



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN **HEALTH AND SOCIAL CARE**

UNDERSTANDING PRINCIPLES OF YOUTH WORK PRACTICE

H/505/7780

LEVEL 3 UNIT 36

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

UNDERSTANDING PRINCIPALS OF YOUTH WORK PRACTICE

M/505/7780

LEVEL 3 UNIT 36

AIM AND PURPOSE OF THE UNIT

Youth work is about enabling young people to develop holistically, working with young people to support their personal, social, and educational development, enabling young people to have a voice, influence and a place in society, and enabling them to achieve their full potential.

Learners will develop the skills and understanding required to work with young people by looking at a variety of methods and techniques, and concentrating on some of the key factors that support youth work practice.

By analysing the theories on adolescent development, learners will gain a clearer understanding of how this impacts on practice and young people.

Learners will look at the importance of reflective practice in youth work. Learners will look at the methods that support reflective practice and how the process can help to assist personal development.

Learners will develop an understanding of the importance of involving young people in all aspects of planning activity that affects them, ensuring support for their personal and social development.

Underpinning all of the work undertaken with young people is the principle that all practice is educative, expressive, participative and empowering.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)		Pass	Merit	Distinction
		The assessment criteria are the pass requirements for this unit.	To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
The learner will:		The learner can:		
1	Know values and principles of youth work practice	P1 summarise the values and principles of youth work practice		
2	Understand how adolescence impacts on young people	P2 explain how the changes of adolescence impacts on young people	M1 analyse theories that explain the emotional and social development of adolescence	
3	Be able to involve young people in programme planning	P3 explain the key stages of programme planning in a youth work context		
		P4 involve young people when developing sessions using programme planning techniques	M2 explain methods of monitoring and evaluating young peoples' progress	D1 evaluate the effectiveness of involving young people in programme planning for youth work
4	Understand reflective practice	P5 explain what is meant by reflective practice	M3 analyse the rationale for reflective practice	D2 evaluate methods that support reflective practice

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

1 Know values and principles of youth work practice

P1 Values and Principles: ethical, professional

2 Understand how adolescence impacts on young people

P2 Changes of adolescence: Effects and consequences of puberty, difference between male and female.

M1 Theories: (e.g. Vygotsky, Eriksons eight stages of development, Piagets developmental theory, Maslows hierarchy of need)

3 Be able to involve young people in programme planning

P3 Key stages of programme planning: (e.g Plan, Analysis, Design, Development, Delivery, Evaluation)

P4 Programme planning techniques: (eg SWOT and NAOMIE project planning tools, undertake risk assessment)

M2 Methods of monitoring and evaluating: (eg design monitoring and evaluation tool kit look at advantages and disadvantages of verbal, written, activity based methods)

D1 Effectiveness: (eg. what worked, how it worked, impact)

4 Understand reflective practice

P5 Reflective practice: (e.g. definition, tools)

M3 Rationale: (e.g. why it is undertaken, supporting reports etc)

D2 Methods that support reflective practice : (eg. critical thinking, reflection, self-awareness, looking at action learning and appreciative enquiry)

DELIVERY GUIDANCE

LO1 Know values and principles of youth work practice

P1 Tutors could take the approach of looking at what poor youth work practice might look like. Learners could profile the worst type of youth work practice focusing on ethics, morals, lack of compliance to procedures. This might lead to wildly exaggerated characters being devised which could help sharpen focus on what the key values and principles are to be an effective youth worker. An activity where learners are asked 'what would you do if...?' could be focused on work situations where only the appropriate values and principles can be offered as a solution to the situation.

LO2 Understand how adolescence impacts on young people

P2 Learners could be introduced to theories of child and adolescent development in relation to emotional and social development. A task might include learners reflecting on their own development and how they chose certain paths and made decisions. Attention could be focused around motivating factors and a young person's sphere of influence whilst growing up. Case studies could be used of young people taking different paths or making different decisions at key stages and the longer term impacts of these decisions.

M1 The case studies could be used to analyse the theories that are used to explain the social and emotional development of adolescence.

LO3 Be able to involve young people in programme planning

P3 Learners could produce a visual aid (poster or diagram) that explains all of the key stages of programme planning. This needs to be done in a youth work context.

P4 Learners could map out the various ways you can engage people in a decision making process whilst outlining the benefits and drawbacks of each approach and the limitations when working with young people. Risk assessment case studies of high profile cases could be introduced to demonstrate the importance of risk assessment and the duty of care when working with young people. Learners could reflect on the impact inclusive planning might have by highlighting occasions when they have been fully involved in planning an activity.

M2 Learners could be shown a range of methods for capturing progress and in groups record the advantages and disadvantages of each type identified.

D1 Learners could report back to the group on what they believe to be the most effective way of involving young people and why they need to include consideration of how effective the involvement of young people was in the planning of the programme.

LO4 Understand reflective practice

P5 Learners could research the definition to share as a group and formulate an agreed definition, and then discuss the advantages and disadvantages of reflecting on practice.

M3 Learners could research why reflective practice is considered good practice. They could then present an analysis of the research to the group

D2 Learners could further develop their research to evaluate what methods are used to support reflective practice and which of these is most effective

GENERIC ASSESSMENT GUIDANCE

P1 Learners could present their summary of the values and principles of youth work practice as a poster that highlights each value and principle.

P2 Learners could produce a leaflet that explains how each of the changes of adolescence impacts on a young person.

M1 Learners could produce a power point presentation that analyses theories that explain social and emotional development of adolescence. The analysis could include supporting data, for example statistics and case studies.

P3 Learners could produce a hand-out, for use by all youth workers that explains the key stages of programme planning for young people.

P4 Evidence, in the form of an observation or witness statement could be presented to confirm that the learner did involve young people when developing sessions.

M2 Learners could be asked to monitor and to then evaluate the progress of young people; they should include an explanation of the methods used.

D1 Learners need to produce an evaluation; this can be in the form of a report in any media.

P5 Learners could present their description of reflective practice as a power point identifying key concepts.

M3 Learners need to produce an analysis of the rationale for reflective practice; this could be presented as a written report or a power point/verbal presentation to the group. A verbal presentation could be recorded for assessment purposes.

D2 Learners could research the methods that support reflective practice and evaluate these. Their findings could be presented in any media.

RESOURCES

Textbooks

Mooney, C, Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky, (2013), ISBN-13: 978-1605541389

Gray, C & Macblain, S, Learning Theories in Childhood, (2012), ISBN-13: 978-0857021465

Sapin, K, Essential Skills for Youth Work Practice, (2013), ISBN-13: 978-0857028334

Thompson, S & N, The Critically Reflective Practitioner, (2008), ISBN-13: 978-0230573185

Beck, D & Purcell, R, Popular Education Practice for Youth and Community Development Work, (2010) ISBN-13: 978-1844452071

WEBSITES

Textbooks

Mooney, C, Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky, (2013), ISBN-13: 978-1605541389

<http://www.nya.org.uk/>

<http://www.education.com/reference/article/child-development-changing-theories/>



CONTACT US

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