

**Professional Development Award in  
Youth Work at SCQF level 6  
G9G3 46**

**Support Pack**

**Advice on the delivery of the qualification for SQA Approved  
Centres**

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# 1 GENERAL INFORMATION

## 1.1 About the Support Pack

- **Who is the support pack for?**

This Support Pack is designed to support you in the delivery of the new SQA qualification – The Professional Development Award (PDA) in Youth Work at SCQF level 6 (referred to in this pack as 'the PDA').

The Support Pack will help you understand and assess the PDA.

It is designed to support:

- **Centres**, and in particular personnel in Centres who will have responsibility for agreeing assessments and/or designing them, and also for those who have responsibility for registering candidates and recording their results for SQA.

and

- **Assessors** who will be required to assess candidates undertaking this new PDA. If you are an assessor you will be required to assess candidates on the three Units in the qualification. You may also have to contribute to some form of Centre internal verification, and will have to record results in accordance with your Centre's policies and SQA procedures.
- **How is it used?**

The Support Pack has FOUR sections.

- Section 1 contains useful information about the pack and the qualification.
- Section 2 is the Toolkit which has copies of the Units and the corresponding assessment exemplars.
- Section 3 gives information on SQA Quality Assurance.
- Section 4 provides further information on useful contact details and publications.

There are also two appendices;

- Appendix A: Prior Verification Form and Guidance
- Appendix B Glossary of Terms

The Support Pack has the following aims:

- to explain who the qualification is for and what it is about
- to provide general advice on assessment – for assessors and also for those in the Centre who manage training, or who will require to liaise with SQA to record results and have the assessments externally verified
- to provide assessors with usable examples of assessment - three exemplar assessments – one for each Unit - alongside the three SQA Unit Specifications which make up the qualification. The assessment exemplars provide practical examples of assessment instruments
- to signpost where to find more information

*If you are involved in training in the Community Learning and Development sector, or work with Community staff on youth projects, the general information in the Support Pack may be of interest to you.*

*If you are involved in administering the qualification, you will find the section on Information for Centres in Section 1.3 page 8 helpful.*

*If your role involves assessment – i.e. if you are an assessor, you should find all sections of relevance, but you are likely to find the **Toolkit** at Section 2 most relevant to your needs*

In the Toolkit you will find copies of the three Unit specifications which make up the PDA and examples of assessment instruments.

***The crucial part of the pack for assessors is the Toolkit. If you need instant support to assess candidates, go straight to the Toolkit. In the Toolkit you will find;***

- ***copies of the three Unit specifications which make up the PDA***
- ***three assessment exemplars***

The three **HN Unit specifications** are designed to give you clear information on the **Content** -what has to be taught, and the **Assessment Requirements** - what has to be assessed, and the **Standard** - which has to be attained.

The three **HN Unit assessment exemplars** provide examples of assessment which will help you to devise appropriate assessments. You may use them as they stand (and this may be a good idea for new assessors), or you may adapt and modify them to make them more relevant to your own work situation. You may find them particularly helpful if you are a new Centre, or a Centre starting out on the course (the PDA).

You do not need to use these. A Centre may opt to develop its own assessments. If a Centre opts to do this it should find that the exemplars provide a guide and a benchmark to assessment. You should be able to adapt your own existing training materials- e.g. there is a bank of materials from the Community Learning and Development sector already available - 'the Core Youth Work Training Pack', and also other materials. If you choose to develop your own assessments, they must meet the Evidence Requirements of the particular Unit specification.

It should also be noted that different Centres work in different ways and may have different personnel in each role, depending on the size of the Centre. Normally the senior members of the team will make the decision on whether to use the assessment exemplars or devise their own. The assessor will then need to become familiar with the assessments agreed by the Centre.

***If you are an assessor you should make yourself familiar with the three Units. It is a good idea to study the Units and the exemplars alongside each other.***

## 1.2 About the qualification

- **What is the qualification about?**

The PDA in Youth Work, code G9G3 46, is an introductory qualification - in this case a Professional Development Award – comprised of three SQA Higher National Units:

- F7FA 33 Youth Work: Understanding and Exploring Youth Work
- F7FC 33 Youth Work: Engaging with Young People
- F7FB 33 Youth Work: Delivering Youth Work

The development of this qualification was led by the Community Learning and Development sector which included representatives from a number of local authorities and voluntary agencies. They identified a need to have a nationally recognised introductory qualification for youth workers - both volunteers and those in a paid capacity - which would prepare them to work in the sector and would take account of the changing needs of the sector. Professionals from within the sector were actively involved in the design of the qualification. Full details of the qualification can be found in the Arrangements Document for the PDA which can be accessed from the SQA web-site.

The PDA will normally be delivered as a Group Award, with candidates working towards achieving all three component units. However, each of the Units is a free-standing Unit and may be used as such for purposes such as induction and continuing professional development.

- **Who is the qualification for?**

The qualification has been designed for a wide range of people: those who have no experience of youth work and those with some or even a little experience of youth work but no formal qualification. It is suitable for those who are looking to gain a national qualification. It should also be attractive to those who are looking to improve their professional practice and develop best practice within their own working environment.

- **How can the qualification be delivered?**

There are many different ways to deliver the qualification. The mode of delivery will depend on a number of factors which could include:

- the size of the Centre
- the resources available – both human and physical
- the relationship within a working partnership e.g. with an employer

The learning and teaching within the Units will normally include some element of structured teaching. One of the Units is practice-based and requires assessment of practical aspects of youth work practice. There should also be opportunities for research, for discussion and reflection. The qualification could also be delivered through Blended Learning, which could include some aspects of Open Learning.

Centres may deliver all or part of the qualification “in house”. However, it is also likely that some Centres will work in partnership with employers, and in some cases may work with Further Education colleges for the delivery of some aspects of the course.

SQA does not stipulate a specific duration for teaching and learning. SQA Units are assigned a credit value. Units with a credit value of 1 credit have a *notional* 40 hours for delivery. This is based on a candidate with no prior knowledge of the subject. Experienced candidates, therefore, may require less than 40 hours to achieve the Unit.

In considering “*notional*” length, as the term suggests, there is no prescribed time requirement. Delivery of a Unit includes not only face-to face teaching, but time spent on such aspects as research, group discussion, planning for meetings, reflection and evaluation.

Candidates may be assessed when they are ready, and may complete the qualification in a shorter time-frame if they have the relevant experience and have the required assessment evidence. Please refer to SQA's Guide to Assessment for detailed information on Assessment.

## 1.3 ABOUT ASSESSMENT

- **Information for Centres**

A 'Centre' is an SQA approved unit/organisation which assesses candidates for SQA qualification/s. A Centre could be an employer, local authority, training provider, FE college, voluntary organisation, or any other appropriate group.

The personnel in Centres who require to know about assessment procedures may vary depending on the size and structure of the organisation, but could include the Centre manager, the Centre assessment coordinator, the SQA contact and administrative staff as well as assessors and verifiers.

There are various Centre models for operation and recording of information. You may be a training Centre manager, a principal officer, a trained assessor or a member of the administrative staff. The way Centres operate will depend on the size and the type of the organisation.

The model may vary as to who does what, depending on the resources of the Centre, but you need to have appropriate processes and procedures in place. If you need help on this, contact SQA's Business Development Section.

### **Centre Approval**

Firstly you need to ensure that your Centre is an **SQA Approved Centre**.

There are two types of approval:

- **Centre Approval** – initial approval as an SQA Centre which includes approval to offer a minimum of one SQA qualification.
- **Specific Qualification Approval** – approval to offer further SQA qualifications

If you are thinking of applying for Centre Approval, you should contact SQA's Business Development Team -0303 333 0330  
or e mail : [myCentre@sqa.org.uk](mailto:myCentre@sqa.org.uk)

They will answer any queries and help you through the approval process, and you can request a visit from a Business Development Manager.

*The following section explains what you need to know and what you need to do if you have a role in the Centre other than that of an assessor.*

You need to know what your role is within the Centre. SQA Approved Centres have a number of requirements to meet in relation to assessment of candidates and quality assurance

Further information on SQA's Quality Assurance can be found in Section 3. You could also refer to the SQA document - Guide to Assessment.

The Units in this qualification are internally assessed. Assessors are responsible for deciding how candidates have performed in relation to the standards for the qualification. They do this either by using assessment instruments that they have devised themselves, or by using the exemplars in this pack. The assessment instruments can be varied- e.g. written/oral tests, reports, projects, portfolios or practical performances.

***It is the responsibility of the Centre to keep evidence for SQA of candidate assessments.***

Centre personnel, in particular the assessors, need to know how to use the exemplars provided, or to devise assessments which generate evidence in relation to the requirements of the SQA Unit specifications. They need to know what standard is required.

It may help those involved in the process to ask the questions:

<b>where?</b>	<b>Where will the assessment take place? e.g. on the job/ test-like conditions/ candidates' own time</b>
<b>why?</b>	<b>Does it test the candidate on the Evidence Requirements in the Unit Specification?</b>
<b>how ?</b>	<b>What type of instrument of assessment should I use? e.g. short report, questions, portfolio observation</b>
<b>which?</b>	<b>Shall I produce my own, or should I consider using the exemplars in the Toolkit?</b>

## What you need to do - before, during and after assessment

*This section is important for senior staff and also for assessors*

### **Before Assessment**

The Centre will normally require to enrol candidates, deliver the programme and prepare candidates for assessment.

Enrolment: Centres will normally enroll candidates onto their programme and also register the candidate with SQA.

### **Preparing for assessment - Assessment Planning**

Those with responsibility in the Centre must ensure that those assessing the evidence are trained to assess the candidates in a fair way, to the national standard. You need to plan and prepare with your assessor/s prior to undertaking assessment of candidates. All those involved with assessment should become familiar with the Unit Specifications as they contain the national standard. It would be a good idea to look at each specification with the appropriate exemplar assessment set out for each Unit in the Toolkit.

