



National Unit specification: general information

Unit title: Working with Communities: Youth Work (SCQF level 6)

Unit code: H1MK 12

Superclass: PN

Publication date: June 2012

Source: Scottish Qualifications Authority

Version: 01

Summary

This Unit is designed to raise awareness and provide an overview of youth work in terms of current developments and practice. The Unit is a suitable introduction for anyone who wishes to become involved in youth work.

Outcomes

- 1 Examine the development and purpose of youth work.
- 2 Explore current youth work methods and practice.
- 3 Investigate current issues affecting young people and appropriate support available.

Recommended entry

Entry is at the discretion of the centre but a good standard of communication skills would be desirable. Some experience of youth work would be beneficial.

Credit points and level

1 National Unit credit at SCQF level 6: (6 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.*

General information (cont)

Unit title: Working with Communities: Youth Work (SCQF level 6)

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.

National Unit specification: statement of standards

Unit title: Working with Communities: Youth Work (SCQF level 6)

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.

Outcome 1

Examine the development and purpose of youth work.

Performance Criteria

- (a) Examine the development of youth work.
- (b) Explain the purpose of youth work.

Outcome 2

Explore current youth work methods and practice.

Performance Criteria

- (a) Identify methods and approaches of youth work.
- (b) Explore features of effective youth work.
- (c) Explore professional dilemmas of youth work.

Outcome 3

Investigate current issues affecting young people and appropriate support available.

Performance Criteria

- (a) Explore a range of current issues that affect young people.
- (b) Identify appropriate support for issues affecting young people.

National Unit specification: statement of standards (cont)

Unit title: Working with Communities: Youth Work (SCQF level 6)

Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Outcome 1

Within their evidence candidates must cover:

- ◆ the key historical developments of youth work
- ◆ the purpose of youth work

Outcome 2

Candidates should provide evidence of:

- ◆ two methods or approaches of youth work
- ◆ a minimum of two features of effective youth work
- ◆ one professional dilemma that a youth worker can face

Outcome 3

Candidates are required to:

- ◆ explore a minimum of three current issues (positive or negative) affecting young people
- ◆ identify an agency or organisation that supports young people with one of the issues identified previously

National Unit specification: support notes

Unit title: Working with Communities: Youth Work (SCQF level 6)

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

Outcomes 1, 2 and 3

It is important to look at how youth work emerged and gradually took shape in order to understand what youth work is and be able to identify its key aspects.

Key Historical Developments/Influences in Youth Work:

- ◆ The YMCA; founded in 1844 was probably the first dedicated organisation for youth
- ◆ In Scotland; the formation of the Boys Brigade in 1880
- ◆ Baden Powell and the formation of the Scouting movement and later the Girl Guides in the early 20th century
- ◆ Albemarle Report in 1960 and the heyday of large youth clubs
- ◆ The Alexander Report in 1975; restructuring of Scotland's youth and community and adult services into Community Education Services
- ◆ YouthLink (established 2000)
- ◆ *Step It Up: Charting Young People's Progress*, University of Strathclyde, Princes Trust and the Scottish Executive (2003)
- ◆ *More Chances More Choices* (MCMC) 2006
- ◆ *Moving Forward: a Strategy for Improving Young People's Chances through Youth Work* (2007)
- ◆ The four capacities of Curriculum for Excellence; successful learners, confident individuals, responsible citizens, effective contributors.

Types of youth work could include; work in youth clubs, issue based groups, youth action groups/committees, uniformed groups, Princes Trust, Duke of Edinburgh Award, single sex groups, school groups, minority groups, young people with additional support needs and detached youth work/street work.

The key purpose of Youth Work is defined in the National Occupational Standards for Youth Work as: *Work with young people to facilitate their personal social and educational development, and to enable them to gain a voice, influence and place in society in a period of their transition from dependence to independence.*

The purposes of youth work could include; confidence building, raising self-esteem, empowerment, developing skills, personal development, active citizenship. Candidates should be encouraged to explore categories of need and the various methods by which these can be met. It would be helpful to compare different approaches, eg participative and delivery. Candidates should also explore ways of engaging with young people.

