Higher National Unit specification

General information

Unit title: Youth Work: Delivering Youth Work (SCQF level 6)

Unit code: H9RE 33

Superclass:	PN
Publication date:	November 2015
Source:	Scottish Qualifications Authority
Version:	02

Unit purpose

This Unit is designed for those with some experience in the field of youth work either as a volunteer or in paid employment. However, it may be appropriate for those who wish to seek a qualification that introduces them to youth work. This Unit provides opportunities to develop practical skills and to apply the core values and principles of youth work to practice. It is aligned with the underpinning knowledge and understanding for the National Occupational Standards for Youth Work. This Unit introduces participants to youth work and 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 how the core values and principles of youth work are applied in practice.
2   Assist young people to overcome barriers to youth work participation.
3   Plan, deliver and review a youth work activity.

Credit points and level

1.5 Higher National Unit credits at SCQF level 6: (12 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 learners 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

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill   Problem Solving at SCQF level 5

Core Skill component   None

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

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 how the core values and principles of youth work are applied in practice.

Knowledge and/or Skills

♦ Role and responsibilities of everyone involved in terms of promoting equality and diversity within a youth work setting
♦ How personal and professional values can impact on promoting equality and diversity, and how these values may conflict with each other
♦ Range of support resources available to youth workers, including partnership working
♦ Responsibilities of youth work organisations to promote and support good practice
♦ Importance of taking into account young people's wants, needs, skills and aspirations

Outcome 2

Assist young people to overcome barriers to youth work participation.

Knowledge and/or Skills

♦ Potential barriers to participation and how to overcome them
♦ Communication and interpersonal skills required when working with young people and colleagues, both in individual and group work settings
♦ Strategies to overcome communication difficulties
♦ Confidentiality

Outcome 3

Plan, deliver and review a youth work activity

Knowledge and/or Skills

♦ Methods of engaging with young people
♦ Current local and national policies and organisational guidelines relevant to the activity
♦ Management of physical and human resources
♦ Planning a youth work activity
♦ Professional and financial accountability
♦ Risk assessment and legislative requirements
♦ Delivering a youth work activity
♦ Evaluation of a youth work activity
♦ Reflective practice

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 why everyone involved in the delivery and participation of youth work has a role to play and responsibility for promoting equality and diversity.
♦ Explain how personal and professional values can conflict when promoting equality and diversity, and what steps must be taken to ensure anti-discriminatory practice is adhered to within a youth work setting.
♦ Describe the range of resources available to support youth workers, including the use of collaborative partner agencies.
♦ Outline the responsibilities of youth work organisations in promoting and supporting good practice.
♦ Describe how the views, skills, aspirations and needs of young people can be encouraged and utilised when delivering youth work.
♦ Identify the barriers that can potentially prevent young people's participation in youth work and the steps to be taken to overcome them.
♦ Explain the importance and impact of effective communication skills, and identify strategies to manage difficulties in this area.
♦ Describe the importance of confidentiality, and the impact it has on youth work practice.
♦ Describe effective methods for engaging with young people.
♦ Outline how local, national and organisational policies can impact on the youth work activity.
♦ Describe how physical and human resources can be utilised when carrying out the youth work activity.
♦ Produce a plan for one youth work activity.
♦ Describe the effects of accountability — both professional and financial on youth work practice.
♦ Describe the steps necessary to carry out a full risk assessment.
♦ Deliver the youth work activity in accordance with the plan.
♦ Reflect upon the activity, identifying areas of good practice and areas requiring further development.
♦ Describe the method used to evaluate the activity and explain the reasons for carrying out evaluation.

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 60 hours.

Guidance on the content and context for this Unit

This Unit is one of three Units designed 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. This Unit will allow learners to apply the core values, principles and theory which underpin working with young people to practice. It also offers opportunities to develop practical skills in the delivery of youth work activities.

This Unit has a practical aspect and is aimed at those working as volunteers or in paid employment for an organisation providing youth work and support to young people. In this Unit, the learner will be asked to apply their knowledge, understanding and professional skills to working with young people in a youth work setting.

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 Community Learning and Development programmes such as the PDAs in Community Involvement: an Introduction at SCQF level 6, the PDA in Community Involvement at SCQF level 7, the NC and HNC: Working with Communities and SVQs in Youth Work.

Outcome 1

This Outcome is about core values and principles of youth work and how they are applied in practice.

Outcome 1 introduces learners to the roles and responsibilities of everyone involved in both the delivery and participation of youth work. It focuses on the promotion of equality and diversity, explores how personal and professional values impact on youth work practice and what steps are required to manage conflicting values.

Learners will develop their understanding of the importance of involving young people in the decision making process, with an emphasis on how to meet their needs and aspirations and utilise their skills and experiences.

Higher National Unit Support Notes (cont)

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Learners will also explore the role of partnership working and the range of other resources available in supporting and delivering youth work.

Outcome 1 also requires learners to understand the role of organisations delivering youth work, including professional accountability, culture and climate.

The term Youth Work in this context would include uniformed organisations, youth clubs, detached youth work, issue based groups, youth action groups, faith groups, Achievement Awards, ethnic groups, gender groups and LGBT groups.

