



**Arrangements for:**

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

**Group Award Code: G9G3 46**

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# 1 Introduction

This is the Arrangements Document for the new Professional Development Award in Youth Work at SCQF level 6 which was validated in July 2009. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

The award has been designed for those who provide support, advice and guidance for young people in a Community Learning and Development (CLD) context, and who, through this work, help develop the knowledge and skills of these young people.

The award has been set at SCQF level 6. This level reflects the nature of the work carried out by those who would benefit from undertaking the award, ie candidates who may have little or no knowledge or experience of youth work, and also those working in the sector whom may have considerable experience of youth work in a paid or volunteering capacity but who have no formal qualifications in youth work.

It is the first national introductory level Youth Work qualification in Scotland to be accredited and available to volunteers and paid staff and will form part of a framework of SQA qualifications for the sector.

The development of this new qualification for youth work was based on effective collaboration of local training providers and national stakeholders. The Qualifications Development Team included representation from organisations which provide and support youth services in Scotland.

The award is comprised of three 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

During the development of the Award the Qualifications Development Team took into consideration the aims of the Standards Council for Community Learning and Development for Scotland, the new professional body for those working in community learning and development (which encompasses work with young people).

## 2 Rationale for the development of the Group Award

The award was developed to meet the needs of the youth work sector in Scotland for a nationally recognized qualification at a basic level. It was acknowledged that prior to this award a great deal of quality training was in place both in the public and voluntary sectors, however those involved in the delivery of youth work training identified the need for more coherence and parity across the various training providers and for a qualification which would give national recognition to candidates and would enhance the profile of learning for the youth work sector. It was also considered important for youth workers to have a qualification which was comparable to the existing SQA qualifications for adult learning. This new qualification for youth work provides a welcome equivalence to those related qualifications, eg PDAs in ITALL, ESOL, Working with Adults with Dyslexia, and fills a gap in the provision.

The Professional Development Award in Youth Work at SCQF level 6 is designed primarily for paid staff and volunteers who will be involved in face to face youth work. This award will provide candidates with opportunities to improve their knowledge, skills and understanding needed to work with young people in youth work settings. Although designed primarily as an introduction course to working in the Youth Work sector, each component Unit will allow candidates to enhance their professional practice and develop skills in reflective practice.

Candidates will normally already be in employment or working in a voluntary capacity. For those not currently in a work setting, the training provider should arrange a placement experience.

### **3 Aims of the Group Award**

The key aim of this Professional Development Award is to provide candidates — paid or volunteers, either full or part-time, and sessional workers — with a nationally certificated qualification which meets the needs of the youth work sector, allows them to demonstrate that they have the required skills and knowledge to work with young people, and which is based on the National Occupational Standards.

#### **3.1 General aims of the Group Award**

- ◆ To offer a qualification which has parity of esteem with the range of qualifications for the broad Community and Development field, including Adult Literacies.
- ◆ To develop the skills and experience of those who work with young people.
- ◆ To support participants to respond to the ever-changing environment of policies and initiatives at both local and national level.
- ◆ To enhance confidence and put into practice skills and knowledge gained through training and observed practice.
- ◆ To develop a common understanding of what can be achieved by engaging with young people through youth work.
- ◆ To develop understanding of and utilise the methodology, styles and approaches embedded in the practice of community learning and development practitioners.
- ◆ To improve service delivery and increase response to the needs of young people in a youth work environment.

#### **3.2 Specific aims of the Group Award**

- ◆ To provide candidates — whether full-time, part-time, sessional workers or volunteers — with the underpinning knowledge and skills required to work in a youth work setting.
- ◆ To provide opportunities for candidates to understand the need to be trained and to develop the skills of a reflective practitioner.
- ◆ To improve the confidence and ability of staff to raise issues, challenge practice, question values and attitudes, and to suggest new and innovative ways of engaging and working with young people.
- ◆ To offer a starting point and ongoing opportunities for continuing professional development for staff and volunteers.

### 3.3 Target groups

This award is aimed primarily at new participants — mainly part-time paid employees or volunteers — who have little or no experience of youth work. The secondary target group is staff currently working within the CLD sector who have no formal qualifications but are looking to improve on their professional practice, keep-up-to-date with legislation, and develop best practice within their own working environment.

In addition, the award could be utilised for the continuing professional development of staff and volunteers from other professions who may be seeking to improve their professional practice within their own working environment in relation to contact with young people.

