



Higher National Unit specification

General information

Unit title: Youth Work: Engaging with Young People (SCQF level 6)

Unit code: H9RD 33

Superclass: PN

Publication date: September 2015

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit is designed primarily for those with some experience in the field of youth work, either as a volunteer or in paid employment. However, it is also appropriate for those who wish to seek a qualification that introduces them to youth work. Learners will develop their understanding of the communication and group work skills necessary to engage with young people in a range of settings. The content of the Units is aligned with the underpinning knowledge and understanding of the National Occupational Standards for Youth Work. This Unit will normally be delivered as part of the Professional Development Award in Youth Work at SCQF level 6.

Outcomes

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

- 1 Describe a range of approaches which may be used to effectively engage with young people.
- 2 Outline relevant communication and interpersonal skills required of a youth worker.
- 3 Describe group work skills used in youth work.

Credit points and level

1 Higher National Unit credit at SCQF level 6: (8 SCQF credit points at SCQF level 6)

Recommended entry to the Unit

Entry is at the discretion of the centre, however it is recommended that candidates have some experience of youth work practice, either in a paid or voluntary capacity.

Higher National Unit specification: General information (cont)

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

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 in Youth Work at SCQF level 6.

The content of this Unit reflects aspects of the knowledge requirements of the National Occupational Standards (NOS) for Youth Work

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

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.

Higher National Unit specification: Statement of standards

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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

Describe a range of approaches which may be used to effectively engage with young people.

Knowledge and/or Skills

- ◆ Methods of engaging with young people in a range of settings
- ◆ Importance of effective engagement in a youth work context
- ◆ Barriers to engagement and how to overcome them

Outcome 2

Outline relevant communication and interpersonal skills required of a youth worker.

Knowledge and/or Skills

- ◆ Range of communication and interpersonal skills required by youth workers
- ◆ Importance of effective communication skills in a range of youth work settings
- ◆ Communication challenges and how to overcome them

Outcome 3

Describe group work skills used in youth work.

Knowledge and/or Skills

- ◆ Theories of group work relating to group work practice
- ◆ Group dynamics in youth work practice
- ◆ Importance of risk assessment
- ◆ Importance of confidentiality in the context of group work

Higher National Unit specification: Statement of standards (cont)

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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:

- ◆ Describe a minimum of three methods and approaches used to engage with young people, giving the context for their use in various settings.
- ◆ Explain why consultation with young people is important in youth work.
- ◆ State a minimum of five communication and interpersonal skills required by youth workers.
- ◆ Explain the importance of effective communication and interpersonal skills in youth work.
- ◆ Describe three methods and approaches to overcome communication breakdowns and challenges.
- ◆ Describe why young people may find it difficult to participate in youth work, and how the youth worker can help overcome barriers to engagement.
- ◆ Describe how group work theories can be applied, and how they benefit youth work practice.
- ◆ Describe how group dynamics can impact on youth work practice.
- ◆ Explain how the youth worker can utilise group work to facilitate and support change.
- ◆ Outline the risk assessment process and how it is managed.
- ◆ Describe the importance of confidentiality and how it is practised within group work settings.



Higher National Unit Support Notes

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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 one of three Units developed to introduce 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 is designed to provide learners with an understanding of the communication and group work skills necessary to effectively engage with young people in a range of settings. It also explores the importance of confidentiality and how risk assessment is applied and managed in youth work practice.

The content of this Unit has been aligned with aspects of the knowledge requirements of the National Occupational Standards (NOS) for Youth Work.

Learners will normally be following a training programme for youth workers.

Successful completion of this Unit, and specifically that of the Professional Development Award, may lead to opportunities for further study in other SQA Community Learning and Development programmes such as the PDA in Community Involvement: An Introduction at SCQF level 6, Community Involvement at SCQF level 7, the NC or HNC in Working with Communities and the SVQs in Youth Work.

Guidance on approaches to delivery of this Unit

The following topics and information should be covered within the delivery of the Unit.

Outcome 1 introduces learners to the methods of engaging with young people in a range of settings, including traditional approaches applied in detached street work and youth club environments. Examples include organising an open session with young people in an environment where they feel welcome and safe. This could be a youth club, place of worship, community centre, or a designated public open space. The times of these sessions should be age appropriate, for example early evenings for younger people and later for those beyond school age. Youth workers could facilitate each session and open the floor for young people to have their say, both individually and in groups. A range of resources could be made available, for example pens, paper, wallcharts, social media. Youth workers must ensure every young person has their say, is listened to and be part of the decision-making process. Other organisations could be invited to offer their expertise and support, increasing options for young people in areas such as gender-specific activities, issue-based discussions, including healthy lifestyles, sexual health, money advice etc. All sessions must be open to all young people, regardless of sex, sexual orientation, disability, religion and beliefs.

Higher National Unit Support Notes (cont)

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The youth worker could also organise multi-cultural sessions, discos, outdoor physical activities etc. Other engagement methods include contacting young people using social media (Facebook, Twitter, Instagram, Snapchat, etc) and SMS (Short Message Service or 'texting').

Outcome 1 allows learners to develop a knowledge and understanding of both the importance of, and the process of consulting with young people, thus allowing them (young people) to participate in decisions affecting them, taking into consideration their views, needs, wants and aspirations.

