



## Higher National Unit Specification

### General information

**Unit title:** Childhood Practice: Youth Services (SCQF level 9)

**Unit code:** FD95 36

**Superclass:** PN

**Publication date:** March 2019

**Source:** Scottish Qualifications Authority

**Version:** 02

### Unit purpose

This unit has been designed to allow learners to explore contemporary ideas and research in relation to the leadership and management of services for young people, to identify current trends in legislation, policy and frameworks and the relationship to leadership and management of youth services.

### Outcomes

On successful completion of the unit the learner will be able to:

- 1 Develop knowledge and understanding of the breadth of research and services for young people.
- 2 Analyse other factors that influence services for young people.
- 3 Evaluate leadership and management perspectives of youth services.

### Credit points and level

1 Higher National Unit credit at SCQF level 9: (8 SCQF credit points at SCQF level 9)

## Higher National Unit Specification: General information (cont)

**Unit title:** Childhood Practice: Youth Services (SCQF level 9)

### Recommended entry to the unit

Learners should already have qualifications that meet the requirements of the Scottish Social Services Council for practitioner (SCQF level 7) and have relevant qualifications at SCQF level 8.

Learners should be working at lead practitioner or manager level within a day care service for children and young people.

Learners should have well-developed communication and interpersonal skills and be able to demonstrate the ability to think analytically and reflectively.

### Core Skills

There are opportunities to develop the Core Skill(s) of *Communication, Working with Others* and *Problem Solving* in this unit, although there is no automatic certification of Core Skills or Core Skills components.

Learners who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communications Technology* and *Numeracy* depending on the variety of data gathered and how the data is presented.

### 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 optional unit within the Group Award Childhood Practice: Level 9 qualification.

This unit should integrate with the unit: *Leadership and Management Practice (Workplace Practice)*.

### Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Higher National Unit Specification: Statement of standards

**Unit title:** Childhood Practice: Youth Services (SCQF level 9)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

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. Learners 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

Develop knowledge and understanding of the breadth of research and services for young people.

#### Knowledge and/or skills

- ◆ Research
- ◆ Current research on social issues related to young people, including sociology and social policy
- ◆ Current research into youth identity including rights, poverty, culture, gender, ethnicity, sexuality, education and youth culture
- ◆ Current research contemporary concepts related to young people
- ◆ Current research on services for young people

### Outcome 2

Analyse other factors that influence services for young people.

#### Knowledge and/or skills

Policy factors affecting services for young people:

- ◆ Legislation
- ◆ Policies
- ◆ Frameworks

Key factors affecting services for young people:

- ◆ Youth cultures
- ◆ Cultural and social influences
- ◆ Socio-economic influences
- ◆ Race, ethnicity, gender, sexuality and equality
- ◆ Family or other adult support
- ◆ Relationships with key authorities
- ◆ Availability of facilities

## Higher National Unit Specification: Statement of standards (cont)

**Unit title:** Childhood Practice: Youth Services (SCQF level 9)

### Outcome 3

Evaluate leadership and management perspectives of youth services.

#### Knowledge and/or skills

Sources of information:

- ◆ participation and inclusion of young people
- ◆ inside the organisation
- ◆ within the community
- ◆ national policies and frameworks

Drivers for change:

- ◆ consultation with young people
- ◆ legislation and regulation
- ◆ government policy/strategy
- ◆ available resources
- ◆ policies and strategies of the organisation
- ◆ community needs and expectations

#### Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

##### Outcome 1

The learner will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ identify a range of data sources and resources
- ◆ gather data from a range of sources on services for young people

Learners will be required to develop their knowledge of the relevant research and services available and also show an awareness of the wider implications for young people. It is anticipated that the research used will be that which has impacted on the provision of services for young people.

##### Outcome 2

The learner will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ examine the key legislation, policies and frameworks affecting young people
- ◆ critically analyse the effects on services for young people of all relevant key factors
- ◆ examine the effects on young people and their communities

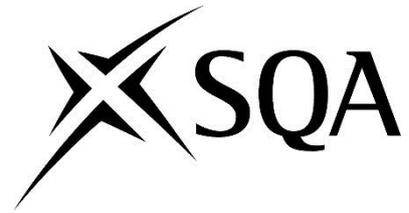
## Higher National Unit Specification: Statement of standards (cont)

**Unit title:** Childhood Practice: Youth Services (SCQF level 9)

### Outcome 3

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ present an evaluation of the factors affecting leadership and management of services for young people
- ◆ critically analyse the underpinning key concepts and principles for working with young people
- ◆ detail the key benefits to communities of quality services for young people
- ◆ evaluate the goals (short-term, medium-term and long-term) for the management of services for young people based on research



## Higher National Unit Support Notes

**Unit title:** Childhood Practice: Youth Services (SCQF level 9)

Unit support notes are offered as guidance and 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 a mandatory/option within the SCQF level 9 Award – Childhood Practice.

