



## **Group Award Specification for the:**

**National Progression Award (NPA) in Theory and Approaches to Youth Work at SCQF level 6**

**Group Award Code: GJ8D 46**

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## Contents

1	Introduction .....	1
2	Qualification structure.....	1
	2.1 Structure.....	1
3	Aims of the qualification .....	2
	3.1 General aims of the qualification .....	2
	3.2 Specific aims of the qualification.....	2
4	Recommended entry to the qualification.....	2
	4.1 Core Skills entry profile.....	3
5	Additional benefits of the qualification in meeting employer needs .....	3
	5.1 Mapping of qualification specific aims to Units.....	4
	5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards .....	5
	5.3 Mapping of Core Skills development opportunities across the qualification .....	6
	5.4 Assessment Strategy for the qualification .....	7
6	Guidance on approaches to delivery and assessment.....	8
	6.1 Sequencing/integration of Units.....	8
	6.2 Recognition of Prior Learning .....	8
	6.2.1 Articulation and/or progression .....	9
	6.3 Opportunities for e-assessment.....	9
	6.4 Support materials .....	9
	6.5 Resource requirements .....	9
7	General information for centres .....	9
8	Glossary of terms .....	10
9	General information for learners .....	12

# 1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

The award is designed to meet the needs of learners who wish to develop a foundation for progression to further study and to provide appropriate skills and knowledge for those who wish to progress to employment in Youth Work, Community Work or related sectors.

The Group Award ensures that on completion learners will have an underpinning knowledge of Youth Work and will also have developed transferable workplace skills. For example, not only will they have gained knowledge of current youth work methods and practice, they will also have developed their interpersonal and communication skills and be able to work independently or as part of a team.

## 2 Qualification structure

This Group Award is made up of 2 SQA Unit credits. Both Units are mandatory. The Group Award comprises 14 SCQF credit points all of which are at SCQF level 6. A mapping of Core Skills development opportunities is available in Section 5.3.

### 2.1 Structure

The NPA in Theory and Approaches to Youth Work is comprised of one Higher National Unit and one National Unit, both at SCQF level 6. Both Units are mandatory.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H1MK	12	Working with Communities: Youth Work	1	6	6
*H9RD	33	Youth Work: Engaging with Young People	1	8	6

### **3 Aims of the qualification**

The principal aim of the qualification is to enable learners to gain a broad overview of youth work, its purpose and the impact it has on young people.

#### **3.1 General aims of the qualification**

- 1 To enhance the quality of learning and teaching by providing a nationally developed award with rigour in quality assurance.
- 2 To provide an appropriate, nationally developed award for learners which will enhance career opportunities and provide a progression route to further study.
- 3 To develop in learners the appropriate attitudes, knowledge and skills to be able to work effectively.
- 4 To facilitate both core and transferable skills development in learners.

#### **3.2 Specific aims of the qualification**

- 1 To enable learners to understand the development and purpose of youth work.
- 2 To develop learners knowledge of the current issues affecting young people and the types of appropriate support available.
- 3 To develop learners knowledge and understanding of approaches to engagement with young people.
- 4 To develop learners knowledge and understanding of current methods and practices in youth work.
- 5 To develop learners understanding of the communication and interpersonal skills required to work effectively with young people.

### **4 Recommended entry to the qualification**

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Although there are no pre-entry requirements for this NPA, learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ NQ Unit(s) at SCQF level 5 in Communication or other equivalent qualification(s)
- ◆ Experience of working with young people, either in a paid or voluntary capacity

## 4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	Written, oral and presentation skills will be developed throughout both Units.
Numeracy	4	Opportunities to develop Numeracy exist where learners are asked to examine statistics relating to Youth Work as part of their investigative project.
Information and Communication Technology (ICT)	4	Learners may develop their ICT skills through the use of web-based internet searches and other word processing packages, eg Word/Excel. Learners may use social and/or professional networking websites to communicate with their peers and/or lecturers.
Problem Solving	5	Skills in reflection, research and investigation will be developed throughout both Units.
Working with Others	5	The ability to engage appropriately, negotiate and work collaboratively with others is an essential skill in Youth Work and therefore will be developed throughout both Units.

## 5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

## 5.1 Mapping of qualification specific aims to Units

Code	Unit title	Aims				
		1	2	3	4	5
H1MK 12	Working with Communities: Youth Work	X	X	X	X	X
F7FC 33	Youth Work: Engaging with Young People			X	X	X

### Specific aims of the qualification

- 1 To enable the learners understanding of the development and purpose of youth work.
- 2 To develop learners knowledge of the current issues affecting young people and the types of appropriate support available.
- 3 To develop the learners knowledge and understanding of the approaches to engagement with young people.
- 4 To develop the learners knowledge and understanding of the current methods and practices in youth work.
- 5 To develop an understanding of the communication and interpersonal skills required to work effectively with young people.