The Unit Specifications and exemplars are to be found in the **Toolkit** at Section 2.

Candidates may be given the Unit specification, but it is more likely that they would be given a summary of the specification at the induction part of their course.

## The Unit Specifications

***This information is useful for everyone involved in the qualification, but is essential for assessors***

At this point it would be helpful to have one of the three Units in front of you. To make it more specific, look at the Unit – Youth Work: Understanding and Exploring Youth Work. (Pages 23 - 44)

It is advantageous for Centre staff to understand the way the Unit is set out, but clearly this information is essential for assessors.

Pages 24 to 26 give general information for the Centre- Title, Purpose, Credit points and level. On page 26 there is a general statement on the assessment of the Unit.

**If you are an assessor** the important part for you is the section in the middle of page 24 where it is stated-

**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**

### ***These are the Outcomes***

Now go to page 27. If you are an assessor, pages 27 - 31 are the most important pages in the specification.

Note that under Outcome 1 – the same sentence '*Explain the current context of Youth Work in Scotland*' is repeated - and there is the same pattern for the other three Outcomes. If you are new to assessing it may be a good idea to highlight these statements on page 24, and on pages 27, 29 and 31.

*Now look at the information on pages 27 and 28 under Outcome 1 in more detail. You will note three sections in bold type:*

**Knowledge and Skills**  
**Evidence Requirements**  
**Assessment Guidelines**

These sections are repeated – up to page 31, in the same pattern for the other three Outcomes. This is the statement of standards.

Together these pages form the **mandatory** part of the unit specification.

**The Knowledge and/or Skills** is what you teach – and what the student has to learn (The four bullet points under Knowledge and Skills expand on the Outcome statement – i.e. they state the parameters)

**The Evidence Requirements** are what you have to assess the candidates on – and to what standard.

**The Assessment Guidelines** describe how you can obtain this evidence – i.e. how you can assess the candidate. They give an explanatory note on what is required. It is not prescriptive but provides options- but the assessment model selected must be fit for purpose. You will note, when you look at the Toolkit, that the Assessment Exemplars provided in the Toolkit match up to these Assessment Guidelines.

*Now turn to Page 33 of the Unit.*

The information on pages 33 - 43 are the Support Notes for the Unit. These Support Notes have two main sub-sections:-

- **Guidance on the content and context of this unit** ( mainly about the Knowledge and Skills)
- **Guidance on the delivery and assessment of this Unit**

These sections are **not mandatory** but are very useful in providing additional information for the assessor.

It is recommended that Centres take a look at the three exemplar HN Unit assessments set out in the Toolkit. It is not mandatory to use these assessments. Centres may use them as they stand, or they could be useful when developing assessment material for each Unit.

They provide a model that can be used to help develop suitable material which can then be contextualized to be more appropriate and relevant for your needs.

### **During Assessment**

- Assess the candidates using appropriate assessment instruments
- Undertake internal verification in accordance with Centre procedures. Further information on Internal Verification can be found on page 113
- Record assessments
- Retain evidence for SQA External Verifier

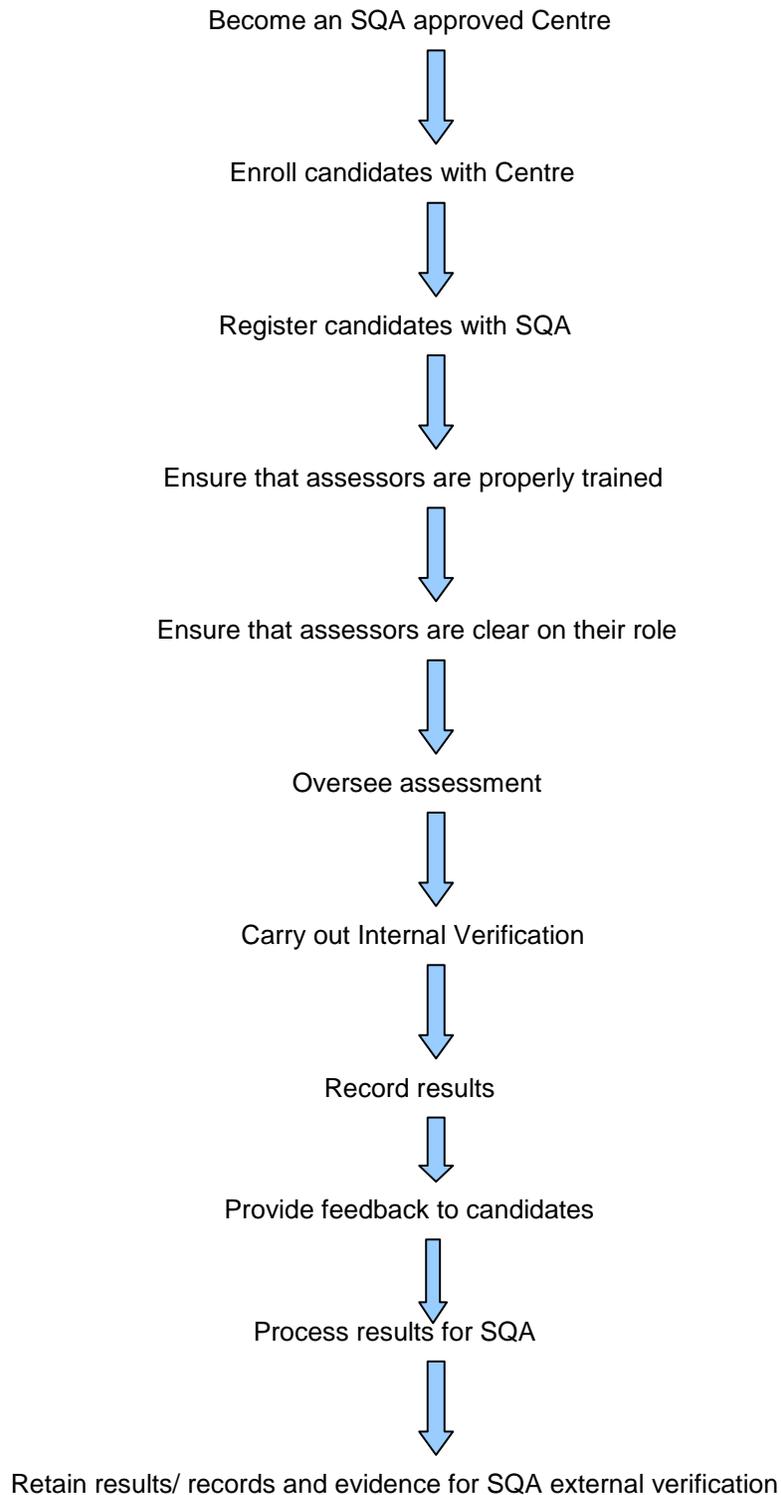
***This qualification is assessed internally – i.e. there is no external assessment/ examination by SQA.***

### **After Assessment**

- Provide feedback to candidates
- Retain evidence for SQA External Verifier
- Liaise With SQA about processing of results

You can find out more about assessment in SQA's Guide to Assessment. There is also more detailed information on verification and quality assurance on the Assessment Standards and SQA Academy websites

## CHECKLIST FOR CENTRE PERSONNEL WITH RESPONSIBILITY FOR VERIFICATION AND QUALITY ASSURANCE



- **Information for Assessors**

The assessment of the qualification is the responsibility of the Centre's assessor. The assessor should ensure that the requirements of the Unit Specification are met, working in line with SQA guidance and subject to SQA quality assurance.

**If you are an assessor you should be aware that this pack should be used in conjunction with the three Unit specifications. You need to make yourself familiar with these. Detailed information on how to get to know the Units is given under the section – Information for Centres, Pages 11 - 14**

Note- if you are a relatively inexperienced assessor it is unlikely that you will be involved in the selection of assessment instruments. Senior staff in the Centre may have agreed these. They may have developed their own assessments, (which should be Prior approved by SQA), or they may have decided to use the exemplars supplied in this pack.

### **What you need to do before assessment**

You need to prepare candidates for assessment. You may or may not be involved in the teaching and learning aspects (i.e. the delivery of the course). The staff involved in delivery, whether the assessor or another individual, should explain to the candidates where, when and how they are being assessed. Good candidate support is essential.

## **What you need to do during (to implement) assessment**

Your main task is to assess if the candidates knowledge and/or skills meet the standards as stated within the Unit specification.

***This qualification has three Unit specifications and you need to get to know each of them***

***The combined three sections of Knowledge and Skills, Evidence Requirements and Assessment Guidance form the mandatory part of each Unit Specification.***

Your key responsibility is to carry out the assessment fairly and in accordance with the Unit Specification and the Centre's agreed procedures.

Assessment should take place when you (as the assessor) are confident that the candidate is likely to achieve the Unit or component part of it.

Evidence for the Outcomes can be gathered individually or all at once, in any order at any time. However, it is likely that candidates will complete the three Units in the order suggested in the Arrangements Document. The recommended sequence is:

- F7FA 33 Youth Work: Understanding and Exploring Youth Work
- F7FC 33 Youth Work: Engaging with Young People
- F7FB 33 Youth Work: Delivering Youth Work

However Centres offering the full qualification may manage the course in a logical way that meets the needs of the learner.

### **Good Practice**

It is good practice to integrate assessment of Outcomes in the Unit, where appropriate – this lets the candidate get a feel for the links within the course, and may also reduce the assessment load.

Integration of assessment within a Unit can be partial e.g. integration of two Outcomes, or holistic – integration of all Outcomes. SQA recommends that Centres consider ways to integrate assessments within Units to minimise the overall assessment burden. More information on this can be found in SQA's Guide to Assessment.

Examples of holistic assessment are provided in two of the given exemplars – exemplar 1 and exemplar 3. All three HN Unit exemplar assessments in the Toolkit provide good examples of integration of assessment within each Unit. Whether using these exemplars or designing your own, SQA recommends an holistic approach.

