

Unit 5:

Support young people to
develop, implement and
review a plan of action

1.1 Explain why young people should be encouraged to develop a personal action plan to support their future development

The practice allows young people to be able to identify and analyse their personal and developmental needs that will assist them to get to where they want to be. The task involves setting and agreeing targets and goals, those that are achievable in the short term, to analysing medium and long term goals.

It also allows young people to identify additional support and training needed and attend seminars and workshops where necessary, allowing a young person to plan positively to achieve them. This enables young people to take responsibility for their own lives and on the decisions they make for themselves, focusing on real target setting, practicalities and barriers and reviewing them at a later stage.

1.2 Evaluate the role of the support worker in encouraging young people to develop the action plan

The support worker should encourage this method of planning and promote its benefits through its centre of activity. The support worker needs to organise a time, venue or place where this process can be managed and delivered effectively. They need to answer questions that young people pose to them and respond positively with the young person in mind to facilitate their personal learning targets and be aware of the current economic climate, the new student fees, the lack of jobs, etc.

The support worker also has the responsibility of reviewing the young persons action plan at regular agreed intervals and this will keep young people on track to achieving their desire goals.

2.1 Explain the preliminary and preparatory actions to take when supporting young people to develop an action plan

The first Stage is that we need to be able to support young people to develop an action plan and if staff training is needed then attendance is a must. The next stage of the preliminary actions is to discuss and explain to young people the importance and benefits of developing an action plan and how it can help support and guide them to make positive choices in life and show examples where possible. We do this by establishing a good relationship with young people to the point where they can come and discuss personal matters, urgent and non urgent items with staff, only then can we start this next stage of support.

This rapport which we have built allows support workers to analyse the young person's level of understanding, commitment, constraints, potential and what they really want to do in life. Our approach should be non judgemental but we should use all the skills and tools of active listening, giving feedback, provide reassurance and set realistic goals. This not only gives comfort to the young person but enables workers to draw a picture of that young person and understand their current developmental progression allowing us to ask open and closed questions to develop an action plan.

Which leads us onto the second stage, of developing an action plan for the young person where we need to set specific, measurable, attainable, and realistic goals that can be achieved within a time frame (SMART). These need to be agreeable goals, broken down into bite size pieces and reviewed at a later date.

3.1 Give examples from own practice of support required by young people implementing actions within their plan.

- Learning mentor
- Transitional support worker helping NEET young people
- CV and personal statement writing
- GCSE booster classes: identify private tuition and additional classes
- Soft skills: Interview & employability skills
- Online job applications
- Research in course subjects and educational institutes
- Careers services for part time jobs, work experiences, and apprenticeship schemes

4.1 Explain why it is important for young people to review their progress against their action plan

Review allows practitioners and young people to identify what has been achieved or fulfilled within the set dates. Did the young person reach their targeted goals described in their action plan and where there any shortfalls. This process allows you to review and analyse why the goals were not met. Then a discuss can take place on a new course of action by revising the set targets and drawing up new achievable milestones.

The approach of reviewing and reflecting from experience equips young people with the understanding of the consequences of their own actions and helps them to improve in the next stage. The review allows room for support mechanisms to be put in place, ensuring that the young person's aims to achieve the set goals can be re-organised, reset and possibly celebrated at the end.

5.1 Explain why it is important to review own contribution to the development and implementation of the young person's action plan

Self review is very important as it allows you to become a better reflective practitioner, analysing the pros and cons, what when right and what went wrong, what was the better option for the young person and how can I learn from the process. Kolb a theorist in experimental learning explains this and concludes that by having this experience we develop theories from which we deduct conclusions to try out the theory. Reflective practices allows us to improve the delivery of our service, our commitment to the young people, bringing about change and most importantly developing our own learning.

5.2 Evaluate own contribution to the process

Being reflective of your ones own actions allows you to understand yourself better as the person you really are, and that is why it is very important to have a briefing and debriefing meeting before and after each club session. This regular practice allows you to make comments and suggestions to improve the club situation, to develop areas of weaknesses, to support each other as team members and not as individuals, to make positive suggestions that are critical to the development of the users, to address ignored issues and deal with them promptly. We log every session and make discussion points clear to follow through onto the next session, ensuring that the users get the best possible service from us and the best learning experience. The method allows us to discuss and plan positively about young people and suggest ways forward for them. Not only is it a tool to plan for young people but for your own self, identifying developmental needs, access to training, peer support, areas of weaknesses and putting in the extra effort to help yourself as well as the young people you work with.