland and sets out the context, purpose and three essential features of youth work:

♦ Young people choose to participate
♦ The work builds from where young people are
♦ Youth work recognises the young person and the youth worker as partners in the learning process

Candidates could also draw on UK wide values and principles for youth work as defined in:

♦ The Professional and National Occupational Standards for Youth Work and related professions

Comparisons could also be made with reference to Government definitions as referred to in Working and Learning Together (WALT) and the National Youth Work Strategy, featured in Outcome 1.

Outcome 4

Outcome 4 outlines the factors which may impact on youth work practice.

Candidates should be aware of the social and psychological influences affecting young people. These include:

♦ personal relationships
♦ peer, adult and media influence
♦ health effects, abilities/disabilities
♦ use and misuse of drugs, alcohol and other substances
♦ isolation, stigmatism and discrimination
♦ inclusion and exclusion
♦ inequalities and stereotyping, eg race, religion, gender, sexual orientation
♦ community safety and risk
♦ violence and conflict
♦ political and social barriers
♦ school

It is important to note that the list above is not exhaustive, and also that candidates are not required to cover all aspects/influences set out in the list. It is, however, important that the discussions and research should be relevant to the needs of young people in the particular youth organisation.

Higher National Unit specification: support notes (cont)

Unit title: Youth Work: Understanding and Exploring Youth Work

Policies and procedures affecting youth work practice at the local organisational level should be outlined and looked at critically. Current priorities are child protection and health and safety and it is recommended that these are examined in the context of one specific organisation.

Awareness of young peoples' rights and responsibilities as they relate to youth work practice is also key. Young peoples' rights, as enshrined in the *UN Convention on the Rights of the Child* is an important starting point, as is the discourse around young peoples' responsibilities and citizenship, and youth works' role in promoting youth participation and empowerment.

Useful websites for this Unit include:

YouthLink Scotland: the national agency for youth work
www.youthlinkscotland.org

Scottish Government:

    Learning Connections
    http://www.scotland.gov.uk/Topics/Education/Life-Long-ningConnections

    Standards Council for Community Learning and Development
    http://www.scotland.gov.uk/Topics/Education/Life-Long-
    Learning/LearningConnections/StandardsCouncil

    Youth Work:
    http://www.scotland.gov.uk/Topics/People/Young-People/YouthWork

Lifelong Learning UK: the sector skills council for lifelong learning including youth work.
www.lluk.org;
http://www.lluk.org/scotland.htm

Informal education website
http://www.infed.org

Youth Council for Northern Ireland
http://www.ycni.org/

Voluntary Youth Network for Northern Ireland.
http://www.youthnetni.org.uk/

Welsh Assembly Government
http://wales.gov.uk/topics/childrenyoungpeople/?lang=en

CWVYS: Council for Wales of Voluntary Youth Services
http://www.cwvys.org.uk/en/

NYA: The National Youth Agency in England
www.nya.org.uk

Higher National Unit specification: support notes (cont)

Unit title: Youth Work: Understanding and Exploring Youth Work

NCVYS: National Council for Voluntary Youth Services
http://www.ncvys.org.uk/

Useful publications for this Unit include:

Working and learning together to build stronger communities,
Scottish Executive Guidance for Community Learning and Development
http://www.scotland.gov.uk/Publications/2004/02/18793/32157

Moving Forward: National Youth Work Strategy
http://www.scotland.gov.uk/Publications/2007/03/08113759/0

National Youth Work Strategy: Volunteering Action Plan
http://www.scotland.gov.uk/Publications/2007/11/26110321/0

Valuing Young People: Principles and connections to support young people achieve their potential
http://www.scotland.gov.uk/Publications/2009/04/21153700/0

Building on *Working and Learning Together to Build Stronger Communities*: A joint statement on community learning and development (CLD), including adult literacy and numeracy (ALN), by the Scottish Government and COSLA
http://www.scotland.gov.uk/Topics/Education/Life-Long-Learning/LearningConnections/cldjointstatement

Statement on the nature and purpose of youth work
http://www.youthlinkscotland.org/Index.asp?MainID=7616

Professional and National Occupational Standards for Youth Work
http://www.lluk.org/national-occupational-standards.htm

Subject benchmark statement: *Youth and community work*
http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/YouthandCommunity09.pdf

Same Difference
http://www.scotland.gov.uk/topics/education/life-long-learning/learningconnections/research

Higher National Unit specification: support notes (cont)

Unit title: Youth Work: Understanding and Exploring Youth Work

GUIDANCE ON THE DELIVERY AND ASSESSMENT OF THIS UNIT

This Unit is one of three mandatory Units in the PDA Youth Work SCQF level 6 which is designed to provide candidates with professional knowledge, values and skills related to working with young people in a youth work setting. The focus of the Units is on the needs of the youth worker to perform efficiently. The Unit should be delivered in a way that enables the candidate to appreciate its relevance to his/her own occupational area. Throughout the Unit candidates should be encouraged to apply what they are learning to the youth work setting in which they are working.

Candidates are not required to know about definitions and/or policy in detail but should be able to relate these to their own work situation.

This Unit is normally delivered as the first of the three Units in the PDA Youth Work SCQF level 6, as it provides the underpinning knowledge for the other two Units. However, it is a free-standing Unit and may be delivered as such for purposes of Continuing Professional Development.

As the Unit is knowledge-based, candidates should be encouraged to research aspects of specific interest. There could also be opportunities for input from practitioners. Case studies could be used to allow candidates to explore and examine particular aspects of youth work, while considering the values and principles.

The Unit has four Outcomes and each of these Outcomes could be assessed separately by one or more assessment modes such as short answer questions, multiple choice questions, or an extended response. Alternatively the Unit could be assessed holistically. This could be by an extended response.

Opportunities for developing Core Skills

There is no automatic certification of Core Skills or Core Skill components in this Unit. However there are ample opportunities to develop aspects of the Core Skills in *Communication* (Written and/or Verbal) and *Information and Communication Technology* through the assessments for the Unit.

Open learning

This Unit could be delivered by Open learning. However, while candidates would study outwith the centre using materials provided, it would be necessary to attend the centre at intervals for workshops and assessments. For further information on Open and Distance Learning, please refer to the SQA publication *Assessment and Quality Assurance of Open and Distance Learning*.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

General information for candidates

Unit title: Youth Work: Understanding and Exploring Youth Work

This Unit is designed to introduce you to the values and principles which underpin working with young people. It is the first of three Units on Youth Work which make up the Professional Development Award (PDA) in Youth Work at SCQF level 6.

The Unit introduces you to the context, core values and principles which underpin youth work and raises awareness of the issues facing young people and those working with them. It provides underpinning knowledge and understanding for the National Occupational Standards for Youth Work.

This Unit is for you if you work or wish to work with young people in youth work settings, either as a volunteer or in paid employment.

On completion of the Unit you should be able to:

♦ Explain the current context of youth work in Scotland
♦ Outline current definitions of youth work in Scotland
♦ Explain the core values and principles underpinning youth work
♦ Outline the factors which may impact on youth work practice