Remember - evidence can be gathered on an ongoing basis as you carry out normal work activities, e.g.

- performance evidence from work activities
- group discussion
- minutes of meetings
- activity programmes
- personal records
- witness statements
- planning and evaluation materials

It is also important to try to ensure that the assessments are as interesting as possible, and those involved in designing them should try to make them varied in style ( by using different instruments of assessment ) and by using stimulating and challenging techniques. This is demonstrated in the exemplars in the Toolkit, whereby each Unit has a distinct assessment style.

These are recommended approaches. The exemplars supplied in this pack are not mandatory assessments. What is important is that the assessment should be fit for purpose. It should suit the evidence required, should be varied (for example, not too many essays), and where possible should be in a context that is appropriate and relevant to the candidates. Thus, what may suit one Centre, may not be appropriate for another.

***Assessment has to conform to the Assessment Evidence Requirements in the Unit Specification. Keep assessment uncomplicated, and, where appropriate, make it relevant to the work situation.***

Another aspect of good practice is to give constructive feedback to the candidates on their performance in the assessment – whether it is written, oral or of a practical nature.

## **Reassessment Opportunities**

Where candidates have not attained the standard necessary to achieve a particular Outcome, they should have the opportunity to be reassessed.

SQA's advice is that there should normally be one or two Unit reassessment opportunities, but the decision on this rests with the Centre.

Reassessment should focus on the Outcome concerned, and candidates should be given feedback on where their evidence was not adequate or successful, and given constructive advice on how to improve.

Evidence from the original assessment should assist the tutor/assessor to identify why the candidate has not achieved a particular Outcome and to plan focused support for learning.

The candidate may re-submit his/her original work which has been revised to take account of earlier weaknesses. Alternatively, the candidate may produce new or additional evidence which takes account of the gaps in evidence identified in the initial assessment.

<p><b><i>Assessment should be fair and in accordance with SQA's procedures</i></b> <b><i>Assessment for the PDA should be robust, but not excessive</i></b></p>
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## **Plagiarism**

Assessors should be aware of aspects of plagiarism in candidates' work. Clear instructions should be given to candidates on this. Care should also be taken to discourage candidates from relying solely on internet sourcing. When including material from such sources candidates must be made aware that they must acknowledge the source and provide sourcing references. Where possible, candidates should be encouraged to draw on their own personal experience and on the issues specific to their work environment.

## What you need to do after assessment

All assessments must be internally verified in accordance with your Centre's procedures.

For more information on Internal Verification, see Section 3

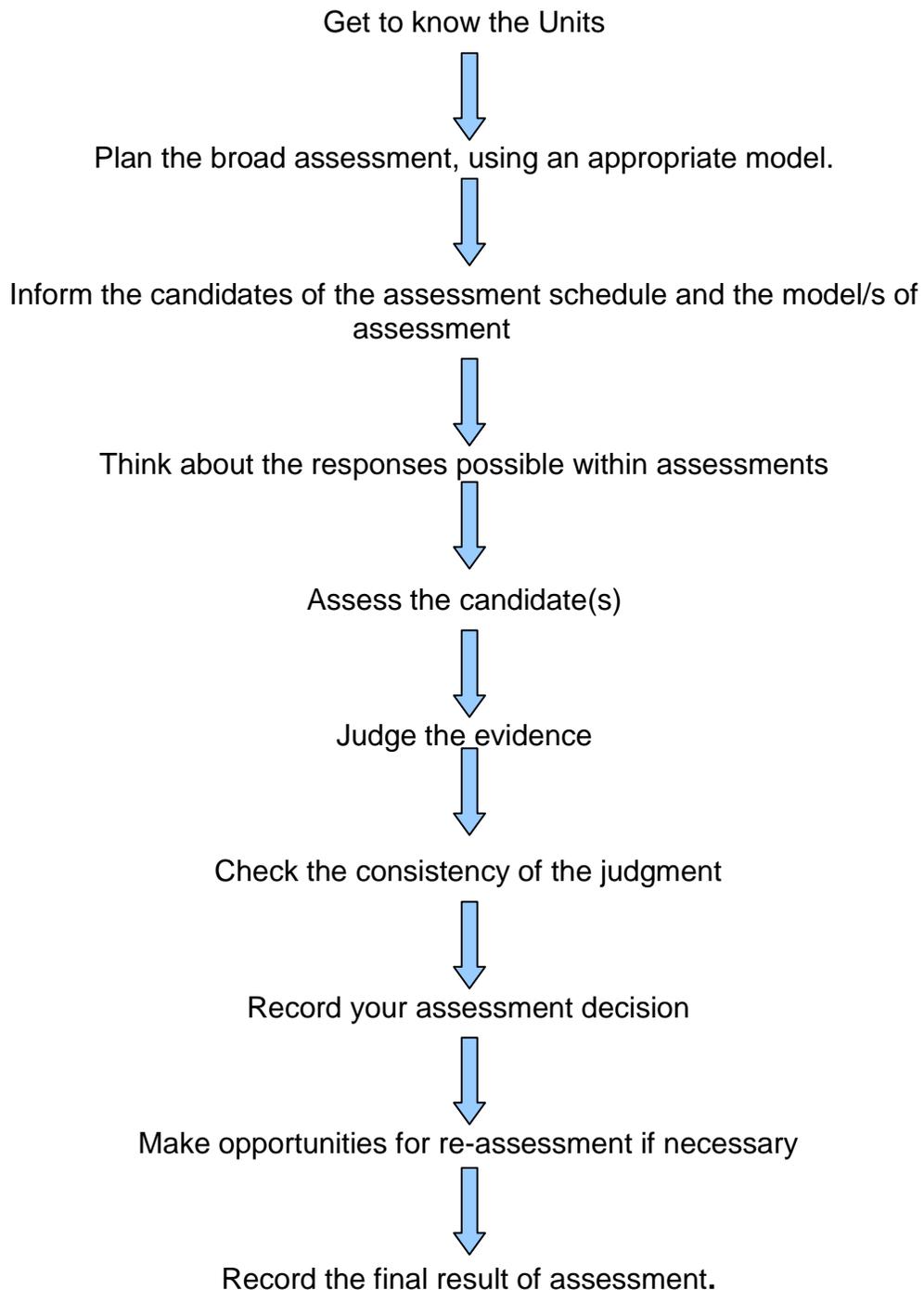
***It is the responsibility of the Centre to retain evidence of candidate assessments which may be required for External Verification by SQA as part of its Quality Assurance procedures.***

These decisions should be recorded in accordance with agreed SQA procedures

The results of assessment should then be forwarded to SQA in order for candidates to be certificated.

## CHECKLIST FOR ASSESSORS - STAGES IN ASSESSMENT

There are a number of stages for the assessor to consider. The sequence of stages shown in the flow-chart below gives a guide to the process of assessment from the assessor's point of view.



## 2 TOOLKIT

In the Toolkit you will find one assessment exemplar for each of the three Units. SQA Exemplars are developed for use by teaching staff only. Please follow the confidentiality requirements as stated within the introduction to each exemplar.

Each Exemplar gives an example of how the assessment for the particular HN Unit might be approached. It is not mandatory to use these exemplars.

If you intend to use one (or more) of the exemplars for your assessment, you should review the exemplar in conjunction with the Unit Specification. You can then decide whether you are able to use the exemplar as it is or whether you will use it as the basis for developing your own assessment.

You may also adapt your own training materials as long as they meet the evidence requirements of the Units e.g. the Core Youth Work Facilitators' Pack. The aim is to provide flexibility.

If you decide to use an exemplar as it stands it is important to make sure that it is relevant to the context for which it is required.

Alternatively, you may decide to develop your own assessments. If so, you should request prior verification from SQA.

A Prior Verification Request Form is available to download from the SQA website. A copy of the form and the guidance note has been included with this pack as Appendix A.

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## **2.1 UNIT SPECIFICATIONS and ASSESSMENT EXEMPLARS**

This is the Unit Specification and exemplar assessment for the HN Unit

### **Youth Work: Understanding and Exploring Youth Work F7FA 33**

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#### **NOTE**

Suggested solutions, Assessment checklists, Marking guidelines and Candidate Assessment Records forms for this exemplar are available to SQA Approved Centres from the secure area of the website.



## 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

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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, e.g. 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 19<sup>th</sup> century, the beginning of uniformed groups towards the end of the 19<sup>th</sup> and early 20<sup>th</sup> 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 20<sup>th</sup> 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, stigmatisation and discrimination

- ◆ inclusion and exclusion
- ◆ inequalities and stereotyping,
- ◆ e.g. 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](http://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);

<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](http://www.nya.org.uk)

NCVYS: National Council for Voluntary Youth Services

<http://www.ncvys.org.uk>

## Higher National Unit specification: support notes (cont)

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

### 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](http://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

## Support Materials

### Higher National Unit: Assessment Exemplar Youth Work: Understanding and Exploring Youth Work F7FA 33 SCQF level 6

#### Note

This exemplar should be used in conjunction with the document *Guidance note: Introduction and How to Generate Evidence*. This document is available to download as a separate publication on SQA's secure website (see under HN Sectors, then Guidance note: Introduction and Evidence). On this page class checklists (covering up to four Outcomes) are also available to download as a Word file for you to adapt for your own use for any given exemplar.

