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Educating tomorrow's professionals

Facing Reality:
students' insights into challenges for young people practitioners

Lyn Boyd and Jean Hatton

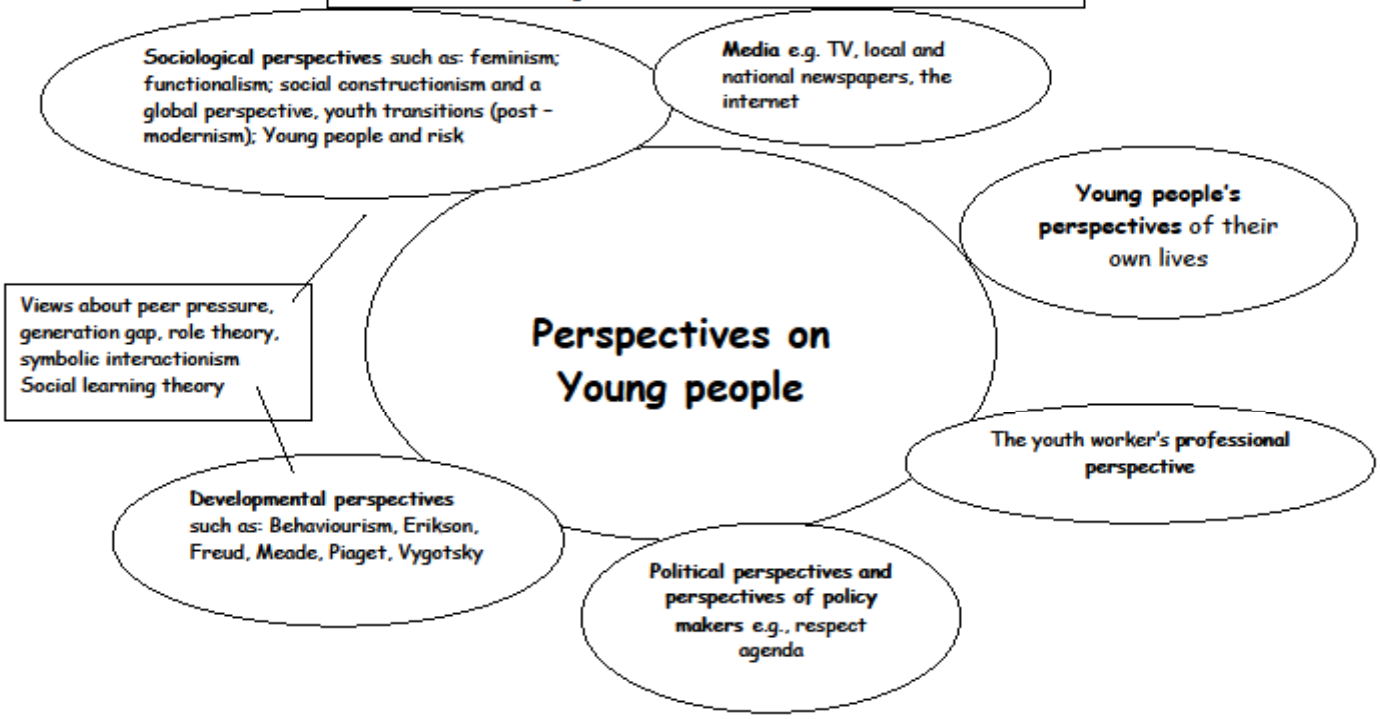
June 2010

University of HUDDERSFIELD

Introduction

- Perspectives on young people's experience and development: the module
- Module learning outcomes
- Assessment process
- Research

PoY: a pictorial overview



Socio-economic and cultural factors underpin the experiences and development of all young people

Module Learning Outcomes

Knowledge and Understanding:

- Understands the key concepts and theories associated with the experience of youth and adolescence
- Understands the key concepts and theories of young people's personal development
- Understands the role of socio-economic and cultural factors in structuring the experience of youth and adolescence

Ability:

- Apply theories of youth experience and development to the reality of young people's lives
- Identifies issues that affect young people and makes links to relevant socio-economic policy and youth and community work practice

Assessment tasks:

1. A display
2. A written assignment that builds on the display and includes the theoretical perspectives and how they link to the issue/transition that has been focussed on within the display

The display (maximum size A0)

The display will demonstrate a perspective of the experiences and development of one or more young people and must:

- Identify a minimum of 2 socio-economic and cultural factors that that impact on the experiences of young people
- Make links to key policy areas for youth workers
- Illustrate the implications for practitioners who are working with young people
- Identify an appropriate youth work response to young peoples' experiences

Display assessment criteria

Relevant learning outcomes:

- Understands the role of socio-economic and cultural factors in structuring the experience of youth and adolescence.
- Identifies issues that affect young people and makes links to relevant socio-economic policy and youth and community work practice

Students must identify the implications for (a minimum of) 2 areas of policy on the young person/people and identify an appropriate response within youth work practice

- The Display is presented and supported verbally by students.
- It is assessed informally by peers and formally by tutors.

18%	Drugs and alcohol
8.7%	Anti social behaviour
15%	'Guns and gangs'
7.2%	Peer pressure and youth culture
1.4%	Young people and identity
7.2%	Teenage parenthood
5.1%	Youth unemployment/Labour market
2.2%	Homelessness
1.4%	poverty
4.3%	'Looked After Young People'
1.4%	Adoption
4.3%	Sexuality
2.5%	Young people and disability
1.4%	Community cohesion
2.5%	Sexual health
1.4%	Young people at risk of sexual exploitation
1.4%	Forced marriage
3.1%	Body image
1.4%	Health and sport
1.4%	Bullying
0.7%	Domestic Violence
2.5%	Young people and education
1.4%	Young people and the media
0.7%	Gender issues
0.7%	Generation gap
4.3%	Youth transitions

How have the themes and issues raised changed over the years?

Trends need further examination but can be categorised as:

- ‘Flavour of the month’
- Teenage/young people’s issues: e.g. sexuality, health, disability
- ‘sign of our times’: e.g. bullying, body image, health and sport
- Personal interests of students
- Academic orientation

Discussion questions

- Have you created any innovative teaching or assessment tools which brings practice and students' learning together?
- How do students learn about the experiences and development of young people on your courses?
- How do students gain the young person's perspective?
- How do students develop their own perspective as a practitioner?
- How do we use our students' insights into young people's transitions to develop our curriculum?