



Higher National Unit specification: general information

Unit title: Community Learning and Development: Working with Young People

Unit code: FM9A 34

Superclass: PN

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Unit purpose

This Unit is designed to enable candidates to recognise the main issues in relation to the nature, purpose and contexts of working with young people in the community. The candidate will gain an understanding of the focus of government policy affecting work with young people.

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

- 1 Explain strands of development during adolescence including factors which impact on young people.
- 2 Explain the links between current policy and practice in youth work.

Recommended prior knowledge and skills

While entry is at the discretion of the centre, it is recommended that candidates have completed the following Units (or equivalent):

DK1G 35	<i>CLD: Social Science Approaches</i>
DK1C 34	<i>CLD: Principles and Practice</i>
DK17 34	<i>CLD: Learning Approaches</i>
F8L1 34	<i>CLD: Group Work</i>

In addition, it would be beneficial if the candidate had completed the following NC Unit (or equivalent)

F8LV 12	<i>Working with Communities: Youth Work</i>
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General information (cont)

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**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.*

Core Skills

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

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

Context for delivery

This is an optional Unit of the HNC Working with Communities. It should be taught and assessed within the subject area of the Group Award. It is also a free-standing Unit and can be used in this capacity as a source for continuing Professional Development.

Assessment

Outcomes 1 and 2 may be assessed jointly by a series of structured questions based on a case study of a young person. The response should be approximately 1,500–2,000 words (or equivalent) under open-book conditions.

Higher National Unit specification: statement of standards

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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 strands of development during adolescence including factors which impact on young people.

Knowledge and/or skills

- ◆ Physical developments in adolescence
- ◆ Cognitive developments in adolescence
- ◆ Social developments in adolescence
- ◆ Emotional developments in adolescence
- ◆ Interrelationship between strands of development
- ◆ Socio-economic factors
- ◆ Peers
- ◆ Cultural diversities

Evidence Requirements

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

- ◆ explain physical, cognitive, social and emotional development in adolescence
- ◆ describe factors that impact on young people.

Assessment guidelines

Outcomes 1 and 2 may be assessed jointly by a series of structured questions based on a case study of a young person. The response should be approximately 1,500–2,000 words (or equivalent) under open-book conditions.

Higher National Unit specification: statement of standards (cont)

Unit title: Community Learning and Development: Working with Young People

Outcome 2

Explain the links between current policy and practice in youth work.

Knowledge and/or skills

- ◆ Current Scottish Government policies
- ◆ Local plans and strategies
- ◆ Current practice and approaches in youth work
- ◆ Links between policy and practice
- ◆ The role of the youth worker

Evidence Requirements

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

- ◆ identify the key features of one current national and one local policy influencing youth work practice
- ◆ explain the role of the youth worker in a minimum of two different youth work approaches and the potential impact on the development of young people
- ◆ identify how these approaches link to the current policy.

Assessment

Outcomes 1 and 2 may be assessed jointly by a series of structured questions based on a case study of a young person. The response should be approximately 1,500–2,000 words (or equivalent) under open-book conditions.

Higher National Unit specification: support notes

Unit title: Community Learning and Development: Working with Young People

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

Outcome 1

It is important that candidates should recognise the following general principles:

- ◆ Development follows a sequence through the lifespan.
- ◆ Age groups are general indicators of developmental changes which do not occur in discrete stages.
- ◆ Development in the four strands is interrelated but does not proceed at the same rate, eg an adolescent could be physically mature but emotionally immature.
- ◆ Development results from an interaction between the individual and the environment, the environment includes the human context.

Main features of development during adolescence:

Cognitive:

- ◆ Making sense of the world
- ◆ Abstract understanding
- ◆ Presenting arguments
- ◆ Decision making

Emotional:

- ◆ Developing a sense of self
- ◆ Establishing identity
- ◆ Issues related to separation
- ◆ Issues related to sexuality

Social:

- ◆ Parents and peers
- ◆ Sexual attractions
- ◆ Conforming and independence
- ◆ Rites of passage

Physical:

- ◆ Physical development — height growth etc
- ◆ Puberty

(Based on development of Erik Erikson's eight Stages of Man)

Higher National Unit specification: support notes (cont)

Unit title: Community Learning and Development: Working with Young People

Consideration should be given to the theoretical aspects of adolescence within developmental theory, eg within Erik Erikson's eight Stages of Man, Freud's Psycho-sexual theory etc and the impact of these developments on relationships in the life of a young person. Discussion could include self-awareness, social awareness, potential conflicts, problems solving, decision making and citizenship. Ways in which differing experiences can cause variations in development should be explored Stereotypes and discrimination should also be discussed with cultural diversity valued and promoted.