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## **Acknowledgements**

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

## **Assessment tasks**

**The following information indicates the evidence which should be retained for external verification.**

**Assessment task 1:** Investigation and Portfolio of Evidence

**Outcome covered:** 1, 2, 3 and 4

**Evidence to be retained:** All candidate responses

## Other related Units

This Unit has been validated as part of the PDA Youth Work award at level 6 within the Scottish Credit and Qualifications Framework (SCQF). Centres are required to develop the assessment instrument in accordance with the validated Unit specification. Related Units are:

<b>Unit code</b>	<b>SCQF level</b>	<b>Title</b>
F7FC 33	6	Youth Work: Engaging with Young People
F7FB 33	6	Youth Work: Delivering Youth Work

## Core Skills

The Unit specification will detail the Core Skills covered within the Unit. Where Core Skills have been embedded in a Unit specification and an assessor wishes to use an alternative method of assessment, s/he must ensure that the assessment generates the necessary evidence as specified by the Evidence Requirements within the Unit specification. It is recommended that the Centre seek prior verification for the alternative method to ensure that the Core Skill is still covered.

## **Conditions of assessment**

The Unit is assessed holistically by an investigation and a portfolio of evidence covering all Outcomes. All evidence should be gathered in open-book conditions. When the final submission is marked, candidates who are judged by the assessor to have not yet achieved the required level of competence may be:

- re-assessed using a different task
- required to resubmit part of their work after receiving relevant feedback and given additional time
- required to make a short presentation where any missing Evidence Requirements could be addressed

## Assessment task 1

Outcome covered 1, 2, 3 and 4

### Assessment task instructions

As part of your studies you will carry out an investigation into youth work in Scotland. You will be investigating the context, core values and principles which underpin youth work. You will also be investigating the issues facing young people and those working with them.

During your investigation, you need to gather information from a variety of sources and put them together in a folio of evidence to show what you have learned.

There are three steps to the investigation which are:

#### 1 Plan the investigation

a There are three sections in the investigation. These are:

- Investigating the context and core values in youth work.
- Investigating principles underpinning youth work and the responsibilities of staff.
- Investigating the issues affecting young people and the effect this has on practice.

b Decide which research methods you are going to use to find the information about each section.

#### 2 Carry out the investigation

##### Section 1

##### The context of youth work in Scotland and the core values underpinning practice

- 1 Identify key historical influences. You should identify at least **three**.
- 2 Describe a current definition of youth work in practice.
- 3 Identify core values relating to youth work. You should identify **three**.
- 4 Describe the settings in which youth work may take place. You should identify **two**.
- 5 Describe National Priorities. You should describe at least **two**.
- 6 Explain the key features of youth work provision. You should explain at least **two**.

## Section 2

### The principles of youth work and the responsibilities of youth workers

- 1 Identify the main legislation and policies covering working with young people. You should identify at least **two**.
- 2 Identify the key responsibilities of staff.
- 3 Describe how policies and procedures impact on youth work practice. You should identify at least **two**.
- 4 Identify potential risk factors. You should identify at least **two**.
- 5 Describe **two** principles of youth work.
- 6 Explain these principles in relation to the role of the youth worker and how This would impact on youth work practice.

## Section 3

### The issues affecting young people

- 1 Describe the social and psychological influences on young people. You should describe at least **two**.
- 2 Identify rights and responsibilities of young people. You should identify at least **two**.
- 3 Describe potential barriers to participation. You should identify at least **two**.

### 3 Present the information

- 1 Decide how you are going to present your findings.
- 2 You will need to provide evidence of this presentation.

To help you make sure your folio includes all the essential information, an investigation template is available for you to complete. This will also help you to plan the investigation and organise your findings.

### Guidance on how to carry out your investigation

During your investigation you should try to gather your information from different sources. You should try to use different types of information. For example, your folio might include:

- written or oral notes of interviews with youth workers
- information taken from DVDs/CD-ROMs
- information taken from books, leaflets and the internet

Your tutor/lecturer will keep a signed copy of the investigation checklist which will be submitted as evidence along with your folio.

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This is the Unit Specification and exemplar assessment for the HN Unit

**Youth Work: Engaging with Young People F7FC 33**

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**NOTE**

Suggested solutions, Assessment checklists, Marking guidelines and Candidate Assessment Records forms for this exemplar are available to SQA Approved Centres from the secure area of the website.

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## Higher National Unit Specification

### General information for Centres

**Unit title:** Youth Work: Engaging with Young People

**Unit code:** F7FC 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 second 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. Candidates may be working, or planning to work, with young people, either as volunteers or in paid employment. This Unit is designed to provide candidates with an understanding of communication and group work skills necessary to engage with young people in a range of settings. It provides underpinning knowledge and understanding drawn from the national occupational standards for Youth Work and Community Learning and Development (CLD) Competences.

On completion of the Unit the candidate should 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 the youth worker
- 3 Describe group work skills used in youth work

**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 some aspects of the Core Skills in *Communication, Working with Others, Problem Solving* and *Information and Communication Technology* (ICT).

**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 is a mandatory Unit in the PDA in Youth Work at SCQF level 6.

## **General information for Centres (cont)**

**Assessment:** Each Outcome could be assessed separately by one or more of the following modes. Modes of assessment could include: a recording sheet, a reflective diary, an oral account, multiple choice short-answer questions, and extended responses which could be based on a case study. Alternatively, this Unit could be assessed holistically.

**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.

## **Higher National Unit specification: statement of standards**

**Unit Title:** Youth Work: Engaging with Young People

**Unit Code:** F7FC 33

### **Outcome 1**

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

#### **Knowledge and Skills**

- ◆ Methods of making contact
- ◆ Needs of young people

#### **Evidence Requirements**

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

- ◆ Describe in detail methods for making contact with young people
- ◆ Describe techniques to identify the needs of young people

#### **Assessment guidelines**

This Outcome may be assessed through one or more of the following: a recording sheet, a reflective diary, an oral account, or by multiple choice short-answer questions, or an extended response which could be based on a case study. Alternatively, the Outcome may be assessed holistically with other outcomes in this Unit.

## **Higher National Unit specification: statement of standards (cont)**

### **Unit Title: Youth Work: Engaging with Young People**

#### **Outcome 2**

Outline relevant communication and interpersonal skills required of the youth worker

#### **Knowledge and/or Skills**

- Communication skills
- Interpersonal skills
- Potential barriers to participation
- Ways to overcome communication difficulties

#### **Evidence Requirements**

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

- Identify the range of communication and interpersonal skills which can be used by the youth worker to engage with young people
- Describe examples of using communication and interpersonal skills in youth work settings
- Describe potential barriers to participation and how these may be overcome
- Describe how to overcome communication difficulties

#### **Assessment guidelines**

This Outcome may be assessed through one or more of the following: a recording sheet, a reflective diary, an oral account, by multiple choice short-answer questions, or an extended response which could be based on a case study.

Alternatively, the Outcome may be assessed holistically with other outcomes in this Unit.

## **Higher National Unit specification: statement of standards (cont)**

### **Unit Title: Youth Work: Engaging with Young People**

#### **Outcome 3**

Describe group work skills used in youth work

#### **Knowledge and/or Skills**

- Theories of group work
- Dynamics of group work
- Risk assessment and management
- Confidentiality in the context of group work

#### **Evidence Requirements**

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

- Outline theories of group work
- Explain the dynamics of group work
- Describe two features of managing and assessing risk
- Explain the need to respect confidentiality

#### **Assessment guidelines**

This outcome may be assessed through one or more of the following: a recording sheet, a reflective diary, an oral account, multiple choice short-answer questions, an extended response which could be based on a case study. Alternatively, this outcome may be assessed holistically with other outcomes in this Unit.

## Administrative Information

**Unit code:** F7FC 33

**Unit title:** Youth Work: Engaging with Young People

**Superclass category:** PN

**Date of publication:** August 2009

**Version:** 01

### History of changes:

Version	Description of change	Date

**Source:** SQA

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## **Higher National Unit specification: support notes**

**Unit title:** Youth Work: Engaging with Young People

**Unit code:** F7FC 33

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**

The Unit forms part of the Professional Development Award Youth Work SCQF level 6 and may be delivered as part of this or similar SCQF level 6 group awards. 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 and for the CLD Competences as stipulated by the Standards Council. This Unit is designed to give candidates an understanding of communication and group work skills necessary to engage with young people in a range of settings. It is underpinned by the core values and principles of youth work.

### **Outcome 1**

Outcome 1 introduces candidates to a range of methods, techniques and approaches which can be used to engage with young people in a meaningful and positive way. These could include:

- ◆ Information and communication technology (digital, text, social network sites, e-mail)
- ◆ Activity-based approaches: inter-agency work, outreach work, detached work, face-to-face, peer communication, use of the media
- ◆ Direct methods: peer education, one to one, group work
- ◆ Indirect methods: social networking, websites, information provision
- ◆ Identification of needs and ways of identifying them

## **Outcome 2**

This Outcome develops the candidate's understanding of the communication and interpersonal skills required of youth workers, such as listening, pastoral, and counselling skills, and develops the skills needed to identify barriers to participation and communication. This Outcome should focus on how these skills are applied in a youth work setting.

This Outcome should also give the youth worker opportunities to develop creative strategies to identify and overcome a range of barriers including institutional barriers, conflict resolution, communication difficulties or diversity issues and should allow opportunities to consider the impact around exclusion and inclusion.

## Higher National Unit specification: support notes (cont)

**Unit title:** Youth Work: Engaging with Young People

### Outcome 3

Outcome 3 gives candidates opportunities to explore a range of group work theories and processes. Candidates should also develop an understanding of how these can be used effectively. This Outcome also underlines the need for understanding confidentiality in group work settings and the establishment of ground rules.

The Outcome also explores the area of assessing and managing risks and challenges in a youth work setting, recognising the positive nature of participating in challenging and positive risk activities, eg outdoor work.

