

Unit 16 Enable young people to use their learning to enhance their future development

Origin of this unit

This unit originated from Unit B4 of the National Occupational Standards for Youth Work developed by PAULO.

Place in the NVQ/SVQ framework

This Unit is a Level 3 Optional unit within the N/SVQ for Learning, Development and Support Services (for children, young people and those who care for them).

Elements

1. Reflect with young people on their development and learning.

This is about working with young people to enable them to reflect on their learning. It is about helping young people to identify links between their learning from youth work opportunities and other parts of their lives.

2. Help young people to transfer their learning to other parts of their lives.

This is about enabling young people to develop goals that will enable them to use their learning in other parts of their lives. It is about assisting them to identify the action they can take to achieve their goals and encouraging them to develop ongoing learning plans.

About this unit

This unit is about enabling young people to reflect on their learning and establish goals for their future development.

Who is the unit for?

This unit is for all youth workers.

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Element 1

Reflect with young people on their development and learning.

This is about:

Working with young people to enable them to reflect on their learning. It is about helping young people to identify links between their learning from youth work opportunities and other parts of their lives.

Performance Criteria

You will need to show that you can:

1. Actively create environments and times where young people can reflect constructively on their experiences
2. Use an appropriate **variety of methods** to enable young people to reflect on their experiences and tease out their learning
3. Assist young people actively to develop their skills by reflection and learning from experience
4. Maintain an even balance between reviewing the tasks or activities carried out and reviewing group process or issues
5. Actively encourage young people to value each others' learning and disclosures by personal example
6. Provide active and sensitive support to enable young people to deal with experiences and learning they find painful
7. Work effectively with young people to develop their ability to take charge of their own review sessions
8. Ask for constructive feedback on your own role in youth work activities and review sessions and act on it.

Knowledge Specification

You will need to know:

1. Why it is important to encourage young people to reflect on their own experiences and draw their own learning from them
2. How to create an environment where it is safe to talk openly and honestly about experiences, learning and aspirations
3. A variety of reviewing methods and activities, including some that young people can learn to do for themselves
4. How to monitor the group dynamic and enable the group to focus on the most important issues for them
5. How to listen actively to what is and is not being said and reflect this back to young people
6. A range of facilitation skills which work towards empowering young people
7. Techniques for helping young people to deal with experiences and learning they find painful
8. Sources of further support to help young people deal with issues which are beyond your remit
9. How to give and receive feedback.

Notes on this element

1. **Variety of methods**: individual reflection, discussions, group and individual activities.

Element 2

Help young people to transfer their learning to other parts of their lives.

This is about:

Enabling young people to develop goals that will enable them to use their learning in other parts of their lives. It is about assisting them to identify the action they can take to achieve their goals and encouraging them to develop ongoing learning plans.

Performance Criteria

You will need to show that you can:

1. Enable young people to identify links between their learning from youth work experience and other areas of life and consider how each might benefit from the other
2. Explain and promote clearly the benefits of ongoing learning
3. Enable young people to develop clear and achievable aims and goals for future action based on their learning
4. Help young people distinguish between **learning needs** that can be addressed at the time and their ongoing **development needs**
5. Encourage young people to develop realistic and achievable personal and group development plans based on their learning and on their future goals
6. Assist young people to check that development plans are realistic and in line with their **learning styles**
7. Agree with young people suitable sources of support to help them carry out their development plans
8. Assist young people to identify how they can continue to review their further development.

Knowledge Specification

You will need to know:

1. Why it is important to help young people relate their learning from youth work experiences back to other areas of life
2. How to explain and promote the benefits of ongoing learning, and sources of support
3. Planning techniques and how to set achievable goals
4. How to determine which development goals should be addressed formally through a sustained approach and which goals would be better met informally
5. How to work out development plans and learning contracts
6. Learning styles and other theories relevant to development planning
7. Other sources of support for young people as they implement their development plans
8. Ways of monitoring and reflecting on development during implementation.

Notes on this element

1. **Learning needs**: may be individual, group (community); knowledge, skill
2. **Development needs**: may be individual, group; emotional, spiritual, cognitive, physical; knowledge and skill
3. **Learning styles**: Activist, Reflector, Theorists, Pragmatist.