The unit may also be used as a freestanding unit by learners in relevant employment who wish to develop and/or enhance their skills as a form of Continuing Professional Development (CPD).

The unit is linked to the unit: *Childhood Practice: Leadership and Management (Workplace Practice)* and there will be opportunities for the learner to utilise many of the transferable skills developed. These may include but are not confined to:

- ◆ critical evaluation
- ◆ self motivation
- ◆ knowledge of current best practice
- ◆ investigative skills
- ◆ professional papers
- ◆ government policies
- ◆ own workplace practice and policy, etc

### Guidance on approaches to delivery of this unit

At this level, learners are expected to have considerable experience in and knowledge of the industry and be capable of independent work with some support and guidance.

#### Outcome 1

Learners will require an understanding the issue surrounding the factors that influence youth services and how this impacts on young people. There is a need to develop an understanding of research into developing services for young people. Learners should be directed to some key sources – examples being; contemporary research, government website, policy documents, regulatory bodies, social, cultural and community influence, etc. This is not meant to be an exhaustive list and at all times, learners should be directed toward material, which is both current and relevant. Many of the factors that affect young people are based on society norms, understanding of young culture, media influences, etc. These have similarities with other counties and some factors do not always seem to cross

## Higher National Unit Support Notes (cont)

**Unit title:** Childhood Practice: Youth Services (SCQF level 9)

borders due possibly to cultural or societal differences. Learners should examine some such factors as they may influence young people in contemporary society.

It should be noted that there may be different views and opinions on these areas of study and the learners should evaluate and analyse these diverse points of view.

### Outcome 2

Learners will be expected to use the initial relevant data which they have gathered to further develop a more detailed understanding of the effects that the factors can have on policy related to young people.

Learners should be made aware (possibly involving group discussion) of the large number of factors that can influence the services for young people – including:

- ◆ Youth cultures
- ◆ Cultural and social influences
- ◆ Socio-economic influences
- ◆ Family or other adult support
- ◆ Relationships with key authorities
- ◆ Availability of facilities

The learner should be supported in considering the many opposing and diverse views on a number of the issues related to young people and the provision of services.

Learners may need some support and guidance but their research will be independent.

Learners should have the opportunity to consider the impact of the Scottish Social Services Council: The Standard for Childhood Practice Revised 2015; and current social policy frameworks and initiatives, such as the National Youth Work Strategy, Youth Work Outcomes, etc.

### Outcome 3

For Outcome three the learner should have the opportunity to consider the sources of information required to support the leadership and management of services for young people – how to lead and manage a youth service which allows the participation and inclusion of young people, which is part of the local community and which takes account of national policies and frameworks.

The learner should also analyse the impact and influence of key drivers for change within a youth services, these include the feedback from consultation with young people, the regulatory and legislative frameworks, and current and emerging government policy/strategy. Linking these to the policies and strategies of the organisation and understanding the needs and expectations of the community both youth and local.

The learners must also consider the practicalities of managing a youth service with some of the constraints of building, equipment and available resources.

## Higher National Unit Support Notes (cont)

**Unit title:** Childhood Practice: Youth Services (SCQF level 9)

Learners will at this stage, present the information and their analysis in the form of a detailed documented report.

The evaluation will include the learner's views and conclusions on the factors that affect management and leadership decisions and illustrate a sound understanding of the key concepts and values of the provision of services for young people.

As the unit is at SCQF level 9, it is expected that learners will provide a detailed and clearly referenced report.

### Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Learners will be assessed on the basis of a report which will cover all Outcomes in an integrated and cohesive manner.

The learner will conduct research using a variety of sources. The learner is required to produce a report (1500 words) describing and analysing existing primary research and the available services for young people, identifying current trends in legislation, policies and frameworks and evaluating their impact on the services for young people and the relationship to leadership and management of youth services.

This will be in the form of a project where the learner will present a report on their findings, for assessment.