### Useful websites for this Unit include:

Principles, theory, practice and development of work with groups  
<http://www.infed.org/groupwork>

Social Networking  
<http://www.nya.org.uk/information/111564/youthworkandsocialnetworking/>

UK Children's Commissioners' Report to the UN Committee on the Rights of the Child  
[http://www.sccyp.org.uk/UK\\_Childrens\\_Commissioners\\_UN\\_Report.pdf](http://www.sccyp.org.uk/UK_Childrens_Commissioners_UN_Report.pdf)

YouthLink Scotland: the national agency for youth work  
[www.youthlinkscotland.org](http://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.cldstandardscouncil.org.uk/>

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

## Higher National Unit specification: support notes (cont)

**Unit title:** Youth Work: Engaging with Young People

### Useful websites for this Unit include:

Lifelong Learning UK: the sector skills council for lifelong learning including youth work.

<http://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](http://www.nya.org.uk)

NCVYS: National Council for Voluntary Youth Services

<http://www.ncvys.org.uk/>

## Higher National Unit specification: support notes (cont)

### 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>

*More Choices, More Chances*  
<http://www.scotland.gov.uk/Publications/2006/06/13100205/0>

*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>

*Community Learning and Development Competences*  
<http://www.cldstandardscouncil.org.uk/>

*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: Engaging with Young People

### **GUIDANCE ON ASSESSMENT AND DELIVERY OF THIS UNIT**

This Unit is the second 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. 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. This Unit is designed to introduce candidates to the core values, principles and theory which underpin work with young people and to raise awareness of the issues facing young people and those working with them.

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

As this Unit is about communication and group skills, it is recommended that much of the formative work could be undertaken through discussion and informal group work sessions. There may also be opportunities to use videos and case studies.

#### **Outcome 1**

This Outcome may be assessed through one or more of the following: a recording sheet, a reflective diary, an oral account, multiple choice short-answer questions, an extended response which could be based on a case study.

The Outcome may be assessed holistically with other Outcomes in this Unit. If the Unit is assessed holistically, a blend of the suggested assessment modes suggested for the individual Outcomes should be submitted. Alternatively, there may be opportunities for the assessment to take the form of a project or could be comprised of an extended response sampling key aspects from all three Outcomes.

#### **Outcome 2**

This Outcome may be assessed through the submission of one or more of the following: a recording sheet, a reflective diary, an oral account, multiple choice short-answer questions or an extended response which could be based on a case study.

The Outcome may be assessed holistically with other Outcomes in this Unit.

### **Outcome 3**

This outcome may be assessed through the submission of an account, eg a recording sheet, a reflective diary, an oral account, multiple choice short-answer questions or an extended response which could be based on a case study. Alternatively, the Outcome may be assessed holistically with other Outcomes in this Unit.

## **Higher National Unit specification: support notes (cont)**

**Unit title:** Youth Work: Engaging with Young People

### **Opportunities for developing Core Skills**

There is no automatic certification of Core Skills in this Unit. However, there may be opportunities to develop some aspects of the Core Skills *Communication* (Written and/or Verbal), *Working with Others*, *Problem Solving* and *Information and Communication Technology* (ICT) through the assessment of 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](http://www.sqa.org.uk/assessmentarrangements).**

## **General information for candidates**

**Unit title:** Youth Work: Engaging with Young People

This Unit is designed to provide you with an understanding of the communication and group work skills necessary to work successfully with young people in a range of settings. It is aimed at those who work or wish to work with young people in youth work settings, either as a volunteer or in paid employment. The Unit will help you develop a range of communication and interpersonal skills to enable you to engage effectively with young people. It will also introduce you to group working skills which can be used when working with young people in a youth work environment.

This Unit is one of three Units about youth work developed as part of the Professional Development Award in Youth Work at SCQF level 6 and will normally be delivered as part of this award. It takes account of the National Occupational Standards for the SVQs in Youth Work and the CLD Competencies defined by the Standards Council for Scotland.

On completion of the Unit you should be able to:

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

**Support Materials**  
**Higher National Unit: Assessment Exemplar**  
**Youth Work: Engaging with Young People**  
**F7FC 33 SCQF Level 6**

**Note**

This exemplar should be used in conjunction with the document *Guidance note: Introduction and How to Generate Evidence*. This document is available to download as a separate publication on SQA's secure website (see under HN Sectors, then Guidance note: Introduction and Evidence). On this page class checklists (covering up to four Outcomes) are also available to download as a Word file for you to adapt for your own use for any given exemplar.

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Scottish Qualifications Authority 2010

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## **Acknowledgements**

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

## **Assessment tasks**

The following information indicates the evidence which should be retained for external verification.

### **Assessment task 1: Structured questions**

**Outcome covered: 1**

**Evidence to be retained:** All candidate responses

### **Assessment task 2: Reflective Account**

**Outcome covered: 2**

**Evidence to be retained:** All candidate responses

### **Assessment task 3: Reflective Account**

**Outcome covered: 3**

**Evidence to be retained:** All candidate responses

## Other related Units

This Unit has been validated as part of the PDA Youth Work award at level 6 within the Scottish Credit and Qualifications Framework (SCQF). Centres are required to develop the assessment instrument in accordance with the validated Unit specification. Related Units are:

Unit code	SCQF level	Title
F7FA 33	6	Youth Work: Understanding and Exploring Youth Work
F7FB 33	6	Youth Work: Delivering Youth Work

## Core Skills

The Unit specification will detail the Core Skills covered within the Unit. Where Core Skills have been embedded in a Unit specification and an assessor wishes to use an alternative method of assessment, s/he must ensure that the assessment generates the necessary evidence as specified by the Evidence Requirements within the Unit specification. It is recommended that the Centre seek prior verification for the alternative method to ensure that the Core Skill is still covered.

## Conditions of assessment

The Unit will be assessed by three instruments of assessment. Outcome 1 is assessed by a series of structured questions. Outcome 2 is assessed by a reflective account. Outcome 3 is assessed by a reflective account. All evidence should be gathered in open-book conditions.

When the final submission is marked, candidates who are judged by the assessor to have not yet achieved the required level of competence may be:

- ◆ re-assessed using a different task
- ◆ required to resubmit part of their work after receiving relevant feedback and given additional time
- ◆ required to make a short presentation where any missing Evidence Requirements could be addressed

## **Assessment task instructions**

### **Outcome covered 1**

#### **Answer the following questions**

1 Describe in detail **two** methods of making contact with young people.

Method 1

Method 2

2 Describe **two** techniques to identify the needs of young people.

Technique 1

Technique 2

## **Assessment task 2**

### **Outcome covered 2**

#### **Assessment task instructions**

Write a reflective account, which is a detailed description of real work activities, describing how you used communication and interpersonal skills in a youth work setting. You should describe barriers to communication and explain how you overcame a minimum of **two** barriers to communication.

## **Assessment task 3**

### **Outcome covered 3**

#### **Assessment task instructions**

Write a reflective account, which is a detailed description of real work activities, describing how you used group work skills in a youth work setting. You should outline at least **two** theories of group work, explain the dynamics of group work and describe **two** features of managing and assessing risk. You must also explain the need to respect confidentiality, using examples from your work practice

This is the Unit Specification and exemplar assessment for the HN Unit

**Youth Work: Delivering Youth Work F7FB 33**

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**NOTE**

Suggested solutions, Assessment checklists, Marking guidelines and Candidate Assessment Records forms for this exemplar are available to SQA Approved Centres from the secure area of the website.

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## Higher National Unit Specification

### General information for Centres

**Unit title:** Youth Work: Delivering Youth Work

**Unit Code:** F7FB 33

**Unit purpose:** This Unit is designed to provide candidates with the knowledge and skills required to work with young people in a range of youth work settings. It offers opportunities to develop practical skills and to demonstrate the application of the core values and principles of youth work in practice. This Unit is one 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. Candidates may be working or planning to work with young people, either as volunteers or in paid employment. It provides underpinning knowledge and understanding drawn from the National Occupational Standards for Youth Work and the CLD Competences as defined by the Standards Council for Scotland.

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

- 1 Demonstrate the application of core values and principles of youth work in practice
- 2 Engage with young people in a youth work setting
- 3 Plan, deliver and review a youth work activity

**Credit points and level:** 1.5 HN Credits at SCQF level 6: (12 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:** In order to undertake this Unit, candidates will require to be working with, or have access to work with, young people, either as staff or as a volunteer.

**Core Skills:** There is no automatic certification of Core Skills in this Unit. However, there may be opportunities to develop aspects of *Communication, Working with Others, Problem Solving, Information and Communication Technology* and *Numeracy* Core Skills.

## **General information for Centres (cont)**

**Unit title:** Youth Work: Delivering Youth Work

**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 is a mandatory Unit in the PDA Youth Work at SCQF level 6.

**Assessment:** The Outcomes within this Unit may be assessed holistically. Assessment should include observed practice, questions to test underpinning knowledge, and could also include one or more of the following: a recording sheet, a reflective diary, an oral account, and/or the use of case studies supported by specific questions.

## **Higher National Unit specification: statement of standards**

**Unit title:** Youth Work: Delivering Youth Work

**Unit code:** F7FB 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**

Demonstrate the application of core values and principles of youth work in practice

#### **Knowledge and/or Skills**

- ◆ Impact of personal values and value conflicts in relation to promoting diversity and respecting others' beliefs
- ◆ Sources of support available to staff working in this field
- ◆ Recognition of young people's skills, needs and aspirations, and the young person's role as partner
- ◆ Partnership working
- ◆ Organisational culture and climate
- ◆ Responsibilities of individuals in relation to equality, diversity and respecting others' beliefs
- ◆ Reflective Practice

#### **Evidence Requirements**

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

- ◆ Demonstrate understanding of young people's skills, needs, and aspirations
- ◆ Provide examples of personal involvement with young people as partners
- ◆ Outline the role which may be played by other agencies to deliver the service
- ◆ Demonstrate compliance with organisational policies and procedures, eg health and safety

- ◆ Produce a reflective record of own youth work practice in an agreed format, which could encompass supporting notes, reflective log, diary, checklist, discursive evidence, and audio/video

### **Assessment guidelines**

This Unit may be assessed holistically. The assessment should include observation of practice, an observation checklist and a reflective log/diary, and should also include some short answer questions to test the underpinning knowledge.