Outcome 2

One current national and one current local youth work policy should be identified and reviewed with key features identified. The influence of these policies on priorities in youth work should be discussed. These could include the policies identified below but should adapt to current developments and priorities:

- ◆ Working and Learning Together to Build Stronger Communities: Scottish Executive Guidance for Community Learning and Development 2004
- ◆ More Choices More Chances(MCMC) (Scottish Executive June 2006)
- ◆ Better Community Engagement (Communities Scotland 2007)
- ◆ Moving Forward: a strategy for improving young peoples chances through work — a national youth work strategy (Scottish Executive 2007)
- ◆ Getting it right for every child (GIRFEC) (Scottish Executive 2007)
- ◆ Protecting Children and Young People: Framework for standards (Scottish Executive)
- ◆ Citizenship in Youth work
- ◆ Curriculum for Excellence (Scottish Executive 2010)
- ◆ Local Youth Strategy Documents
- ◆ Local Children's Service Plans

The role of the youth worker in identifying opportunities relevant to the needs of young people should be explained. The diverse nature of youth work approaches should be identified and developmental opportunities investigated. Examples could include:

- ◆ Youth club
- ◆ Youth action group/forum
- ◆ Detached/outreach work
- ◆ Uniformed organisations
- ◆ MCMC groups
- ◆ Duke of Edinburgh Award
- ◆ Issue based work
- ◆ Peer education
- ◆ Volunteering
- ◆ Prince's Trust

Higher National Unit specification: support notes (cont)

Unit title: Community Learning and Development: Working with Young People

Alternative methods of accreditation should also be considered as significant in current approaches to working with young people with certification and accreditation is a significant focus for HMI evaluations.

- ◆ Youth Achievement Award
- ◆ Dynamic Youth
- ◆ ASDAN
- ◆ XL

Two examples should be developed in more detail with key aspects of method and approach identified. The developmental opportunities these provide young people should be explained. Links to the current policy should be identified.

Guidance on the delivery and assessment of this Unit

Throughout this Unit the recommended approach should include a variety of teaching methods including discussion and participative exercises.

Candidates should be encouraged to exchange and learn from each other's experience. Speakers from community-based forums/projects could be utilised to inform the candidates. Visits to projects/agencies would be recommended to broaden understanding of theory into practice and to broaden understanding of the diversity of youth work.

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.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Higher National Unit specification: support notes (cont)

Unit title: Community Learning and Development: Working with Young People

Opportunities for developing Core Skills

There is no automatic certification of Core Skills or Core Skills components in this Unit. There are, however, opportunities to develop aspects of Written and Oral Communication when producing their response, *Problem Solving* will be developed as the candidate is asked to carry out research and draw conclusions and *Information and Communication Technology (ICT)* skills will be developed as the candidate is asked to carry out research on national and local youth work policies.

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.

History of changes to Unit

Version	Description of change	Date
02	Correction of typographical errors.	23/08/13

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General information for candidates

Unit title: Community Learning and Development: Working with Young People

This Unit is designed to enable you to recognise the main issues in relation to the nature, purpose and contexts of working with young people in the community. You will gain an understanding of the focus of government policy affecting work with young people.

This Unit has two areas of study. You will first examine the developmental changes impacting on young people through adolescence. You will then examine current policies and strategies relating to youth work and link these to youth work practice.

On completion of this Unit you should be able to explain strands of development during adolescence, describe factors which impact on young people, explain current policy and practice in youth work and understand the role of the youth worker in developing opportunities for young people.

In order to complete this Unit successfully you will be asked to answer a series of structured questions which are designed to cover both Outcomes of the Unit. Your response should be of 1,500–2,000 words (or equivalent) in total and will be gathered under 'open-book' conditions.

Although there is no automatic certification of Core Skills or Core Skills components in this Unit there are opportunities to develop aspects of the Core Skills during the assessment. Written and Oral Communication can be developed when producing your response, *Problem Solving* will be developed as you are asked to carry out research and draw conclusions and *Information and Communication Technology (ICT)* skills will be developed as you will carry out research on national and local youth work policies.