

Youth Work Award at QQI Level 5 in Liberties College Ireland

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Youth Studies**

Ireland is an island to the west of Europe

Population approximately 5 million with 1,560,000 under 25 (CSO 2022).

We were a British Colony from 1169-1922 and became Republic since 1949.

26 counties in Republic of Ireland and 6 counties in Northern Ireland (part of Great Britain).

Joined EU (EEC) in 1973.

1981 NUI Maynooth

Youth Work Act 2001



An Overview Youth Work Level 5 Programme in Ireland

Development of Youth Work award QQI Level 5

Liberties College/ Student profile

Teaching Team/ Teaching Council/Field practitioner

Delivering QQI Award/Modules

Philosophy of the Programme

Review and Evaluation

The Development of QQI Level 5 CDYSB in Liberties College Dublin 1994

Profile of Liberties College

FE Sector

Range of programmes

Teaching Staff

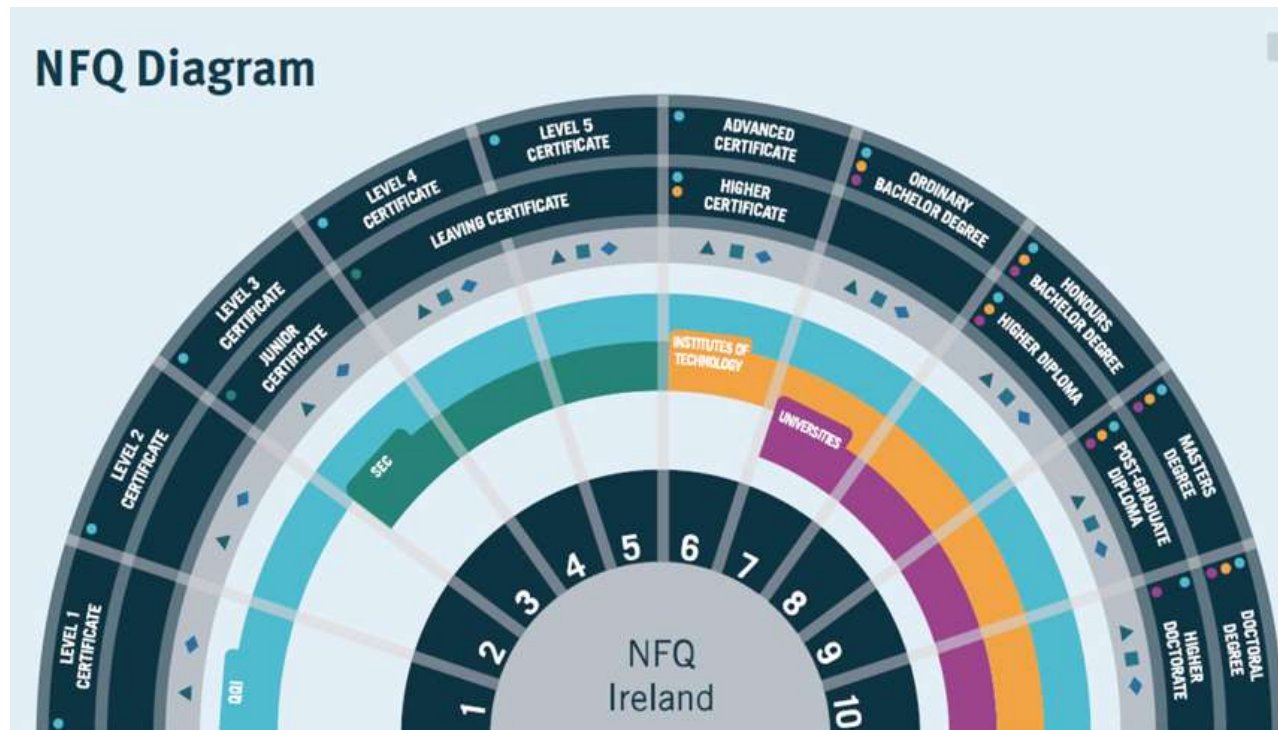
Teaching Council

QQI and Awards

CDETБ overview



National Framework Qualifications



National Framework of Qualifications

GRID OF LEVEL INDICATORS

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9	LEVEL 10	
Knowledge Breadth	Elementary knowledge	Knowledge that is narrow in range	Knowledge moderately broad in range	Broad range of knowledge	Broad range of knowledge	Specialised knowledge of a broad area	Specialised knowledge across a variety of areas	An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning	A systematic understanding of knowledge, at, or informed by, the forefront of a field of learning	A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of a field of learning	Knowledge Breadth
Knowledge Kind	Demonstratable by recognition or recall	Concrete in reference and basic in comprehension	Mainly concrete in reference and with some comprehension of relationship between knowledge elements	Mainly concrete in reference and with some elements of abstraction or theory	Some theoretical concepts and abstract thinking, with significant depth in some areas	Some theoretical concepts and abstract thinking, with significant understanding of theory	Recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas	Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)	A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning	The creation and interpretation of new knowledge, through original research, or other advanced scholarship, of a quality to satisfy review by peers	Knowledge Kind
Know-How & Skill Range	Demonstrate basic practical skills and carry out directed activity using basic tools	Demonstrate limited range of basic practical skills, including the use of relevant tools	Demonstrate a limited range of practical and cognitive	Demonstrate a moderate range of practical and cognitive skills and tools	Demonstrate a broad range of specialised skills and tools	Demonstrate comprehensive range of specialised skills and tools	Demonstrate specialised technical, creative or conceptual skills and tools across an area of study	Demonstrate mastery of a complex and specialised area of skills and tools, use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity	Demonstrate a range of standard and specialised tools and techniques of enquiry	Demonstrate a significant range of the principal skills, techniques, tools, practices and/or materials which are associated with a field of learning; develop new skills, techniques, tools, practices and/or materials	Know-How & Skill Range
Know-How & Skill Selectivity	Perform processes that are repetitive and predictable	Perform a sequence of routine tasks given clear direction	Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems	Select from a range of procedures and apply known solutions to a variety of predictable problems	Examine and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems	Formulate responses to well-defined abstract problems	Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes	Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including reasoning	Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques	Respond to abstract problems that require and make use of procedural knowledge	Know-How & Skill Selectivity
Competence Context	Act in closely defined and highly structured contexts	Act in a limited range of predictable and structured contexts	Act within a limited range of contexts	Act in familiar and standard contexts	Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts	Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts	Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts	Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts	Act in a wide and often unpredictable variety of professional levels and in defined contexts	Exercise personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent contexts	Competence Context