Outcome 2

Outcome 2 introduces learners to the range of reasons why young people may face barriers to participating in youth work and steps that can be taken to overcome them. These could include:

♦ Territorial issues
♦ Potential threats or bullying from other young people
♦ Lack of confidence
♦ No provision for the young person's particular age group
♦ Lack of resources
♦ Too gender specific
♦ Lack of interest in what is available
♦ Unsuitable opening times
♦ Staff shortages
♦ Limited access to venues
♦ Lack of consultation with young people

Learners should be made aware of the steps a youth worker can take to overcome such barriers. This includes:

♦ Consulting with the young people to hear their views and suggestions.
♦ Agreeing what provision should be made, and to the various age ranges
♦ Introducing issue-based workshops, on areas such as bullying, anti-sectarian, homophobia, sexual health etc
♦ Negotiating with partner agencies to provide resources and services (including costs)
♦ Team building games and activities
♦ Negotiating with key holders of venues for better access to facilities
♦ Apply for grants and additional funding
♦ Encourage volunteering opportunities for young people
♦ Invite local learning institutions to provide educational activities

Outcome 2 also covers the importance of good communication skills, both verbal and non-verbal and how these in turn help to overcome barriers to participation. Learners should be given examples of both good and bad communication approaches, and how it impacts on the relationships between youth worker, colleagues and young people. This can be demonstrated by use of role play exercises, which will allow learners to develop and hone their communication skills and techniques.

Higher National Unit Support Notes (cont)

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Outcome 2 will also develop the learner's awareness of the importance of confidentiality within youth work. Learners should understand the significance of a young person sharing personal information, and what steps a youth worker should take in response. This includes:

♦ Never promising a young person that they (the youth worker) will keep a secret, if the information shared poses any threat or harm to the young person or someone associated with them.
♦ Inform a young person that they (the youth worker) must discuss any potential harmful information with their line manager or third partner agency.
♦ Never reveal personal details, including names, dates of birth, address, etc to other parties without that young person's consent (or without the consent of a parent).
♦ Learners should be aware of the requirements of the Data Protection Act (1998) and the ramifications of breaching the Act to both them and their employer.

Outcome 3

Outcome 3 introduces learners to the skills required to facilitate a group work activity. This will encompass the planning, delivery and review stages, including compliance with organisational policies.

The various methods and approaches to engaging with young people should be explored, including:

♦ Outreach and street work
♦ School-bases youth activities
♦ Youth clubs
♦ Consulting with young people
♦ Asking for their help to start, develop and maintain a youth club

Learners will develop their understanding of the various local and national policies and organisational guidelines when delivering youth work activities. They should be introduced to the following:

♦ Working and Learning Together (WALT),
♦ The United Nations Convention on the rights of the Child (UNCRC)
♦ Current National Youth Work Strategy
♦ The Children and Young Peoples' (Scotland) Act 2014
♦ Valuing Young People (Youth Framework)
♦ National Occupational Standards for Youth Work
♦ Curriculum for Excellence
♦ 16+ Learning Choices
♦ More Choices More Chances
♦ Getting It Right for Every Child (GIRFEC)
♦ The Equality Act (2010)
♦ The Data Protection Act (1998)

It should be noted that the references given above are correct at the time of writing, however centres should ensure that learners have access to the most up to date legislation and policies.

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Outcome 3 requires learners to understand their role in the management of human and physical resources. This will be at an appropriate level to their role and will involve demonstrating their organisational and facilitation skills rather than as a formal 'manager'. This includes requesting the use of staff and other resources to support the delivery of youth work.

This Outcome also introduces learners to the process of planning and delivering a youth work activity, which includes:

♦   Promoting events (including promotional materials)
♦   Securing funding
♦   Requesting and securing resources from other agencies
♦   Ensuring the event satisfies the Equalities Act (2010) in terms of access, accessibility, is non-discriminatory etc
♦   Ensuring sufficient staff levels are in place
♦   Transport
♦   Have sufficient space to accommodate anticipated numbers of people attending the event
♦   Childcare facilities
♦   A full risk assessment has been carried out

Outcome 3 requires learners to develop an understanding of evaluation methods and approaches, and how the information gleaned can be used to inform future practice. They will also be asked to reflect upon their own contribution to the activity and identify areas of best practice and areas requiring further development.

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.

This Unit may be assessed holistically. All assessments are open-book, issued at times decided by the centre.

This Unit could be assessed using a range of assessment methods, eg observed assessment by supervision and case studies; work products, such as Activity Plans, completed risk assessment(s), a reflective log/diary, peer assessments, and participant evaluation.

Whether assessed holistically or by each Outcome, there should be evidence of application of skills, supplemented by a sampling of the underpinning knowledge perhaps through short-answer questions. There should be records of the activity in an agreed format which could encompass witness statements, a reflective log or diary and could include a checklist, discursive evidence, audio/video and tutor checklist. Learners should record a summary of actions to be taken as a result of the reflection/evaluation.

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* (Written and/or Verbal), *Information and Communication Technology (ICT)*, *Numeracy*, *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.

This Unit has the Core Skill of Problem Solving embedded in it, so when candidates achieve this Unit their Core Skills profile will be updated to show that they have achieved Problem Solving at SCQF Level 5

History of changes to Unit

Version	Description of change	Date
02	Core Skill Problem Solving at SCQF level 5 embedded.	24/11/2015

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

General information for learners

Unit title: Youth Work: Delivering Youth Work (SCQF level 6)

This Unit will suit you if you have some experience in the field of Youth Work, either as a volunteer or in paid employment. It offers opportunities to develop your practical skills and to demonstrate how the core values and principles of youth work are applied in practice.

This Unit is one of three Units designed to introduce you 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 you will be able to:

1   Describe how the core values and principles of youth work are applied in practice.
2   Assist young people to overcome barriers to youth work participation.
3   Plan, deliver and review a youth work activity.

Assessment methods may include observed practice, questions to test the underpinning knowledge, and could also include the following: a recording sheet, a reflective diary, an oral account, and/or the use of case studies supported by specific questions.

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

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

Successful completion of this Unit and 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.