



Higher National Unit specification

General information

Unit title: Community Learning and Development: Working with Young People (SCQF level 7)

Unit code: HJ34 34

Superclass: EE

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Version: 1

Unit purpose

This unit is designed to enable learners to recognise and explore the key processes which influence the transition through early, middle and late stage adolescence and to explore the nature, purpose and contexts in working effectively with young people in a community setting. The learner will gain a critical understanding of physical, social and cognitive elements within the adolescence journey, as well as exploring key government policies which support the well-being of young people in Scotland. From this there will be a particular focus on the resulting strategies which inform best practice in youth work.

Outcomes

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

- 1 Explain the key developmental stages of adolescence and the impact on personal growth in young people.
- 2 Explore the links between current policy, legislation and strategy and practice in youth work.

Credit points and level

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

Recommended entry to the unit

Entry is at the discretion of the centre. It would be beneficial if the learner had completed the following NC Unit (or equivalent): *Working with Communities: Youth Work*.

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

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

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explain the key developmental stages of adolescence and the impact on personal growth in young people.

Knowledge and/or skills

- ◆ Physical maturation developments in adolescence
- ◆ Cognitive developments in adolescence
- ◆ Social developments in adolescence
- ◆ Emotional developments in adolescence
- ◆ Interrelationship between key stages of growth
- ◆ Socio-economic factors influencing the transition through adolescence
- ◆ Peer Influence
- ◆ Cultural influence on adolescent development

Outcome 2

Explore the links between current policy, legislation and strategy and practice in youth work.

Knowledge and/or skills

- ◆ The role of the youth worker in ensuring best practice
- ◆ Dilemmas and ethics in youth work
- ◆ Current Scottish government policies and strategies which are designed to support the well-being of young people

Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

- ◆ explain physical, cognitive, social and emotional development in adolescence.
- ◆ describe factors that impact on young people as they navigate through adolescence.
- ◆ identify the key features of one current national or one local strategy influencing youth work practice.

Outcomes 1 and 2 may be assessed jointly.



Higher National Unit Support Notes

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Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this unit

It is important that learners should recognise the following general principles:
Development in adolescence follows a sequence through the young person's lifespan.

Age groups are general indicators of developmental changes taking place which do not occur in discrete stages and may vary from individual to individual.

Development in the four strands below are interrelated but do 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 his or her environment.

Outcome 1

Main features of development during adolescence:

- ◆ Cognitive:
 - Making sense of the world and personal meaning
 - Abstract understanding and reasoning skills
 - Moral reasoning and development
 - Developing and presenting arguments
 - Decision making and goal setting

- ◆ Emotional:
 - Developing a sense of self and others
 - Establishing personal identity
 - Managing stress
 - Issues related to sexuality

- ◆ Social:
 - Parental relationships
 - Peer relationships
 - Sexual attractions
 - Conformity, independence and personal autonomy
 - Role modelling

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- ◆ Physical:
 - Physical development — height growth, etc
 - Puberty and post puberty transition

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

Consideration should be given to the theoretical aspects of adolescence within developmental theory, eg within Erik Erikson's *eight Stages of Man*; Lawrence Kohlberg's *Moral development Theory in Adolescence*; 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 policy supporting the well-being of young people and one current youth strategy should be identified and reviewed with key features identified. The influence of these policies on priorities in youth work should be discussed. It could be useful to refer to CYPSC, youth work strategy groups, Article 12 Organisation Scotland.

These could include the key documents identified below but should adapt to current developments and priorities designed to supporting young people:

- ◆ National Youth Work Strategy 2014–2019
- ◆ Current practice and approaches in youth work
- ◆ Youth Work National Occupational Standards
- ◆ Local plans and strategies
- ◆ The Children and Young People (Scotland) Act 2014
- ◆ The National Youth Work Strategy 2014–2019
- ◆ The Young Scot Strategy 2016–2019
- ◆ The Youth Link Manifesto 2015
- ◆ Community Empowerment (Scotland) Bill 2015
- ◆ The United Nations Convention on the Rights of the Child, or UNCRC,
- ◆ More Choices More Chances(MCMC) (Scottish Executive June 2006)
- ◆ Getting it right for every child (GIRFEC) (Scottish Executive 2007)
- ◆ Curriculum for Excellence (Scottish Executive 2010)
- ◆ Local Youth Strategy Documents
- ◆ Local Children's Service Plans

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The role of the youth worker in identifying opportunities relevant to the needs of young people should be explained. Universal, targeted and specialist work takes place in a variety of challenging contexts. The diverse nature of youth work approaches should be identified and developmental opportunities investigated. Examples could include:

- ◆ Youth club
- ◆ Faith based organisations
- ◆ LGBT
- ◆ Outdoor education
- ◆ BME (Black Minority Ethnic)
- ◆ Youth action group/forum
- ◆ Detached/outreach work
- ◆ Uniformed organisations
- ◆ MCMC groups
- ◆ Duke of Edinburgh Award
- ◆ Issue based work
- ◆ Peer education
- ◆ Volunteering
- ◆ Prince's Trust
- ◆ Youth Forums

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

- ◆ Youth Achievement Award
- ◆ Dynamic Youth
- ◆ ASDAN
- ◆ XL
- ◆ Saltire Awards
- ◆ Modern apprentice opportunities

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 approaches to delivery of this unit

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

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

Higher National unit Support Notes (cont)

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Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Outcomes 1 and 2 may be assessed jointly by a series of structured questions based on a contextual case study of a young person moving through the adolescence process working with a youth worker and where a youth work process is deployed. The response should be approximately 1,500–2,000 words (or equivalent) under open-book conditions.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

There is no automatic certification of Core Skills in this unit. However, there are opportunities to develop aspects of Core Skills in *Communication* at SCQF level 6, *Working with Others* at SCQF level 6, *Problem Solving* at SCQF level 6 and *Information and Communication Technology (ICT)* at SCQF level 5.

History of changes to unit

Version	Description of change	Date

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General information for learners

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

This unit is designed to enable you to recognise and explore the key processes which influence the transition through early, middle and late stage adolescence and to explore the nature, purpose and contexts in working effectively with young people in a community setting. You will gain a critical understanding of physical, social and cognitive elements within the adolescence journey, as well as exploring key government policies designed to support the well-being of young people in Scotland. From this there will be a particular focus on the resulting strategies which inform best practice in youth work

The unit has two main areas, covered by two outcomes that you will need to successfully complete. These are the (1) key developmental stages of adolescence and the impact on personal growth in young people and (2) the links between current policy, strategy and practice in youth work.

In order to complete the unit successfully you will be required to achieve a satisfactory level of performance in one piece of assessed work, likely to be a series of structured questions that are designed to cover all the evidence requirements.

Throughout the unit you will have the opportunity to develop your Core Skills in *Communication, Problem Solving, Information and Communication Technology (ICT) and Working with Others*.

This unit is aligned to the CLD Standards Code of Ethics throughout and may contribute to any application for personal recognition by the professional body.