National Unit specification: support notes (cont)

Unit title: Working with Communities: Youth Work (SCQF level 6)

Reference could be made to the following:

Step It Up: Charting Young People's Progress, University of Strathclyde, Princes Trust and the Scottish Executive (2003). Details can be found on the YouthLink Website www.youthlink.co.uk

Reference could be made to the following:

Moving Forward: a Strategy for Improving Young People's Chances through Youth Work (2007) www.scotland.gov.uk

Effective Youth Work:

- ◆ respects the rights of young people
- ◆ affirms the worth of young people and the communities they belong to
- ◆ affirms diversity and confronts discrimination
- ◆ is young people-centred
- ◆ takes an inclusive approach which recognises that those young people with most needs should have greater priority
- ◆ recognises that 'process' is of critical and central value — but also that product and programme have an important part to play in achieving Outcomes
- ◆ values implicit learning as much as that which is explicit
- ◆ is based on a trusting relationship between a young person or a group of young people and a trusted adult
- ◆ is non-judgemental
- ◆ is participative and empowering and allows young people wherever possible to play a full part in shaping the project/programme/activity
- ◆ is concerned with enabling young people to change, in a positive way, the world in which they live

Step it Up Report 2003

Information on local youth work services and facilities can be found on the following websites:

Young Scot <http://www.youngscot.org>

Local authority and voluntary organisation websites such as:

<http://www.ymcascotland.org>

<http://www.scouts-scotland.org.uk>

Issues that impact on youth work and affect young people could include topics such as; misuse of drugs, youth crime, sexual health, racism and fascism, healthy living, mental health, citizenship.

National Unit specification: support notes (cont)

Unit title: Working with Communities: Youth Work (SCQF level 6)

The following websites could provide information on some current issues facing young people and will provide a useful starting point for research. Candidates should discuss the topic they have chosen with their tutor

<http://www.youthscotland.org.uk> Youth Scotland

<http://www.youthlink.co.uk> YouthLink

<http://www.youthinformation.com>

<http://www.nya.org.uk> National Youth Agency

Please note that these websites are external to SQA so may be subject to change.

Guidance on learning and teaching approaches for this Unit

In delivering this Unit it is important that there is a balance between tutor exposition and experiential learning. Candidates should be given opportunities to draw on their own experience and relate it to current practice. The Unit can be delivered using a variety of methods. Use can be made of:

- ◆ formal input and presentation
- ◆ case studies
- ◆ audio visual resources
- ◆ small group exercises
- ◆ group discussion
- ◆ individual and group research (including web based research)

Outcomes 1 and 2 will be met through group activities and teacher led approaches. Outcome 3 will be met through research into a current youth issue. The findings of the research can be presented to the other members of the class.

Guidance on approaches to assessment for this Unit

Outcomes 1 and 2 could be assessed together. As candidates will increase their knowledge, understanding and skills throughout their studies, assessment should take place towards the end of the Unit.

It would also be beneficial to candidates if they were to dovetail assessment of this Unit with their workplace practice, in particular Outcome 3. This would allow candidates to link theory with practice.

National Unit specification: support notes (cont)

Unit title: Working with Communities: Youth Work (SCQF level 6)

Outcome 1

An appropriate instrument of assessment would require candidates to produce a report of no more than 500 words (or equivalent) using open-book assessment conditions. The report should cover the following:

- ◆ the key historical developments of youth work
- ◆ the purpose of youth work

Outcome 2

An appropriate instrument of assessment would require candidates to produce a report of no more than 500 words (or equivalent) using open-book assessment conditions. Centres should compile assessments which will present candidates with clear and specific instructions for the report which should cover the following:

- ◆ two methods or approaches of youth work, including engagement with young people
- ◆ a minimum of two features of effective youth work
- ◆ one professional dilemma that a youth worker can face

Outcome 3

An appropriate instrument of assessment would be the creation and completion an investigative project, using open-book assessment conditions. Candidates could link this Outcome to a placement setting or a relevant community. Candidates could be encouraged to undertake research, both primary and secondary and should be supported to complete this. Centres should compile assessments which will present candidates with clear instructions for their project, including:

- ◆ range of current issues affecting young people
- ◆ appropriate support for one current issue affecting young people

The project can be presented in any appropriate format, eg Folio, video, podcast. Consideration should be given to candidates presenting their work and findings to the other members of the class.

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 social software. 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)*.

National Unit specification: support notes (cont)

Unit title: Working with Communities: Youth Work (SCQF level 6)

Opportunities for developing Core Skills

In this Unit candidates will be involved in research. There may be opportunities for candidates to work with others which would enable them to develop effective communication and interpersonal skills. If the candidate uses a computer while undertaking any part of this Unit, they will have the opportunity to develop *Information and Communication Technology* and research skills

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

© Scottish Qualifications Authority 2012

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

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