The following list is not exclusive but is illustrative of the range of potential groups in related sectors to whom this award and its component Units may be of value:

- ◆ Voluntary sector staff and carers, including foster carers
- ◆ Education staff — teaching staff, guidance staff, classroom assistants, family support liaison workers, etc
- ◆ Careers advisors
- ◆ Advice and guidance staff
- ◆ Emergency services staff
- ◆ Counsellors
- ◆ NHS clinical and administrative staff
- ◆ Social work staff — including throughcare and aftercare workers
- ◆ Housing staff and benefits advisors
- ◆ Home care support staff/Family Liaison Officers
- ◆ Health promotion and education staff
- ◆ Outdoor education workers

### 3.4 Employment opportunities

Candidates will normally be in employment. However, they may be working in a voluntary capacity. It may also be the case that they are seeking to enter the profession as a paid employee. This PDA should enhance opportunities to enter the profession and/or to progress within the profession.

The following list is not exclusive but offers an indication of areas of work where there may be opportunities for candidates seeking employment:

- ◆ Voluntary sector
- ◆ Community education
- ◆ Social work
- ◆ Outdoor education
- ◆ Health promotion

More information on job opportunities can be obtained from a number of sources including Youthlink Scotland and Skills Development Scotland.

## 4 Access to Group Award

When setting out Access requirements and regulations relating to selection and admission to the award, presenting centres will require to ensure that each prospective candidate has sufficient academic ability and the appropriate personal qualities to succeed. It is essential that candidates are in an appropriate work or volunteering environment, or that the training provider makes appropriate arrangements for placements for candidates in order that they can meet the evidence requirements of the component Units.

Candidates should have good interpersonal and communication skills, both written and oral. These could be evidenced either by the achievement of nationally recognised qualifications or by other methods which could include any of the following:

- ◆ SQA qualifications (or their equivalent from other awarding bodies), eg English/Communication or other language based subjects equivalent to SCQF 5
- ◆ The completion of a pre-course interview, part of which could take the form of an assignment
- ◆ Completion of an application form
- ◆ Observed activity — eg participation in a recruitment event
- ◆ Employer's reference
- ◆ The process of application and interview.

Candidates should be involved currently in paid or voluntary work, or be prepared to undertake a voluntary placement, in an appropriate setting providing services to young people.

## 5 Group Award structure

### 5.1 Framework

#### PDA in Youth Work at SCQF level 6

This award is comprised of three Higher National Units. All three Units in the award are mandatory.

The PDA will be awarded on successful completion of a total of 3.5 credits. This PDA carries 28 SCQF points at SCQF level 6.

#### Mandatory Units

| Unit title   | Code           | SCQF credit points | SCQF level | SQA credit value |
|--|----------------|--------------------|------------|------------------|
| Youth Work: Understanding and Exploring Youth Work | <b>F7FA 33</b> | 8                  | 6          | 1                |
| Youth Work: Engaging with Young People             | <b>F7FC 33</b> | 8                  | 6          | 1                |
| Youth Work :Delivering Youth Work                  | <b>F7FB 33</b> | 12                 | 6          | 1.5              |



## 5.2 Mapping information

The relationship of the three HN Units to the National Occupational Standards is set out in 5.4 below.

## 5.3 Articulation, professional recognition and credit transfer

The proposed award is unique to Scotland and is the first of its kind in the SQA portfolio — hence there are no articulation agreements and there is no direct credit transfer at present. However, there are various Higher National Qualifications — HNCs, PDAs and SVQs — in related areas which could provide progression opportunities for successful candidates. Progression for candidates may be lateral or vertical and will be determined by the individual candidate and their employer/supervisor and based on the needs of the job role.

Related qualifications include:

- ◆ SVQs in Youth Work at levels 2 and 3
- ◆ SVQs in Community Development Work at levels 2, 3 and 4
- ◆ HNC Working with Communities
- ◆ PDA ITALL
- ◆ PDA Working with Individuals with Dyslexia
- ◆ PDA Advice and Guidance suite
- ◆ PDA Volunteering Management
- ◆ PDA Housing Law Advice suite
- ◆ HNC Social Care
- ◆ SVQs in Advice and Guidance at levels 2,3 and 4
- ◆ SVQs in Health and Social Care

## 5.4 Relationship to National Occupational Standards and CLD Competencies

The National Occupational Standards (NOS) and associated SVQs for Youth Work (developed by Lifelong Learning UK), and the CLD competencies for community learning and development (recently refreshed by the Standards Council) have been taken into account in the development of this PDA. The PDA may provide opportunities for staff to develop the knowledge and skills needed to evidence competence against the NOS and prepare candidates to move on to the SVQs when working in the sector.

In addition, there may be some commonality of function to be found in the suites of NOS and SVQs for the following areas to which candidates may wish to progress:

- ◆ Community development work
- ◆ Community justice
- ◆ Advice and guidance
- ◆ Coaching and mentoring
- ◆ Health and social care

It should be noted that these suites may not contain specific Units covering working with young people in youth work settings so direct credit transfer may not be possible between the Units of the PDA and Units within these suites.

## 6 Approaches to delivery and assessment

### 6.1 Content and context

The delivery of this award should focus on the occupational requirements specific to working within the youth work domain as part of a service provision team. Where possible, learning and teaching should focus mainly on the context with which candidates are familiar.

