

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Planning, Reviewing and Reflection

Unit Reference Number: K/652/1666

Level: One (1)

Credit Value: Three (3)

Minimum Guided Learning Hours: 25

Unit Summary

This unit introduces learners to the principles of planning, delivering, and reviewing suitable youth work activities. Learners will identify appropriate activities for youth work sessions and explore the steps involved in planning a short, safe, and inclusive activity for young people.

The unit also develops learners' understanding of the importance of reviewing in youth work, including why reviews are carried out, what can be reviewed, and methods that can be used to gather feedback from young people. Learners will also be introduced to reflective practice and how reflection supports professional development. The unit concludes with learners creating an action plan to support their own learning and development as a youth worker.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. 1. 2. Know how to plan youth work activities	3. 1.1 4. Identify types of activities suitable for youth work sessions
	5. 1.2 6. Outline the steps for planning a short youth work activity
	7. 1.3 8. Describe how to make activities safe and inclusive in different settings
	9. 1.4 10. Plan an engaging simulated youth work activity
11. 2. 12. Understand the importance of review in youth work	13. 2.1 14. Identify the purposes of review within youth work
	15. 2.2 16. List examples of what can be reviewed
	17. 2.3 18. Identify review methods
	19. 2.4 20. Identify ways to review with young people

21. 3.	23. Know about reflective practice within youth work	24. 3.1	25. State what is meant by reflection in youth work
22.		26. 3.2	27. Describe the benefits of reflection for professional development
		28. 3.3	29. Produce an action plan which supports own development as a youth worker

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 the tutor's own professional experience.

When a plural is stated in the assessment criteria, a minimum of two examples must be given – unless stated otherwise.

Appropriate activities	Appropriate activities could include: • Arts and crafts • Drama and role play • Music and dance • Sports • Individual activities (yoga, athletics, etc.) • Outdoor games • Board games • Virtual quizzes • Digital art, video creation, or coding challenges • Group challenges (escape rooms, etc.) • Informal activities Learners must identify a minimum of three simple activities.
Steps for planning	Learners should know that planning helps make youth work activities safe, enjoyable, and inclusive for young people. Planning does not need to be complicated, but it should follow clear steps. These could include: • Identifying the purpose of the activity • Choosing an appropriate activity • Knowing the needs and requirements of the group • Including young people • Identifying resources • Outlining activity steps • Consideration of Health and Safety • Inclusivity and accessibility • Delivery • Review
Different settings	Learners should understand that youth work happens in a variety of settings and situations, depending on the needs of young people. These may include: Formal settings • Schools, colleges, or youth centres. • Structured programmes, workshops, or mentoring sessions.

	Community settings • Community centres, libraries, sports clubs, faith-based centres. • Activities designed to engage young people locally. Outdoor and recreational settings • Parks, adventure centres, playgrounds, or open spaces. • Activities like team building, outdoor education, or sports. Specialist settings • Hospitals, mental health services, residential care, or services for young people with additional needs. • Programmes focused on wellbeing, support, or development. Detached or outreach settings • Street-based youth work or outreach projects. • Engaging young people who may not attend structured services. Digital or online settings • Social media, online forums, virtual workshops, or digital mentoring. • Offering support and engagement where young people cannot meet in person. Learners should understand that the setting affects how activities are planned and delivered, including considerations for safety, accessibility, and inclusion.
Purposes of review	Learner needs to understand there are different purposes of reviewing such as: • Identifying what went well • Identifying what can be improved • Identifying errors • Measuring outputs and outcomes • Ensuring safe practice • Personal development
Review methods	Learners must identify a minimum of two review methods. These could include: • Observation • Feedback from young people • Self-reflection • Peer/colleague feedback • Participation and engagement levels • Rating tools
Reflection in youth work	Learners should understand that reflection is a way to think about what happened during a youth work activity to help improve future practice. Simple examples of reflection could include: • Thinking about what went well in an activity. • Considering what could have been done differently. • Asking young people for feedback on the activity. • Keeping reflective notes. • Discussing experiences with peers. • Reflecting on own behaviour, communication, or approach with an experienced colleague. • Noticing how young people responded and engaged.

	• Considering whether the activity met its aim. • Identifying challenges or unexpected problems and how they were managed.
Professional development	Professional development is about identifying future progression routes and opportunities for learning such as: • other youth work qualifications • volunteering in youth work settings • attending training • informal, formal, and social learning
Action plan	The action plan must be SMART: • Specific • Measurable • Achievable • Relevant • Time bound