

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Reflective Practice in a Youth Work Setting

Unit Reference Number: H/651/9360

Level: Three (3)

Credit Value: Three (3)

Minimum Guided Learning Hours: 24

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the principles and values of reflective practice in youth work	1.1 Define reflective practice within a youth work setting
	1.2 Explain the benefits of reflection in developing youth work practice
	1.3 Evaluate approaches to reflective practice and their potential strengths and weaknesses
2. Be able to undertake self-directed reflection on own practice and continuing professional development	2.1 Demonstrate regular reflection on own experience, skills and behaviour upholding the principles and values of reflective practice in youth support work
	2.2 Evaluate own areas of strength and potential areas for development
	2.3 Reflect individually and through supervision on practice in line with daily tasks to enhance the support young people receive
	2.4 Evaluate the development plan with own line manager
3. Be able to use reflection to develop own and others practice	3.1 Identify line management styles that support and develop youth work practice in others
	3.2 Monitor outcomes of own work and others
	3.3 Review and revise own practice based on feedback from others

	3.4	Apply the result of own reflection and development to own practice
	3.5	Support others in reflective practice and provide constructive feedback to them around delivery
	3.6	Demonstrate how critical reflection could improve own and others practice in line with organisational procedures
4. Be able to maintain continuous professional development opportunities that support own youth work practice	4.1	Summarise relevant sources of information that could support own continuing professional development on a regular basis
	4.2	Use sources of information appropriately in order to demonstrate the impact and benefits of youth support work
	4.3	Explain the value of reflective practice and continuing professional development in relation to youth support work

Assessment Requirements

The following assessment criteria are skills-based and, therefore, the primary method of assessment is direct observation and assessment of practical work-based activities:

- 2.1
- 2.3
- 3.2
- 3.3
- 3.4
- 3.5
- 3.6
- 4.2

Other methods of assessment may be used to triangulate the evidence (e.g., professional discussion, question and answer, reflective accounts).

Indicative Content

LO1	1.1 Reflective practice aims to prepare students to become professional reflective practitioners, being able to interpret the information they have received and develop this understanding to make decisions in practice. After reflection, when they have been involved in something similar, they would approach it differently (Light and Cox 2001). Research authors who defined reflective practice within the context of youth work. Suggest: Donald Schon's model of reflection (1991), Gibbs reflective cycle (1988), or Kolb (1984, 2015), Brookfield (2005), Rolfe (2001), the Johari Window (Luft & Ingham, 1955), Bernard (1994). Give examples of how reflective practice relates to a youth work setting. 1.2 We could learn from every experience, our own and observing others. Some
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	benefits of reflection might include: • Make improvements for future practice, when things go right or wrong • Develop a greater level of self-awareness • Better planning and allocating funds as your experiences could be taken into consideration • Helps develop evaluation skills, when applying for funding or reporting to management • Improves practice in Health and Safety 1.3 Use the authors you discussed in 1.1 to evaluate their potential strengths and weaknesses. Suggested methods for reflecting on practice to evaluate observations and recordings, individual action plans or reviews, peer /personal evaluations, Young people's testimonies, supervision or appraisal notes.
LO2	2.1 Reflection on an activity you were responsible for. Think about what went well? What could be improved? What would you do differently next time? Were goals realistic? Were they achieved? What improvements need to be made? How will this improve future practice? Learners must have between three and five examples of reflection. Reference must also be made to how principles and values of reflective practice are upheld in practice. 2.2 Put together a SWOT analysis relating to your own practice, skills and experience. Evaluate the gaps in your skills, experience and opportunities and think about areas you need/want to develop. 2.3 Using 2.2 as well as your organisational objectives, create a plan to address your learning and support needs in relation to the daily tasks you carry out. 2.4 Using 2.2 & 2.3. This could take place through formal appraisals, supervisions, feedback sessions, CPD or less formal discussions. Keep a record of the meetings and the outcomes.
LO3	AC 3.1-3.6 Learners could link to aspects covered in learning outcome 2. Focus on developing critical analysis skills in order to develop practice. Be open and honest with yourself and show how feedback from others has impacted on your own development and practice. You could include an update of a personal development plan from learning outcome 2.
LO4	4.1 Young People Now, National Youth Agency, youth and policy.org, social media: in defence of youth work. 4.2 To complete this activity, use three sources such as (but not limited to) those mentioned in 4.1 to demonstrate the impact and benefit of youth support work. 4.3 Refer to personal examples of where reflective practice has identified opportunities for professional development, and how this has benefitted your youth work practice.

