

LSI YW05(SQA Unit Code-HD9R 04)

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



Overview

This standard is for youth workers whose work involves encouraging young people to reflect upon their learning and to apply this in other areas of their lives, establishing goals for their future development.

Learning in this standard includes formal, non-formal and informal learning as well as learning from experience, communication and critical dialogue.

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Performance criteria

- You must be able to:*
- P1 explore with and promote clearly to young people the benefits of ongoing learning
 - P2 encourage young people to reflect constructively upon their experiences and to recognise the consequent learning points
 - P3 create appropriate opportunities for young people to reflect on their learning and experiences
 - P4 provide active and sensitive support to enable young people to deal with any experiences and learning they find challenging
 - P5 develop the ability of young people to take charge of their own review sessions
 - P6 encourage young people to value each other's learning and experiences
 - P7 encourage young people to identify how their learning from youth work experiences might be applied in other areas of life
 - P8 work with young people to identify and develop clear and achievable personal and group development goals
 - P9 assist young people to identify activities which will realise their goals and which are in line with the way they choose to learn, recording these as appropriate
 - P10 identify sources of support to help young people to carry out and review their learning and development

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Knowledge and understanding

You need to know and understand:

- K1 activities and techniques for explaining and promoting the benefits of ongoing learning, and associated sources of support for young people
- K2 the importance of encouraging young people to reflect on their own experiences and draw their own learning from them
- K3 techniques for creating an environment where it is safe to communicate openly and honestly about experiences, learning and aspirations
- K4 techniques for facilitating and monitoring group dynamics, enabling young people to focus on important issues for them, including those they find challenging
- K5 facilitation skills, including active comprehension, , appropriate towards empowering young people in taking ownership of the learning process
- K6 how to work with young people to identify achievable goals, and mechanisms for recording young people's development
- K7 methods of learning and other theories relevant to development planning
- K8 the importance of giving and receiving feedback effectively and methods for achieving this with young people
- K9 activities and techniques that can be used for monitoring and reflecting on development
- K10 additional sources of support for young people as they implement their development plans and deal with issues which are beyond own remit
- K11 how and when to use accreditation to enhance young people's learning
- K12 methods of accrediting learning
- K13 the value of informal, non-formal, formal, learning from experience, communication and critical dialogue, and how these can enhance the development of young people
- K14 the values and principles underpinning youth work

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Additional Information

Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Behaviours

1. Recognise the young person as a partner in the learning process
2. Work to provide a safe learning and development environment for young people
3. Encourage young people to explore their capacity for growth and development
4. Encourage young people to be critical and creative in their responses to the world around them

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