

## Unit Details

<b>Unit Title</b>	Youth Work Practice (work based practice)
<b>Level</b>	3
<b>Credit Value</b>	6
<b>Guided Learning Hours</b>	20 hours + 20 hours of Practice
<b>Unit Summary</b>	<p>This unit explores, examines and enables the individual to demonstrate the skills for undertaking a Youth Worker Level 3 role within a youth work setting.</p> <p>This unit needs to be assessed through observation (by experienced Youth Work Practitioner) of practice and portfolio in line with JETS Committee requirements for Youth Work qualifications accredited by JNC Committee.</p>
<b>Learning Outcomes (1 to 3) The learner will be able to:</b>	<b>Assessment Criteria (1.1 to 3.5) The learner can:</b>
1. Be able to use the principles and practice of participation and empowerment to plan activities with young people in work based setting	<p>1.1 Explain what is meant by young people's participation and empowerment</p> <p>1.2 Identify different methods of empowering young people to participate in planning a youth work programme</p> <p>1.3 Plan activities using participation and empowerment principles to support the development of young people.</p>
2. Be able to deliver a youth work programme based on participation processes undertaken with young people	<p>2.1 Deliver planned Youth Work programme of 10 sessions over 20 hours, which include:</p> <ul style="list-style-type: none"> <li>a. Description of youth work activity appropriate to curriculum</li> <li>b. Develop resources in a format appropriate to the needs and capabilities of young people</li> <li>c. Identification of and sourcing of resources required for youth work delivery</li> <li>d. Explanation of reasons for the curriculum identified</li> <li>e. Identification of additional personnel</li> <li>f. Session plans</li> <li>g. Record of consultation with young people</li> <li>h. Work within the organisations policies and procedures</li> <li>i. Risk assessments and explanation of Safeguarding requirements for the sessions</li> <li>j. Identification of venues/ delivery locations</li> <li>k. Sources of finance and record of expenditure</li> </ul>
3. Be able to evaluate and reflect on activities in own work based practice	<p>3.1 Describe the main stages of programme and activity planning</p> <p>3.2 Describe methods of evaluating the effectiveness of activities in own work based practice</p> <p>3.3 Use evaluation methods to determine the effectiveness of the youth work programme in own work based practice including evaluation with young people.</p> <p>3.4 Reflect on own contribution and effectiveness in planning and</p>

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	delivery of youth work programme 3.5 Undertake 10 evaluations including evaluation of strengths, improvements and self development needs
<b>Mapping to National Occupational Standards (NOS) - Joint Education Training Standards (JETS)</b>	
<b>Indicative Content/ Underpinning Knowledge</b>	
<ul style="list-style-type: none"><li>• Models for Youth Participation (e.g. Ladder of Participation; 'Hear by Right' (NYA); Youth Voice Vehicle Checklist (BYC))</li><li>• Practical participation methods and activities</li><li>• Planning tools (e.g. NAOMIE model; SMART indicators)</li><li>• Tools for review and reflection – session recording templates; principles of reflective practice; evaluation approaches that involve young people</li><li>• Relevant regulation and legislation - Risk assessments, Health and Safety, Safeguarding</li><li>• Understanding youth work as an educational process, and the benefits of a planned youth work curriculum</li><li>• Outcomes for young people as a consequence of their involvement in youth work – designing a curriculum that leads to positive outcomes</li><li>• How to use and create practical curriculum resources for use in youth work</li><li>• How to apply youth work intervention techniques in practice, including group work; using conversation as a learning tool; leadership/facilitation styles and tools; dealing with challenging behaviour; coaching/mentoring</li><li>• Knowledge of resources available to support youth work in the learner's locality, and where to find curriculum resources on-line</li></ul>	