## **Higher National Unit specification: statement of standards**

**Unit title:** Youth Work: Delivering Youth Work

**Unit code:** F7FB 33

### **Outcome 2**

Engage with young people in a youth work setting

#### **Knowledge and Skills**

- ◆ Potential barriers to participation
- ◆ Communication and interpersonal skills required to work with young people and other staff members
- ◆ Limits and boundaries of own role
- ◆ Group work skills as applied in practice when working within youth work, eg communication, advising, developing skills of young people.
- ◆ Strategies to overcome communication difficulties
- ◆ Roles and responsibilities of group workers
- ◆ Rights and responsibilities of young people
- ◆ Components of a group work session
- ◆ Confidentiality

#### **Evidence Requirements**

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

- ◆ Demonstrate methods to support young people's participation
- ◆ Apply effective communication and interpersonal skills in own practice
- ◆ Explain the components of a group work session
- ◆ Identify situations/aspects of work which require onward referral
- ◆ Demonstrate a clear understanding of the rights and responsibilities of young people
- ◆ Demonstrate equality of opportunity and access within a group activity
- ◆ Describe how you would convey the 'rights, responsibilities and consequences' message to young people
- ◆ Explain the need to respect confidentiality

#### **Assessment guidelines**

This Unit may be assessed holistically. The assessment should include observation of practice, an observation checklist and a reflective log/diary, and should also include some short answer questions to test the underpinning knowledge.



## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Youth Work: Delivering Youth Work

**Unit code:** F7FB 33

### **Outcome 3**

Plan, deliver and review a youth work activity

#### **Knowledge and Skills**

- ◆ Methods of engaging with young people
- ◆ Components of a group work session
- ◆ Current policies and guidelines relevant to the activity
- ◆ Planning skills and tools
- ◆ Co-ordination and delivery of an activity in a youth work setting
- ◆ Working with colleagues as part of team
- ◆ Management of human and physical resources
- ◆ Accountability - professional and financial
- ◆ Risk assessment and legislative requirements
- ◆ Communication, recording and monitoring tools relevant to communicating impact of the activity

#### **Evidence Requirements**

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

- ◆ Demonstrate the use of a variety of methods of engaging with young people
- ◆ Produce a plan of an appropriate youth work activity including components of a group work session
- ◆ Identify risk factors and legislative requirements
- ◆ Deliver the planned activity demonstrating effective teamwork
- ◆ Facilitate the group work session
- ◆ Apply relevant policies and adhere to guidelines
- ◆ Produce evidence, which indicates use of risk assessment
- ◆ Review, evaluate and record the completed activity including own contribution, conclusions and suggest improvements
- ◆ Communicate findings

## **Assessment Guidelines**

This Unit may be assessed holistically. The assessment should include a plan of the activity, observation of practice, an observation checklist, a completed reflective report and also short answer questions to test the underpinning knowledge. Assessment evidence could also include work products, such as an observed practice/checklist, a reflective log/diary, a checklist/report, peer assessments, and participant evaluation.

## Administrative Information

**Unit code:** F7FB 33  
**Unit title:** Youth Work: Delivering Youth Work  
**Superclass category:** PN  
**Date of publication:** August 2009  
**Version:** 01

### History of changes:

Version	Description of change	Date

**Source:** SQA

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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: Delivering Youth Work

**Unit Code:** F7FB 33

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 60 hours.

### **Guidance on the content and context for this Unit**

This Unit is designed to provide candidates with the opportunity to apply knowledge and skills in working with young people in a range of youth work settings. It will normally be delivered as part of the PDA in Youth Work at SCQF level 6 and is underpinned by the theoretical knowledge and practice gained in the other two Units in the PDA, ie *Youth Work: Understanding and Exploring Youth Work* and *Youth Work: Engaging with Young People*.

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

Candidates should be made aware of:

- ◆ ways of applying the process of prioritising the needs of young people
- ◆ awareness of self in relation to duty of care, supervision, need for onward referral when outside own area of responsibility,
- ◆ professional accountability
- ◆ working with other agencies which could contribute to the service

## Higher National Unit specification: support notes

**Unit title:** Youth Work: Delivering Youth Work

### Outcome 1

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

The Outcome therefore highlights the importance of;

- ◆ engagement
- ◆ participation
- ◆ collaboration, and
- ◆ partnership

when working with participants in a youth work setting. These key features and the diversity within Youth Work should be examined and applied. Consideration should be given to common underpinning features of all approaches and settings. Examples of different approaches/contexts for these should be demonstrated.

### Outcome 2

The key feature of this Outcome is the understanding of the application of group work and communication skills. This should include ensuring that candidates appreciate the importance of the rights and responsibilities of young people and the role and responsibilities of youth workers.

Candidates should be made aware of the importance of:

- ◆ Self Awareness; awareness of own role and impact of own role and impact of own intervention and limitations, when to refer on and how own views may affect intervention.
- ◆ Duty of Care; for self and young people, risk assessment, child protection and legal issues, confidentiality, understanding the needs and aspirations of young people.
- ◆ Group Work Skills; getting the group started, gathering relevant information, interpreting ideas, dealing with concerns and clearing up confusions, identifying alternatives, clarifying and elaborating on discussions, pulling together related ideas, restating suggestions after they have been fully discussed, offering a decision or conclusion, seeking consensus, assigning responsibility or delegating authority
- ◆ Communication; listening skills, oral and written communication, interpersonal skills, clarity on what is being communicated and for what purpose, knowing the group or individual, face-to-face interaction, giving and receiving feedback, removing barriers to communication

## **Higher National Unit specification: support notes**

**Unit title: Youth Work: Delivering Youth Work**

### **Outcome 3**

Outcome 3 is about applying group work skills through a group work activity/session, taking into account any relevant and current policies and guidelines of the organisation which may influence delivery and application of youth work.

Candidates are required to consider:

- ◆ Duty of Care, disclosure, confidentiality — as outlined in Outcome 2
- ◆ Management of resources — management of human and physical resources at a practical level only
- ◆ Team Working — working as part of a team while recognising the structures of the organisation
- ◆ Accountability — professional and financial — at a basic level

Candidates should be given guidance on ways of recording aspects of the group activity and on how to evaluate their contribution to the activity.

## **Higher National Unit specification: support notes (cont)**

**Unit title:** Youth Work: Delivering Youth Work

### **Guidance on the delivery and assessment of this Unit**

This Unit is practice- based and is designed for those working or planning to work as volunteers or in paid employment for an organisation providing youth work and support to young people. In this Unit, the candidate will demonstrate the application of own knowledge, understanding and professional skills required to work with young people in a youth work setting.

Candidates may require support in understanding the processes of planning, reviewing and recording own practice and could utilise, eg workplace diaries to generate evidence and discussion regarding the application of theory to practice. Candidates should be able to facilitate a group work activity that should encompass the planning, delivery and review stages, including evidence of compliance with organisational policies.

This Unit could be assessed using observed assessment by supervision and case studies. Assessment evidence could also include other work products, such as an observed practice/checklist, a reflective log/diary, peer assessments, and participant evaluation.

Whether assessed holistically or by each Outcome, there should be evidence of application of skills by observation, supplemented by a small sampling of the underpinning knowledge through short-answer questions. Candidates should keep evidence of their plan for the activity and should discuss methods of communicating findings. They should record 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. It should be noted that not all of these types of evidence are required. Candidates should record a summary of actions to be taken as a result of the reflection/evaluation. Assessment evidence could also include work products, such as an observed practice/checklist, a reflective log/diary, a checklist/report, peer assessments, and participant evaluation.

**Useful websites include:**

YouthLink Scotland: the national agency for youth work

[www.youthlinkscotland.org](http://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);

Scottish Credit & Qualifications Framework —

[www.scqf.org.uk/Resources/Downloads.aspx](http://www.scqf.org.uk/Resources/Downloads.aspx)

## Higher National Unit specification: support notes (cont)

**Unit title:** Youth Work: Delivering Youth Work

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](http://www.nya.org.uk)

NCVYS: National Council for Voluntary Youth Services

<http://www.ncvys.org.uk/>

LEAP — [leap.scdc.org.uk](http://leap.scdc.org.uk)

### Useful publications

- ◆ *Community Learning and Development Portfolio – A resource to Record Learning Experiences and Achievements*
- ◆ *Recognition of Prior Learning Tool*
- ◆ LEAP — Learning Evaluation and Planning
- ◆ *How Good Is Our Community Learning and Development? 2* (HGIOCLD?2)

## Higher National Unit specification: support notes (cont)

**Unit title:** Youth Work: Delivering Youth Work

### Glossary of terms

It is hoped that the following will help tutors of these Units to understand the context and use the following terms. Candidates should be able to demonstrate through their delivery the skills and knowledge identified below.

**Participation:** Encourage and support young people to contribute to meeting their identified needs and aspirations.

**Confidence Building:** Develop the self esteem of young people and build up own self confidence to deliver a planned activity.

**Needs Assessment:** Identifying and prioritising the needs of young people including working in partnership with them and other agencies.

**Self Awareness:** Of own role and impact of own intervention and limitations, eg referring on, confidentiality etc.

**Duty of Care:** For self and young people, eg risk assessment, child protection and legal issues.

**Supervision and Support:** Getting direction and support for own work and positive or critical feedback in relation to practice within organisational structure.

**Organisational Culture and Climate:** Working within specific organisational structures, policies, procedures and legal requirements including equalities, diversity and anti discriminatory practice.

**Personal Values:** Recognising own personal values and the possibility of conflict arising when promoting diversity and anti discriminatory practice.

## Higher National Unit specification: support notes (cont)

**Unit title:** Youth Work: Delivering Youth Work

**Group Work Skills:** Use of two methods approaches which take into account the individual needs within a group work setting and utilise all the expected components of delivering a group work session including a planned programme, identified outcomes, risk assessment, etc.