### Assessment guidelines

#### Outcome 1

Learners should provide sufficient to meet all of the Evidence Requirements.

A holistic and integrated approach may be used. Learners will be expected to record the sources they researched for key data. This may include sources researched but not used but will include the sources used with recorded references. Learners should be encouraged to expand on the current thinking and identify the range of services available for young people and the effect that research has on policy and practice.

It is worth noting that there can be different views on some of these issues and it is the quality of research that should be taken into account for this part of the work of the learner.

Learners will need to note the sources they have used and to reference the relevant sources within the prepared report.

## Higher National Unit Support Notes (cont)

**Unit title:** Childhood Practice: Youth Services (SCQF level 9)

### Outcome 2

Learners will be expected to provide critical analysis based on their research.

All of the factors should be addressed but learners may well provide current additional factors which are also appropriate. It should be remembered that many of the influencing factors are open to interpretation and it is the quality of the data and the presented argument which should be given credit.

Learners will address these issues and link them to legislation, policies and current frameworks to illustrate the effects on different parts of the community.

### Outcome 3

The assessment will take the form of a detailed report covering all Outcomes and this Outcome will contribute to that report.

Learners be expected to provide an evaluation based on the research they have conducted. This will be referenced and conclusions and arguments will be based upon this research.

For this Outcome, the learners will examine the drivers that contribute to change and how this will develop their skills and knowledge of management and leadership for the provision for services for young people together with the factors that impact upon them.

## Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

## Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skill(s) of *Communication*, *Working with Others* and *Problem Solving* in this unit, although there is no automatic certification of Core Skills or Core Skills components.

Learners who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communications Technology* and *Numeracy* depending on the variety of data gathered and the form in which the data is presented.

## History of changes to unit

Version	Description of change	Date
02	Minor revisions to the support notes.  Unit updated into new template and formatted in line with latest house style.	26/03/19

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## General information for learners

### Unit title: Childhood Practice: Youth Services (SCQF level 9)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit is designed to allow you to further develop your skills in research, analysis and reporting.

The unit has the following Outcomes:

- 1 Develop knowledge and understanding of the breadth of research and services for young people.
- 2 Analyse other factors that influence services for young people.
- 3 Evaluate leadership and management perspectives of youth services.

The task is to conduct your own research by using appropriate sources – the Internet, government papers and policy statements, framework documents, youth service initiatives, etc (note that this is not meant to be an exhaustive or definitive list and that other resources may be used.)

Your tutor will offer support but the work will be your own. You will be required to investigate the effects that these items have had and may indeed continue to have in the future, on the management and leadership of services for young people.

You will be expected to investigate the issues, gather relevant data, record the key data and in 1,500 words, present your findings in the form of a report.

In short, you will be required to gather data, use the data to further inform the process and record and present you findings. You may support your views with the research you have carried out, or present an argument making reference to the data you have gathered.

At this level of work, it is expected that the report will be clearly referenced using a standard form of referencing and supporting you points with the data gathered. It is also possible to use data to deduce an alternative view as the subject area has room for different views in some areas. However, the arguments must be clearly presented at all times. There are a number of researchers with different views and the influence on the provision of services for young people, but there are other key factors that are major drivers for the youth services.

The final report will cover all the Outcomes and you must ensure that you have addressed all of the Knowledge and/or Skills:

- ◆ Research
- ◆ Current research on social issues related to young people, including sociology and social policy
- ◆ Current research into youth identity including rights, poverty, culture, gender, ethnicity, sexuality, education and youth culture
- ◆ Current research contemporary concepts related to young people
- ◆ Current research on services for young people

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**Unit title:** Childhood Practice: Youth Services (SCQF level 9)

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- ◆ Legislation
- ◆ Policies
- ◆ Frameworks

Key factors affecting services for young people:

- ◆ Youth cultures
- ◆ Cultural and social influences
- ◆ Socio-economic influences
- ◆ Race, ethnicity, gender, sexuality and equality
- ◆ Family or other adult support
- ◆ Relationships with key authorities
- ◆ Availability of facilities

Sources of information

- ◆ participation and inclusion of young people
- ◆ inside the organisation
- ◆ within the community
- ◆ national policies and frameworks

Drivers for change

- ◆ consultation with young people
- ◆ legislation and regulation
- ◆ government policy/strategy
- ◆ available resources
- ◆ policies and strategies of the organisation
- ◆ community needs and expectations