## 5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

The Units of this NPA have been written to reflect some key areas (but not the entirety) of National Occupational Standards as follows:

NOS	Working with Communities: Youth Work	Youth Work: Engaging with Young People
CDS1	X	
CDS4	X	
CDS17	X	
YWS1.2.1		X
YWS3.1.1		X
YWS2.4.2		X

### Community Development NOS

- S1** Integrate and use the values and process of Community Development
- S4** Demonstrate competence and integrity as a Community Development practitioner
- S17** Promote and develop opportunities of learning from Community Development practice

### Youth Work NOS

- S1.2.1** Plan, prepare and facilitate group work with young people
- S3.1.1** Communicate effectively and develop rapport with young people
- S2.4.2** Ensure that youth work activities comply with legal, regulatory and ethical requirements

### 5.3 Mapping of Core Skills development opportunities across the qualification

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H1MK 12	Working with Communities: Youth Work	X	X	X	X	X	X	X	X	X	X	X
F7FC 33	Youth Work: Engaging with Young People	X	X			X	X	X	X	X	X	X

## 5.4 Assessment Strategy for the qualification

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
Working with Communities: Youth Work	<p>A report of 500 words (or equivalent).</p> <p>This Outcome may be assessed holistically with Outcome 2.</p>	A report of 500 words (or equivalent).	Investigative project, presented in any appropriate format, eg folio/video/podcast, etc.
Youth Work: Engaging with Young People	<p>Reflective diary/recording sheet OR oral presentation OR multiple-choice question sheet OR extended response based on a case study.</p> <p>All Outcomes may be assessed holistically.</p>	As Outcome 1	As Outcome 1

## 6 Guidance on approaches to delivery and assessment

### 6.1 Sequencing/integration of Units

It is recommended that *Working with Communities: Youth Work* is delivered first, followed by *Youth Work: Engaging with Young People*, however the delivery sequence is at the centre's discretion.

There may be opportunities to integrate teaching, learning and assessment by means of blended learning, eg delivery of lectures, role play, case studies and video.

Further information on opportunities for holistic assessment is detailed in the individual Unit specifications.

### 6.2 Recognition of Prior Learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment Units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website [www.sqa.org.uk](http://www.sqa.org.uk).

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

## 6.2.1 Articulation and/or progression

Achievement of the NPA in Theory and Approaches to Youth Work may provide progression to other qualifications in related areas, eg:

- ◆ SVQs in Youth or Community Development Work
- ◆ PDA in Youth Work
- ◆ NC in Working with Communities

## 6.3 Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this NPA. By e-assessment we mean assessment that is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios. Centres using e-assessment must ensure that the national standard is applied to all candidate evidence and any conditions of assessment as specified in the Unit Specifications are met.

## 6.4 Support materials

A **list of existing Assessment Support Packs (ASPs)** is available to view on SQA's website.

ASPs for both Units are available to download from the secure area of SQA's website. The SQA co-ordinator in Approved Centres will have access to the secure website.

## 6.5 Resource requirements

Specific guidance on resources is given in each Unit specification.

Learners should have access to a wide variety of current texts, on-line resources and relevant publications as appropriate.

# 7 General information for centres

## Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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).

## Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

## 8 Glossary of terms

**Embedded Core Skills:** is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit having been successfully audited and validated for Core Skills certification.)

**Finish date:** The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

- ◆ candidates may not be entered for the Group Award
- ◆ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

**Lapsing date:** When a Group Award is entered into its lapsing period, the following will apply:

- ◆ the Group Award will be deleted from the relevant catalogue
- ◆ the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the Group Award
- ◆ centres should only enter candidates whom they expect to complete the Group Award during the defined lapsing period

**SQA credit value:** The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

**SCQF:** The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk).

**SCQF credit points:** SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

**Subject Unit:** Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Signposted Core Skills:** refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

## History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

**NOTE:** Where a Unit is revised by another Unit:

- ◆ No new centres may be approved to offer the Unit which has been revised.
- ◆ Centres should only enter candidates for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date
02	<b>Revision of Unit:</b> F7FC 33 Youth Work: Engaging with Young People has been revised by H9RD 33 Youth Work: Engaging with Young People and will finish on 31/07/2017.	26/10/2015

## 9 General information for learners

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

### **National Progression Award in Theory and Approaches to Youth Work at SCQF level 6**

This National Progression Award (NPA) has been designed to develop your underpinning knowledge and understanding of Youth Work. Completion of the award will give you a foundation for progression to further study and provide appropriate skills and knowledge for those of you who wish to progress to employment in Youth Work, Community Work or related sectors.

To achieve the NPA you will complete two Units:

- ◆ *Youth Work: Engaging with Young People*
- ◆ *Working with Communities: Youth Work*

You will be asked to complete varied assessments, eg an investigative report, reflective statements and perhaps case studies or question sheets.

By completing the NPA, you will develop your Core Skills in *Communication, Numeracy, Information and Communication Technology (ICT)* and *Working with Others*.

You will also develop your transferable skills in time-management, problem solving, multi-tasking, interpersonal, self-awareness, commitment and motivational skills.

(Transferable skills are general abilities that can be transferred across different jobs or types of learning).