**Risk Assessment:** Be aware of risks to own and others in relation to organisational procedures, **legislative requirements at a basic level** and personal safety whilst undertaking youth work activity.

**Working as part of a team:** Utilising own and others skills to work together to achieve planned activity.

**Professional Accountability:** In relation to principles and values, Community Learning and Development, or Youth Work Occupational Standards should be examined and participants should be able to identify how these would be applied in own practice.

**Resource Management:** At this level participants should be able to demonstrate their awareness and impact of managing resources such as human, physical and financial in a youth work activity.

**Communication:** At this level participants should be able to articulate and converse with young people in an appropriate manner.

**Reflection:** At this level participants should be aware of how their behaviour influences young people and suggest how future practice could be adapted in relation to their reflection

**Partnership working:** Other agencies which could contribute to the service and who work with the provider on a joint project.

**Limits and boundaries of own role:** Participants should recognise their limitations, when to provide support and when to refer on either to another youth worker, agency or partner.

**Facilitate a group work session:** Using Core Skills of communication, listening, advocacy, team working, organising and relating to others, to engage with young people to facilitate their personal, social and educational development.

**Empower:** To enable participants to gain a voice, influence and place in society.

## **Higher National Unit specification: support notes (cont)**

**Unit title:** Youth Work: Delivering Youth Work

### **Opportunities for developing Core Skills**

There is no automatic certification of Core Skills or Core Skills components in this Unit. However, there are opportunities to develop aspects of the Core Skills of *Communication, Working with Others, Problem Solving, Information and Communication Technology* and *Numeracy* through the assessments of the Outcomes.

### **Open learning**

Aspects of 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](http://www.sqa.org.uk/assessmentarrangements).

## **General information for candidates**

**Unit title:** Youth Work: Delivering Youth Work

This Unit is designed to provide you with the knowledge and skills necessary to plan, deliver and evaluate a youth work activity. You will apply the core values and principles of youth work to your practice and use a variety of methods to engage with young people. This is a practical Unit which will draw on your work experience, either from your own workplace (paid or voluntary) or from a suitable work placement agreed with your Centre.

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.

This Unit is one of three Units about youth work, and provides an opportunity to apply the knowledge and understanding developed in the other two Units. This Unit will normally be delivered as part of the Professional Development Award in Youth Work at SCQF level 6.

On completion of this Unit you should be able to:

- ◆ Demonstrate the application of core values and principles of youth work in practice
- ◆ Engage with young people in a youth work setting
- ◆ Plan, deliver and review a youth work activity

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**Support Materials**  
**Higher National Unit: Assessment Exemplar**

**Youth Work: Delivering Youth Work F7FB 33**  
**SCQF level 6**

**Note**

This exemplar should be used in conjunction with the document *Guidance note: Introduction and How to Generate Evidence*. This document is available to download as a separate publication on SQA's secure website (see under HN Sectors, then Guidance note: Introduction and Evidence). On this page class checklists (covering up to four Outcomes) are also available to download as a Word file for you to adapt for your own use for any given exemplar.

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## **Acknowledgements**

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

## **Assessment tasks**

The following information indicates the evidence which should be retained for external verification.

**Assessment task 1:** Planned Activity

**Outcomes covered:** 1, 2, 3

**Evidence to be retained:** All candidate responses

## Other related Units

This Unit has been validated as part of the PDA Youth Work award at level 6 within the Scottish Credit and Qualifications Framework (SCQF). Centres are required to develop the assessment instrument in accordance with the validated Unit specification. Related Units are:

<b>Unit code</b>	<b>SCQF level</b>	<b>Title</b>
F7FA 33	6	Youth Work: Understanding and Exploring Youth Work
F7FC 33	6	Youth Work: Engaging with Young People

## Core Skills

The Unit specification will detail the Core Skills covered within the Unit. Where Core Skills have been embedded in a Unit specification and an assessor wishes to use an alternative method of assessment, s/he must ensure that the assessment generates the necessary evidence as specified by the Evidence Requirements within the Unit specification. It is recommended that the Centre seek prior verification for the alternative method to ensure that the Core Skill is still covered.

## **Conditions of assessment**

The Unit is assessed holistically by a youth work activity and a portfolio of evidence covering all Outcomes. All evidence should be gathered in open-book conditions.

When the final submission is marked, candidates who are judged by the assessor to have not yet achieved the required level of competence may be:

- ◆ re-assessed using a different task
- ◆ required to resubmit part of their work after receiving relevant feedback and given additional time
- ◆ required to make a short presentation where any missing Evidence Requirements could be addressed

## **Assessment task 1**

**Outcome(s) covered 1, 2 and 3**

### **Assessment task instructions**

As part of your studies you will plan, deliver and evaluate a youth work activity. You will need to record and gather evidence of each stage of the activity and put it in a folio of evidence.

### **Choosing a Project**

To achieve this Unit, you will have to plan, carry out and evaluate a youth work activity which involves working with individual young people or with a youth group.

If you haven't chosen an activity yet, it's now time to decide. Choosing an activity can be exciting, but finding one that suits the young people/group and the requirements of this Unit can be difficult. Sometimes, you think you have found a group of young people to work with, but you hit some snags when you start to work together.

It is also very easy to get carried away with your ideas and to set yourself targets that you are not likely to meet with the time, resources and skills you have at the moment — be careful not to do that. But don't set your targets too low, either.

Once you start to plan your activity, you may find that you have to make adjustments to your plans. Don't worry about that — it happens to nearly every youth work activity. Remember to record all changes and new decisions — that is the important part!

Here are some hints to help you to choose a suitable project and avoid some of the difficulties:

#### Youth group

- ◆ Your first task will be to identify a group of young people and build a rapport with them.
- ◆ If you manage this successfully, the other aspects of your activity will fall into place more easily.

## Activity

- ◆ What kind of activity would benefit the young people and fit in with youth work?
- ◆ Would it also be something that you could write about for your project?

## Time

- ◆ Consider how much time you have to spend on the activity
- ◆ Will you be able to manage to complete your this activity with the young people in the time you have and still leave yourself plenty of time to do all the writing you need to do?
- ◆ If not, could it be scaled down a bit?

## Equipment and Materials

- ◆ What equipment will you need to carry out this activity? (eg a video camera or a computer) Will you be able to get what you need?
- ◆ Will you need supplies of materials for your project (eg to carry out activities with young people)? Will you be able to get them?

## Research

- ◆ You will be expected to include references to the work of experts in the field of Youth Work and you will have to be able to relate theory and practice. However, you should not spend an unreasonable time on internet research. There are other methods of finding information such as reading books or journals.
- ◆ Will you be able to find suitable research material to describe and evaluate your youth group and the activity you undertake?

## Safe Practice and Confidentiality

- ◆ Will you be able to carry out the activity safely (after analysing risks) and will you be able to protect the confidentiality of your subject?

## Travel

- ◆ Will you need to travel to carry out this project (eg an outing with a youth group)?
- ◆ Will you have the time and will you be able to get permission for all concerned?
- ◆ Will the expense of travel be met?

## Help

- ◆ Will you need help from others to carry out this project (eg staff or volunteers)?
- ◆ If so, are they willing and able to help?

## Space

- ◆ Do you have a suitable room or space to carry out your project?
- ◆ Will you have access when you need it?

## Notes for candidates

- ◆ The needs of the young people should come first — not your assessment.
- ◆ Don't engineer a situation to suit the project — do something that you and the young people would be doing anyway.
- ◆ Have a spare activity in mind — there may be reasons why your first choice doesn't work out.
- ◆ Sound out your manager before making a final choice.

Make sure you have permission for what you want to do — this is important.

## Part 1 — Plan the Activity

You have to produce a reflective account of youth work practice in an agreed format which could encompass supporting notes, reflective log, diary, checklist, discursive evidence and audio/video to provide evidence that you can:

- ◆ Produce a plan of a group work activity including components of a group work session

This plan must reflect:

- ◆ an understanding of young people's skills needs and aspirations
- ◆ an awareness of situations/aspects of work which require onward referral
- ◆ an awareness of the role that may be played by other agencies to deliver the service
- ◆ a clear understanding of the rights and responsibilities of young people
- ◆ a description of how you would convey the 'rights responsibilities and consequences' message to young people
- ◆ compliance with organisational policies and procedures, eg health and safety

## **Part 2 — Carry out the Activity**

Your assessor must observe you delivering all or part of the youth work activity.

In addition, you have to produce a reflective account of youth work practice in an agreed format. The account could encompass supporting notes, reflective log, diary, discursive evidence and audio/video to provide evidence that you can:

- ◆ Provide examples of young people as partners
- ◆ Make reference to relevant policies and adhere to guidance

If your assessor cannot observe any of the Evidence Requirements, you will have to write a reflective account to cover them as well.

## **Part 3 — Evaluate the Activity**

You have to produce a reflective account of youth work practice in an agreed format which could encompass supporting notes, reflective log, diary, checklist, discursive evidence and audio/video to provide evidence that you have:

- ◆ Reviewed, evaluated, and recorded the completed activity, including own contribution, conclusions and suggest improvements
- ◆ Communicated findings

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### 3 QUALITY ASSURANCE

SQA's Quality Framework involves a number of key processes. Approval and External Verification are crucial parts of this system. Each SQA Centre may be responsible for the delivery and assessment of many awards, so there is a system of checks in place to ensure that each assessment decision is consistent and of high quality.

