

Title:	Introduction to Professional Development (Youth Work)
Level:	4
Credit value:	5
GLH:	30
Unique Reference Number:	A/650/4660
Sector Subject Area:	13.1 Teaching and Lecturing
Aim:	The aim of this unit is to provide learners with the skills and knowledge to be able to undertake the qualification “Level 4 Certificate in Professional Development (Youth Work)”.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	Assessment decisions for skills-based learning outcomes must be made during the learner’s normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Learning outcomes

The learner will:

1. Be able to understand the characteristics of the Youth Work relationship and the processes, values, and conditions helpful for its formation.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to examine the characteristics of the Youth Work relationship and the values, features and practices that facilitate its formation.

The learner must:

- 1.1 Examine the **characteristics** which define the Youth Work relationship in contrast with other services working with young people.
- 1.2 Determine **distinctive features** and practices in the formation of the Youth Work relationship.
- 1.3 Evaluate the contribution of Youth Work values, principles, and cornerstones to the formation of the **Youth Work relationship**.

<p>1.4 Explain the value of the Youth Work relationship for young people in the context of their social education, support needs and community.</p>
<p>2. Be able to examine the role of Youth Work, particularly the Youth Work relationship, in the context of wider services working with young people including possible benefits, challenges and tensions inherent in this context.</p>
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to explore the relationship between: Youth Work and other services; the benefits and tensions caused by partnership working; and how to accommodate contrasting agency practices.</p> <p>The learner must:</p> <ul style="list-style-type: none"> 2.1 Explore youth work's historic and ongoing relationship with other services working with young people. 2.2 Define the key features of partnership working. 2.3 Explore the benefits of partnership working for: <ul style="list-style-type: none"> • Young people • Allied services • Youth workers. 2.4 Discuss potential tensions between Youth Work principles and practices and those of key allied services. 2.5 Summarise methods to accommodate contrasting values and practices between agencies while working in partnership.
<p>3. Be able to critically examine own professional development in relation to own Youth Work knowledge, experience, and practice.</p>
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to enable learners to critically examine their own training and development needs in the context of providing improved outcomes for themselves and young people. They will create an action plan to address these needs.</p> <p>The learner must:</p> <ul style="list-style-type: none"> 3.1 Reflect on own motivation to working in Youth Work. 3.2 Recognise own training and development needs.

3.3 Create a SMART action plan for own Continuing Professional Development (CPD).

3.4 Analyse how own professional development contributes to improved outcomes for:

- Young people
- Youth workers.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements

Characteristics

Learners must include:

- The characteristics of the Youth Work relationship and the processes
- Values and conditions helpful for its formation. For example, identify and explain the key characteristics of the Youth Work relationship –
- Educative, non-judgemental, negotiated, offering challenge, trusting, boundaries and so on, and how these may differ from other common interpersonal relationships – teacher / Student, Family relationships etc.

Distinctive Features

Learners should discuss the skills and qualities needed to support its development – communication, empathy, patience, flexibility. Examine the processes used – meeting where young people are comfortable, often in peer groups, engaging in activities which they enjoy and starting from the young people’s own starting points. How does the flexibility offered through the youth work relationship benefit young people in relation to their support needs, their education, and their interaction with other services? Also consider

	<p>the value of Youth Work's approach to working with young people in their social context – within peer groups, community, and wider society.</p>
<p>Youth Work Relationship (AC1.3 and 1.4)</p>	<p>Learners should explore how the different elements of the NYA (National Youth Agency) Curriculum for Youth Work contribute to the Youth Work relationship – the contribution of the Youth Work Cornerstones to relationship formation, the use of activity as an engagement tool or a means to offer challenge rather than an end in itself – explore the contrast between youth and leisure services in this context.</p> <p>Chapter 16 and Chapter 25 in Alldred, Pam et al. (2018) The SAGE Handbook of Youth Work Practice London: Sage</p>
<p>Ongoing Relationship</p>	<p>Learners must identify and examine key differences in approach between Youth Work and allied services, for example voluntary / mandatory participation, prescribed / negotiated outcomes, flexible / scheduled, focused / holistic, strengths / deficit based, focussed on individual / focused on social.</p>
<p>Key Features</p>	<p>Partnership working is a collaborative approach where different organisations or stakeholders come together to achieve common goals. Key features could include:</p> <ul style="list-style-type: none"> • Shared goals and objectives • Mutual respect and trust • Clear roles and responsibilities • Effective communication • Collaborative decision-making • Shared resources and expertise • Formal agreements and documentation • Flexible and adaptable
<p>Benefits of Partnership Working</p>	<p>Explore the rationale for working in partnership with other agencies; Safeguarding and contextual safeguarding (include developments in policy in the light of Victoria Climbié and the Soham murders), the contribution Youth Work makes to the improvement of allied services, Youth Work as a community-based</p>

	<p>practice attendant to the context within which young people exist and the impact of allied services on their lives, youth voice and resource efficiency.</p> <p>Explore what characteristics / outputs the Youth Work relationship has which may support Young People in their liaisons / avoidance of other services such as Health, Education, Criminal Justice, and Social Care. For example, the relationship provides Youth Workers with privileged access to information about young people and their culture, the trust inherent in the Youth Work relationship increases the likelihood and detail of disclosures – how can this ethically support services? Can the relationship support engagement with or improvement of allied services? How does a trusting relationship affect the offer of educational challenge, and the likelihood of that challenge being accepted?</p> <p>Discuss elements of successful partnership working – common aims, complementary values, project planning and management, open communication, allocation of responsibility and so on and identify practical examples of how these features may be put into practice.</p>
<p>Potential Tensions</p>	<p>Learners should explore youth work with its unique practices and principles and how these often intersect with various allied services such as Education, social work, health, and the judicial system. Potential tensions could include:</p> <ul style="list-style-type: none"> • Youth-Centred vs. Service-Centred Approaches • Voluntary Participation vs. Compulsory Engagement • Holistic Development vs. Targeted Interventions • Informality vs. Formality • Empowerment vs. Protection • Long-Term Engagement vs. Short-Term Interventions
<p>Methods</p>	<p>To accommodate contrasting values and practices between agencies, it is essential to implement strategies that foster collaboration, understanding, and flexibility. Learners could explore the following methods to achieve this:</p> <ul style="list-style-type: none"> • Establishing clear communication channels

	<ul style="list-style-type: none"> • Development of shared vision and goals • Formalise agreements • Provide and participate in joint training and development • Foster a culture of respect and flexibility • Implement coordinated service delivery • Monitor and evaluate partnership performance
<p>LO3</p>	<p>Reflect upon your own professional development to date and ambitions / desires for future career development.</p> <p>Explore the meaning of Continuous Professional Development and the areas of work where it may support improved outcomes – for the worker, the organisation, and the service users. Discuss how these areas of improved outcome might be motivational to staff.</p> <p>Support learners to work through planning the 6 stages of CPD in relation to their own professional practice and specifically to their chosen Level 4 & 5 CPD units, planning practical things to support them in implementing learning and demonstrating impact.</p> <p>Learners should create a CPD log.</p> <p>https://www.cipd.co.uk/learn/cpd/cycle#gref</p>