Outcome 2 requires learners to understand the importance of effective communication skills, in the various forms used to develop and maintain positive and professional working relationships with young people. These include:

- ◆ Verbal/oral communications (clarity, attitude, encouraging, positive/negative tone, etc).
- ◆ Non-verbal communications (body language, facial expressions, eye contact, passive/aggressive posture, etc).
- ◆ Listening skills (affirmation, summarising, etc).
- ◆ Counselling skills (empathic, non-judgemental, supportive, etc).
- ◆ Presentation skills (particularly in group work settings).
- ◆ Written communication (clear and concise in various languages, Braille and audio equivalents).

Learners should develop a range of the above, and learn how to apply them across various youth work settings. Introducing learners to role-play would enable them to develop and hone their communication skills. Learners should also be made aware of the potential negative Outcomes and impact of poor communication skills within youth work practice.

Outcome 2 introduces learners to strategies which could be utilised to overcome communications breakdown. These include:

- ◆ Avoiding the use of jargon
- ◆ Avoiding the use of negative or derogatory terms
- ◆ Avoiding the use of colloquialisms and slang
- ◆ Avoiding the use of taboo phrases which may insult or cause emotional distress
- ◆ Avoiding using sexist, homophobic or any other explicit humour (which would breach the Equality Act 2010)
- ◆ Avoiding the use of aggressive and threatening non-verbal communications
- ◆ Be respectful and take cognisance of different cultures, beliefs and backgrounds
- ◆ Encourage affirmation and good listening skills
- ◆ Always promote diversity in use of language and practice
- ◆ Summarising information
- ◆ Seek clarity
- ◆ Confirm information on an individual basis to avoid embarrassment

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Outcome 2 introduces learners to the importance and impact of good interpersonal skills required of youth workers, and how building positive relationships with young people encourages participation, fosters good associations and nurtures strong bonds between young people, their peers and staff. Learners should also be made aware of the potential consequences if youth workers do not demonstrate positive interpersonal skills, and how it could impact on young people, and their relationships with them.

Outcome 3

Outcome 3 introduces learners to the theories of group work, and how they can be applied in practice by youth workers. Typical group work theories include:

- ◆ Bruce Tuckman's theory of group development — five stages of group dynamics.
- ◆ Benne and Sheats' Group Rules.

Learners should recognise that the stages of group of development are fluid, and can be applied more than once as the group evolves, depending on the dynamics at any given point. Outcome 3 requires learners to have a knowledge and understanding of risk assessment in a youth work setting, focusing on:

- ◆ Identifying potential hazards (including those within youth clubs, detached youth work and residential outings).
- ◆ Identifying who may be harmed and how.
- ◆ Evaluating the risks and deciding on precautions and preventative measures.
- ◆ Recording of findings.
- ◆ Reviewing and updating risk assessments where and when necessary.

Outcome 3 introduces learners to the importance of confidentiality within the context of group work, and the impact on the group and its individual members if confidential information is breached or shared without consent. The Data Protection Act (1998) should be discussed in this Outcome.

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.

The Unit has three Outcomes and each of these Outcomes could be assessed separately by one or more open-book assessment modes such as short answer questions, multiple choice questions, or an extended response which can be based on case studies or portfolio based projects. Alternatively the Unit could be assessed holistically eg by one open-book extended response covering all Evidence Requirements. Where authentication of assessment is required, this should be validated by accurate and appropriate referencing.

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.

Higher National Unit Support Notes (cont)

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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.

Opportunities for developing Core and other essential skills

There is no automatic certification of Core Skills or Core Skill components in this Unit.

However there are opportunities to develop aspects of the Core Skills in *Communication, Information and Communication Technology (ICT), Problem Solving* and *Working with Others* through the assessments for the Unit.

Learners will also develop their transferable skills, eg a range of research techniques, time management, presentation, social awareness and responsibility and accountability.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Youth Work: Engaging with Young People (SCQF level 6)

This Unit is designed for those with experience in the field of Youth Work, either as a volunteer or in paid employment. It offers opportunities to develop practical skills and to demonstrate the application of the core values and principles of youth work in practice. It provides the underpinning knowledge and understanding for the National Occupational Standards for Youth Work.

This Unit is one of three Units developed to introduce participants to youth work and will normally be delivered as part of the Professional Development Award in Youth Work at SCQF level 6.

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

- 1 Describe a range of approaches which may be used to engage with young people.
- 2 Outline relevant communication and interpersonal skills required of a youth worker.
- 3 Describe group work skills used in youth work.

Assessment methods may include short answer questions, multiple choice questions, or an extended response which can be based on case studies or portfolio based projects.

Throughout this Unit you will develop the following Core Skills: *Communication* (both written and verbal), *Working with Others*, *Problem Solving* and *Information and Communication Technology (ICT)*.

You will also develop your transferable skills, eg a range of research techniques, time management, communication and interpersonal skills, presentation, social awareness and responsibility, the control and management of risk assessment, and issues of confidentiality.

Successful completion of this Unit, and specifically that of the PDA in Youth Work can lead to opportunities for further study in related Community Learning and Development programmes, eg:

- ◆ SVQs in Youth Work
- ◆ NC in Working with Communities
- ◆ PDAs in Community Involvement
- ◆ HNC in Working with Communities

The Scottish CLD Standards Council may offer associate membership to learners who successfully achieve the Professional Development Award in Youth Work.