The general principle that SQA applies to quality assurance, in order to maintain a rigorous and credible national standard, is that assessment must be:

- **valid** i.e they assess the knowledge and /or skills they set out to assess ( as stated in the Unit Specification)
- **reliable-** i.e assessment tasks should be applied fairly and assessment decisions must be made consistently and in accordance with the Unit Specification
- **practicable** – i.e Centres make the best use of human and physical resources and of time. The process which SQA uses to make sure that delivery of its qualifications is valid, reliable and practicable is called verification

#### 3.1 Approval

**There are two types of Approval;**

- **Initial Approval as an SQA Centre**
- **Approval to offer specific qualifications**

**Initial approval** as an SQA Centre is a two-stage process designed to confirm that your Centre has the management structure and quality assurance systems to support the delivery, assessment and internal verification of SQA qualifications. It also includes gaining approval to offer your first qualification.

To apply for approval as an SQA Centre please call the Business Development and Customer Support Team on 0303 333 0330. Information on Approval is also available on the SQA website.

**Approval to offer specific qualifications** is confirmation that your Centre has the staff, reference and learning materials, assessment materials, equipment and accommodation you will need to deliver and assess the qualification listed on your application.

Centres can request a development visit from an SQA external verifier prior to submitting a request to offer a specific qualification. The EV can offer further subject specific advice and help. There is a small charge for this visit. To find out more or to request a development visit, ask our Customer Contact Centre on 0845 279 1000 to connect you to the Qualification and Approval and Verification Team.

For further information please refer to SQA's Guide to Approval.

### **3.2 Assessment and Verification**

#### **Assessment**

The Centre takes responsibility for the final assessments:

##### **The Centre**

- **sets the assessments**
- **marks/evaluates them**
- **takes the decision on whether the candidate has achieved the required standard, whether it be in a written or practical assessment**
- **records the assessment results**

### 3.3 Internal Verification

**Internal Verification is designed to ensure that staff in Centres are making consistent assessment decisions in accordance with the assessment criteria defined in our qualifications**

- Internal Verification is an element of SQA's Quality Assurance framework which ensures that Centres make consistent and accurate assessment decisions.
- It is the process of checking that the Assessment decision is accurate, fair and in accordance with the assessment criteria defined in the Unit Specifications.
- The candidate's work should be annotated and records retained as these may be required for External Verification by SQA.

### External Verification

**External Verification is the responsibility of SQA. External Verifiers are deployed to Centres to check that candidate's work is being assessed in line with national standards.**

The external verifier will:

- Sample the assessed evidence of different candidates
- Sample the assessment decisions of different assessors
- Consider the effectiveness of the internal verification system within the Centre.

For further information please refer to SQA documents;

Guide to Assessment  
External Verification: A Guide for Centres

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## 4 ADDITIONAL INFORMATION

### Contacts

Centre enquiries

Business Development and Customer Support team

Telephone 0303 333 0330

E-mail [myCentre@sqa.org.uk](mailto:myCentre@sqa.org.uk)

Candidate and General enquiries;

SQA Customer Contact Centre

Telephone 0845 279 1000

E-mail [customer@sqa.org.uk](mailto:customer@sqa.org.uk)

For information on the Scottish Credit and Qualifications Framework

E-mail [www.scqf.org.uk](http://www.scqf.org.uk)

For arrangements for candidates with additional support needs

[www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

**Publications and Guides** (contact Centre enquiries for copies)

<u>Publication Title</u>	<u>Publication Code</u>
Youth Work Arrangements Documentation	n/a (free web download)
Guide to Approval	AA0961/6
Guide to Assessment	AA4147
External Verification Centre Guide	FA5241
SQA's Quality Framework	FA1595

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## **Appendix A**

### **Prior Verification Application Form and Guidance Notes**

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Prior verification request form

**Centre — please complete the following details:**

Note: A separate prior verification request form should be submitted with each assessment scheme.

**Unit/Course title:** \_\_\_\_\_

**Qualification code:** \_\_\_\_\_

**Level:**  
**(eg Intermediate 2, Higher, HN)** \_\_\_\_\_

**Estimated date unit will  
commence:** \_\_\_\_\_

**Centre name:** \_\_\_\_\_

**SQA contact:** \_\_\_\_\_

**Contact telephone number** \_\_\_\_\_

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**National Qualifications only**

I am willing to allow this material to be considered for inclusion in the National Assessment Bank.

**Yes:**

**No:**

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**Please send your request and materials for prior verification to:**

Quality Assurance  
Verification Section  
Scottish Qualifications Authority  
The Optima Building  
58 Robertson Street  
Glasgow  
G2 8DQ

---

**SQA USE ONLY**

**Date  
received:** \_\_\_\_\_

**Verif group:** \_\_\_\_\_

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## Prior verification Notes of Guidance to Centres

### General

Prior verification is the process by which Centres seek validation of an internally produced assessment scheme before embarking on the Unit/Course to which it applies. Where the outcome of prior verification is successful, this process will ensure that the instruments of assessment (IA) being used within the Centre are deemed by SQA to be valid, and that the checking of this aspect during any verification exercise will not be required.

Where NAB materials have been used as a basis for an internally devised assessment scheme or have been amended for a Centre's particular purposes, Centres should only submit these for prior verification where **significant** changes have been made to the published NAB.

The **only** material eligible for prior verification is assessment material before its use. Any material not falling into this category will be returned without having been scrutinised.

### Role of the Centre

When submitting an assessment scheme for prior verification, Centres must include:

- ◆ Each instrument of assessment
- ◆ Materials which show what the candidates are asked to do if IA is unclear on the tasks which have to be undertaken to achieve the outcomes/performance criteria
- ◆ Marking guidance showing how each instrument of assessment is to be applied
- ◆ A completed prior verification request form.

### Prior verification arrangements

Centres requesting prior verification must complete and submit the Prior Verification Request Form along with the assessment scheme and any supporting documentation. A separate form for each assessment scheme is required. Verifiers will use the accompanying Assessment Scheme Checklist when carrying out prior verification/validation.

Once prior verification has taken place SQA will inform the Centre of the outcome within four weeks of receipt.

### **Role of the Verifier**

The Verifier will make a decision on the Centre's instrument of assessment and marking guidelines submitted for prior verification and will also provide feedback to the Centre on the validity of the assessment scheme, including guidance where problems are identified.

### **National Assessment Bank**

Material submitted for prior verification for National Qualifications, Access to Advanced Higher, may be suitable for inclusion in the National Assessment Bank. Centres should complete the appropriate section of the Prior Verification Request Form to indicate whether or not they are willing to allow their assessment scheme to be put forward for possible inclusion in the National Assessment Bank.

### **Verification Exercise**

When an assessment scheme has been successfully prior verified the material will be stamped with SQA's validation mark. Where the assessment scheme is subsequently used and the associated Unit is selected for verification, the stamped version must be included with the candidate evidence submitted/available for the verification exercise. This will indicate to the verifier that the assessment scheme has previously been validated by SQA.

**Appendix B**  
**Glossary of Terms**

## SQA Glossary of Terms

**SCQF:** This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology 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:** One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

**SCQF levels:** The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

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

**Graded Unit:** Graded Units assess candidates' ability to integrate what they have learned whilst working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

**Dedicated Unit to cover Core Skills:** This is a non-subject Unit that is written to cover one or more particular Core Skills.

**Embedded Core Skills:** This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

**Signposted Core Skills:** This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

**Qualification Design Team:** The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/HND from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of Centres, employers, universities and other relevant organisations.

### **SQA Glossary of Terms (continued)**

**Consortium-devised HNCs and HNDs** are those developments or revisions undertaken by a group of Centres in partnership with SQA.

**Specialist single Centre and specialist collaborative devised HNCs and HNDs** are those developments or revisions led by a single Centre or small group of Centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.

## Youth Work Glossary of Terms

It is hoped that the following glossary will help those involved with the assessment of the Youth Work Units (including the candidates) to understand the context and become familiar with the following terms.

**Participation:** Encourage and support young people to contribute to meeting their identified needs and aspirations.

**Confidence Building:** Develop the self esteem of young people and build up own self confidence to deliver a planned activity.

**Needs Assessment:** Identifying and prioritising the needs of young people including working in partnership with them and other agencies.

**Self Awareness:** Of own role and impact of own intervention and limitations, eg referring on, confidentiality etc.

**Duty of Care:** For self and young people, eg risk assessment, child protection and legal issues.

**Supervision and Support:** Getting direction and support for own work and positive or critical feedback in relation to practice within organisational structure.

**Organisational Culture and Climate:** Working within specific organisational structures, policies, procedures and legal requirements including equalities, diversity and anti discriminatory practice.

**Personal Values:** Recognising own personal values and the possibility of conflict arising when promoting diversity and anti discriminatory practice.

**Group Work Skills:** Use of two methods approaches which take into account the individual needs within a group work setting and utilise all the expected components of delivering a group work session including a planned programme, identified outcomes, risk assessment, etc.

**Risk Assessment:** Be aware of risks to own and others in relation to organisational procedures, legislative requirements at a basic level and personal safety whilst undertaking youth work activity.

**Working as part of a team:** Utilising own and others skills to work together to achieve planned activity.

## **Youth Work Glossary of Terms (continued)**

**Professional Accountability:** In relation to principles and values, Community Learning and Development, or Youth Work Occupational Standards should be examined and participants should be able to identify how these would be applied in own practice.

**Resource Management:** At this level participants should be able to demonstrate their awareness and impact of managing resources such as human, physical and financial in a youth work activity.

**Communication:** At this level participants should be able to articulate and converse with young people in an appropriate manner.

**Reflection:** At this level participants should be aware of how their behaviour influences young people and suggest how future practice could be adapted in relation to their reflection

**Partnership working:** Other agencies which could contribute to the service and who work with the provider on a joint project.

**Limits and boundaries of own role:** Participants should recognise their limitations, when to provide support and when to refer on either to another youth worker, agency or partner.

**Facilitate a group work session:** Using Core Skills of communication, listening, advocacy, team working, organising and relating to others, to engage with young people to facilitate their personal, social and educational development.

**Empower:** To enable participants to gain a voice, influence and place in society.

**END**