Specific guidance on content, context, as well as on the delivery and assessment, is given in each of the Unit Specifications.

### 6.2 Conditions of Award

All three HN Units in this award are mandatory.

### 6.3 Delivery

Where the Units are delivered as part of the PDA to candidates who have little or no knowledge and experience of working with young people, the recommended sequence of delivery is:

- ◆ Youth Work: Understanding and Exploring Youth Work
- ◆ Youth Work: Engaging with Young People
- ◆ Youth Work: Delivering Youth Work

The third Unit, *Youth Work: Delivering Youth Work*, has a practical element. Most candidates will be able to undertake this through naturally occurring work in a youth work setting. However, where candidates are not in paid or volunteer work, an appropriate work experience opportunity should be provided for them. This should be of suitable duration to allow candidates to meet the Evidence Requirements of the Units. SQA does not stipulate what the duration of workplace experience should be but would suggest a minimum of 10 hours as an appropriate guideline.

In relation to continuing professional development, there is flexibility in delivery which will allow trainers/tutors/lecturers/assessors/mentors to take account of the levels and knowledge and experience of candidates.

The award may be delivered through a blended learning format. Workshops could supplement e-learning. Instruments of Assessment should be designed to meet the evidence requirements for each Unit and could include:

- ◆ Assignments
- ◆ Reflective accounts of practice
- ◆ Case studies
- ◆ Structured questions
- ◆ Observation with appropriate checklists
- ◆ Witness statement.

While the Units will normally be delivered as part of the PDA, each Unit is a free-standing HN Unit and may be delivered as such for purposes of continuing professional development.

## 6.4 Assessment

It is expected that candidates undertaking the award will collect evidence when working in real work settings or placements. This will normally be through the candidate's own workplace or volunteer position. In exceptional circumstances, evidence may also be gathered through involvement in training or simulated events, ie where gathering of evidence from naturally occurring events is not possible.

Details of the assessments for the individual Units are set out in the individual specifications for each of the three Units.

## 7 General information for centres

### 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).

### Internal and external verification

All instruments of assessment used within this Group Award should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

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

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

## 8 General information for candidates

The PDA in Youth Work at SCQF level 6 is a practice-based qualification. It offers you the opportunity to develop knowledge of the issues faced by young people and to use your skills to work with them using a community learning and development approach to activities and learning opportunities. This Award is for you if you have taken up work recently in a youth work setting or are volunteering in a youth work/learning environment. It will also be of value to you if you have some experience in this sector but have no formal qualifications. You may already be working in a youth learning environment where your remit involves directly working with young people and you may be able to draw evidence from your practice. Alternatively, if you are not in paid employment or working as a volunteer in an appropriate setting you should be prepared to undertake voluntary work or placement in a youth setting in order to develop the competences defined in the three component Units.

The three Units which you must complete for the Award are:

- ◆ Youth Work: Understanding and Exploring Youth Work
- ◆ Youth Work: Engaging with Young People
- ◆ Youth Work: Delivering Youth Work

Unit Assessments take a variety of forms including case studies, reports, reflective accounts and structured questions, observation and witness statements.

On completion, there are a number of opportunities to allow you to develop your skills and experience further, such as:

- ◆ SVQ in youth Work at levels 2 and 3
- ◆ SVQs in Community Development Work at levels 2, 3 and 4
- ◆ HNC Working with Communities
- ◆ HNC Social Care
- ◆ PDA ITALL
- ◆ PDA Working with Individuals with Dyslexia
- ◆ PDAs Advice and Guidance PDA Managing Volunteering
- ◆ PDAs Housing Law Advice
- ◆ SVQs in Advice and Guidance
- ◆ SVQs in Community Justice: work with offending behaviour
- ◆ SVQs in Health and Social Care

### Core Skills

You will have the opportunity to develop the following Core Skills:

**Communication** (Oral and Written Communication): there are ample opportunities for you to provide evidence of oral communication skills when taking part in group discussions and interacting with others. Written communication will be developed through producing responses to assessments which may include presenting research findings to colleagues and information to young people.

**Working with Others:** this Core Skill will be developed through the Units, *Youth Work: Engaging with Young People* and *Youth Work: Delivering Youth Work*, as you will work directly with young people and collaborate with other staff and agencies.

**Problem Solving:** there will be opportunities to develop aspects of *Problem Solving*, particularly when analysing and evaluating information.

**Numeracy:** there will be opportunities to develop the Core Skill of *Numeracy* through the Unit *Youth Work: Delivering Youth Work*, as you will need to plan and deliver a programme of activity taking into account the budget requirements.

**Information and Communication Technology (ICT):** this Core Skill will be developed through the Units *Youth Work: Engaging with Young People* and *Youth Work: Delivering Youth Work*, as you will be required to use website-based information to keep up to date with current issues and information.

## 9 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.

**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.