



Oxford Cambridge and RSA

Unit Title:

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

OCR Unit No:

37

Sector Unit No:

CYPOP8

Level:

3

Credit value:

3

Guided learning hours:

25

Unit accreditation number:

M/601/1329

## Unit purpose and aim

This unit aims to provide the knowledge, skills and understanding to enable learners to work with individual young people to help them develop an action plan.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Understand the importance for young people of developing a personal action plan for their future development needs	1.1 Explain <b>why young people should be encouraged</b> to develop a personal action plan to support their future development  1.2 Evaluate the role of the support worker in encouraging young people to develop the action plan	Centres must ensure that all assessment criteria are met.  <b>Reasons why young people should be encouraged to develop an action plan may include:</b> <ul style="list-style-type: none"> <li>• to identify personal and/or educational development needs</li> <li>• to agree achievable goals</li> <li>• to agree how to achieve those goals</li> <li>• to identify additional support needs</li> </ul>
2 Be able to support young people to develop an action plan	2.1 Explain the <b>preliminary and preparatory actions</b> to take when supporting young people to develop an action plan	<b>Preliminary and preparatory actions may include:</b> <ul style="list-style-type: none"> <li>• explaining to young people why the action plan is important</li> <li>• checking their</li> </ul>

	<p>2.2 Demonstrate how young people are encouraged to identify their needs and aspirations</p> <p>2.3 Demonstrate in own practice work with young people how to identify and evaluate the <b>range of options</b> available to them</p> <p>2.4 Demonstrate in own practice work with young people to develop an <b>action plan</b></p>	<p>understanding</p> <ul style="list-style-type: none"> <li>• establishing constructive and supporting relationships with the young people</li> </ul> <p><b>Range of options may include:</b></p> <ul style="list-style-type: none"> <li>• working to continue in full time education</li> <li>• working towards an apprenticeship</li> <li>• working towards employment</li> </ul> <p><b>Action planning may include:</b></p> <ul style="list-style-type: none"> <li>• identifying clear goals and outcomes</li> <li>• identifying achievable timescales for reaching the goals</li> <li>• specifying the ways in which the young person will achieve their goals</li> <li>• specifying review dates</li> <li>• identifying any support needed to achieve those goals for example; <ul style="list-style-type: none"> <li>– additional formal tuition (literacy/language skills)</li> <li>– support from a learning mentor</li> <li>– support in writing a CV</li> <li>– support to develop interview or employability skills</li> </ul> </li> </ul>
<p>3 Be able to support young people to work towards implementation of their action plan</p>	<p>3.1 Give examples from own practice of support required by young people implementing actions within their plan</p> <p>3.2 Demonstrate how to give practical support for</p>	

	young people working towards implementation of actions within their plan	
4 Be able to support young people to review and revise their action plan	<p>4.1 Explain why it is important for young people to review their progress against their action plan</p> <p>4.2 Demonstrate in own practice how to <b>review the action plan</b> with young people</p>	<p><b>Reviewing the action plan may include:</b></p> <ul style="list-style-type: none"> <li>• identifying achievements</li> <li>• identifying where goals have not been met</li> <li>• agreeing reasons for non achievement</li> <li>• revising the action plan to set new goals and milestones</li> <li>• agreeing any additional support necessary to help the young person to achieve their goals</li> </ul>
5 Be able to review own role in supporting the development and implementation of the young person's action plan	<p>5.1 Explain why it is important to review own contribution to the development and implementation of the young person's action plan</p> <p>5.2 Evaluate own contribution to the process</p>	

## Assessment

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This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

## Guidance on assessment and evidence requirements

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OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

LOs 2, 3, 4 and 5 must be assessed in a real work environment.

## Details of relationship between the unit and national occupational standards

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development:

- Legal advice National Occupational Standards (Skills for Justice): Support clients to plan, implement and review action

## Functional skills signposting

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This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website [www.ocr.org.uk](http://www.ocr.org.uk).

This unit is a shared unit. It is located within the subject/sector classification system

01 Health, Public Services and Care and 01.5 Child Development and Well Being.