Competence Role	Act in a limited range of roles	Act in a range of roles under direction	Act under direction with limited autonomy; function within familiar, homogeneous groups	Act with considerable amount of responsibility and autonomy	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources, time, and function within multiple, complex and heterogeneous groups	Accept accountability for determining and achieving personal and/or group outcomes; take significant responsibility for the work of others in defined areas of work	Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups	Take significant responsibility for the work of individuals and groups; lead and initiate activity	Communicate results of research and innovation to peers; engage in critical dialogue; lead and originate complex social processes	Competence Role
Competence Learning to Learn	Learn to sequence learning tasks; learn to access and use a range of learning resources	Learn to learn in a structured manner in a supervised environment	Learn to learn within a managed environment	Learn to take responsibility for own learning within a supervised environment	Learn to take responsibility for own learning within a managed environment	Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs	Take initiative to identify and address learning needs and interests effectively in a learning group	Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically	Learn to self-evaluate and take responsibility for continuing academic/professional development	Learn to critique the broader implications of applying knowledge to particular contexts	Competence Learning to Learn
Competence Insight	Begin to demonstrate awareness of independent role for self	Demonstrate awareness of independent role for self	Assume limited responsibility for consistency of well-understanding and behaviour	Assume partial responsibility for consistency of well-understanding and behaviour	Assume full responsibility for consistency of well-understanding and behaviour	Express an informed, personal world view, reflecting engagement with others	Express an informed, personal world view, maintaining solidarity with others	Express a comprehensive, world view maintaining solidarity with others	Scrutinise and reflect on social norms and relationships and act to change them	Scrutinise and reflect on social norms and relationships and act to change them	Competence Insight

This is a broad field of use but does not form part of the determination of the national framework of qualifications

Notes: This outcome of work level includes those of all the lower levels in the same sub-field

QQI Module Descriptors

Assessment guidelines on each module descriptor states

QQI Major Award Level 5 The purpose is to enable the learner to acquire the knowledge, skills and competence to work **under supervision** in a youth work context and or to progress to further and or higher education and training.

“Evidence of this assessment may take the form of written, oral, graphic, audio, visual or a combination of any.”

Assessment Techniques

Assignments

Projects

Skills Demonstrations

Examinations

Learner Records

Structure of Level 5 Youth Work Award In Liberties College (120 Credits)

Understanding Youth Work	5N1366	15 Compulsory
Young People in Society	5N1384	15 Compulsory
Working with Young People	5N2002	15 Compulsory
Work Experience	5N1356	15 General Elective
Communications	5N0690	15 General Elective
Substance Abuse Issues for Youth Work	5N2176	15 Youth Work Award Elective
Community Development Practice	5N0777	15 Youth Work Award Elective
Social Justice Principles	5N2708	15 Youth Work Award Elective
Word Processing	5N1358	15 Level 5 Elective



WHAT
MAKES IT
WORK?



WHAT IS THE FOCUS OF THE CURRICULUM?

Students' personal development?

Students' progression to higher education?

Students' progression to employment?

The skill set of the programme writers/potential programme tutors?



Philosophy of the Youth Studies Programme

Youth Studies Integration Calendar							
	MODULE	Assignment 1	Assignment 2	Assignment 3	Assignment 4	Assignment 5	Assignment 6
1	Understanding Youth Work	Community Profile	Assignment VALUES 30%	History			
2	Global Justice Issues.	Globalisation Assignment	Presentation	Issue of Inequality			
3	Young People in Society	Case Study 30%	Project				
4	Communications	IT Exam	Presentation	CV	History /Structured Report		
5	Word Processing	Word Application	Mail Merge	Exam 1	Exam 2		
6	Substance use Issues for Youth Work	Case Study	Case Studies	Alcohol awareness Programme			
7	Community Development Practice	Community Profile	VALUES	Skills demonstration	Diary /Review Journal	Issue of Inequality	
9	Working with Young People	Skills demonstration	Assignment	Diary /Review Journal	VALUES	Alcohol awareness Programme	Issue of Inequality
10	Work Experience	Planning and Preparation	History/ Vocational Study	Diary /Review Journal	Supervisors Report		

We are doing it right when



How to Teach
Not

What to Teach

(Tutors)

When to Do
Not

How to Do

(Students)

Summary of Key Points

Skills set of team

Sector personnel involved

Study support built into timetable

Moodle/ VLE

Tutorials/one to one/group meetings

Feedback deadlines

Needs assessments completed early

Work experience relationships

Progression links to universities

Team meetings formal/informal

Pre results meetings identifies students at risk

Results approval panel

Evaluation meeting

Student evaluation and feedback local and CDETБ

Management trust and support



Learning in Liberties College