

Cambridge TECHNICALS LEVEL 3

Cambridge
TECHNICALS
2016

HEALTH AND SOCIAL CARE

Unit 20

Principles of youth work practice

T/507/4440

Guided learning hours: 60

Version 4 – September 2017

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Guided learning hours: 60

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Youth work has an important part to play in the lives of many young people. Supporting young people through adolescence can have a long-term impact on that young person's life. Youth work and youth workers can provide help, support and expertise enabling a young person to develop holistically. Supporting young people to have a voice, influence and a place in society will help them to achieve their full potential, so helping them to be resilient in difficult and challenging times.

The aim of this unit is to develop your skills in planning, delivering and evaluating youth work practice by introducing you to the purpose of youth work, how it impacts young people and how young people can be involved in the planning and delivery of a youth programme.

This unit draws from learning from unit 1, 2, 3, 11, 22 and 23 and can be applied to further understand the role of the Youth Worker and the impact of choice and involvement on the development of young people, in addition aspects of unit 8 Creativity and activity for children and young people also relate.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

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 in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Know values and principles of youth work practice	<p>1.1 Purpose of youth work and youth workers (e.g. “to enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential”</p> <p>1.2 Values and principles, i.e.</p> <ul style="list-style-type: none">• participation (e.g. young people choose to be involved, they are partners in the process)• empowerment (e.g. the work starts from where young people are in relation to their own values, views and principles, and allows them to understand and act upon them)• education (e.g. enables young people to develop the skills, knowledge and attitudes needed to understand and pursue their rights and responsibilities as individuals) <p>1.3 Delivery of youth work, i.e.</p> <ul style="list-style-type: none">• what is delivered locally? (e.g. local authority provision, voluntary provision)
2. Understand how adolescence impacts on young people	<p>2.1 Relevant psychological perspectives to explain how young people’s behaviour might change during adolescence, i.e.</p> <ul style="list-style-type: none">• behavioural (e.g. Skinner)• social learning (e.g. Bandura)• psychodynamic (e.g. Erikson)• constructivist (e.g. Piaget)• humanist (e.g. Maslow)• biological (e.g. Eysenck) <p>2.2 Changes in adolescence, i.e.</p> <ul style="list-style-type: none">• effects and consequences of puberty• behavioural changes• how adolescence might affect a young person’s life (e.g. Personal Intellectual Emotional Social (PIES)) <p>2.3 Media portrayal of adolescents, i.e.</p> <ul style="list-style-type: none">• current media images of young people and their impact• role models

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
3. Be able to involve young people in the planning and delivery of a youth work programme	<p>3.1 External influences on young people, i.e.</p> <ul style="list-style-type: none"> • primary socialisation (e.g. family) • secondary socialisation (e.g. peers, media, education, religion) <p>3.2 Barriers to young people participating in youth work, i.e.</p> <ul style="list-style-type: none"> • geographical (e.g. location) • cultural (e.g. religious views, language) • financial (e.g. cost of membership, cost of travel, participation costs) • psychological (e.g. fear of meeting new people, peer pressure) • physical (e.g. access) <p>3.3 Current legislation that influences youth work, i.e.</p> <ul style="list-style-type: none"> • Children Act • current health and safety legislation <p>3.4 Models for youth participation, i.e.</p> <ul style="list-style-type: none"> • Ladder of Participation • Hear by Right • Youth Voice Vehicle Checklist <p>3.5 Programme planning techniques, i.e.</p> <ul style="list-style-type: none"> • project planning tools (e.g. SWOT and NAOMIE) • undertake risk assessment
4. Be able to evaluate youth work practice	<p>4.1 Methods of monitoring and evaluating the effectiveness of a youth work programme, i.e.</p> <ul style="list-style-type: none"> • toolkits (e.g. verbal, written, activity-based) • reflective practice (e.g. definitions of reflective practice, why it is undertaken, tools for reflection (e.g. Kolb), resources needed to support reflective practice)

GRADING CRITERIA

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 candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Know the values and principles of youth work practice	P1*: Outline the values and principles of youth work practice	M1: Describe how local provision addresses the values and principles of youth work practice	
	P2: Identify local providers of youth work		
2. Understand how adolescence impacts on young people	P3: * Explain how the changes in adolescence might impact on young people	M2: Analyse relevant perspectives that explain emotional and social development during adolescence	
	P4: * Evaluate the impact that media portrayal of adolescents can have on adolescents		
3. Be able to involve young people in the planning and delivery of a youth work programme	P5*: Summarise external influences on young people	M3: Evaluate the impact of legislation and other external influences on the involvement of young people in the planning and delivery of youth work practice	D1: Evaluate the effectiveness of involving young people in programme planning for youth work
	P6: Explain barriers to participation in youth work and how these can be overcome		
	P7: Describe models for youth participation		
	P8: Involve young people in the development of sessions using programme planning techniques		
4. Be able to evaluate youth work practice	P9: * Evaluate youth work practice		

SYNOPTIC LEARNING AND ASSESSMENT

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more details. We have indicated in this unit where these links are with an asterisk and provided more detail in the assessment guidance section below.

ASSESSMENT GUIDANCE

LO1: Know the values and principles of youth work practice

Learners must be able to outline the values and principles of youth work, and identify local provision. Ideally learners will have access to local youth work or youth workers enabling them to see and hear first-hand about this sector. Local can be interpreted as within the geographical region of the learners not purely their neighbourhood. In order to achieve M1 they must describe how the local provision they identified addresses the values and principles of youth work. For this LO learners will benefit from drawing on learning from mandatory Unit 2 Equality, diversity and rights in health and social care. Unit 11 Career planning in health and social care.

LO2: Understand how adolescence impacts on young people.

For P3, learners must be able to explain how the changes in adolescence might impact on young people and for P4, evaluate the impact that media portrayal of adolescents can have on adolescents. In addition, for M2 learners must provide additional evidence which analyses relevant perspectives that explain the emotional and social development which occurs during adolescence. For this LO learners will benefit from drawing on learning from, Unit 22 Psychology for health and social care.

LO3: Be able to involve young people in the planning and delivery of a youth work programme

For P5, learners must provide a summary of the external influences on young people. For P6, they must explain barriers which may exist, preventing participation in youth work, and how these may be overcome. For P7, learners must describe models of youth participation. For P8, learners must involve young people in developing at least two sessions using programme planning techniques. This can be completed as a role play, or could involve external bodies. In order to achieve M3, learners must evaluate the impact of legislation and other external influences on involving young people in the planning and delivery of youth work. D1 asks learners to evaluate the effectiveness of involving young people in programme planning for youth work. For this LO learners will benefit from drawing on learning from Mandatory Unit 3 Health, safety and security in health and social care. Unit 23 Sociology in health and social care LO3.

LO4: Be able to evaluate youth work practice

Learners must be able to evaluate methods of monitoring and evaluate the effectiveness of a youth work programme. This can be done through the use of case studies. For this LO learners will benefit from drawing on learning from Unit 1 Building positive relationships in health and social care LO4

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk. Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

To find out more

ocr.org.uk/healthandsocialcare

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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