

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Engaging and Communicating with Young People

Unit Reference Number: Y/651/9277

Level: Three (3)

Credit Value: Four (4)

Minimum Guided Learning Hours: 20

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the importance of building professional relationships with young people in youth work	1.1 Explain why relationship building with young people is important in youth work
	1.2 Analyse how effective communication skills impact on building and maintaining professional relationships with young people
	1.3 Describe ways to engage young people in order to establish a professional relationship with diverse groups of young people
2. Understand different ways of engaging with stakeholders	2.1 Describe different approaches of engaging young people and increasing their participation in youth work
	2.2 Compare local community networks and ways in which young people might become involved
	2.3 Describe places and spaces in which professional youth support work might happen and how approaches might differ dependent on context, environment and/or young person
	2.4 Explain different contexts, including cultural, social and political perspectives operating within young people's communities and wider society

3. Understand the importance of good communication skills for youth work activities	3.1 Describe the advantages and disadvantages of different methods of communication when working with young people to include verbal, written and electronic techniques 3.2 Describe the challenges of using social media to engage with stakeholders 3.3 Describe a youth support workers' role in supporting young people to access impartial information and guidance
4. Be able to communicate with stakeholders to develop a professional relationship	4.1 Demonstrate own ability to communicate, including active listening skills, with young people and two other stakeholders from the list below, clearly identify if those stakeholders are internal or external to a youth work setting and the communication technique used (ie verbal, written, electronic). a) Members of the public b) Wider community c) Public authorities in the youth sector d) Youth organisations and youth councils e) Donors f) Media 4.2 Work in an anti-oppressive, anti-discriminatory manner, maintaining professional communication with stakeholders
5. Be able to support young people in engaging with the local community	5.1 Engage with the local community to support young people's involvement in a way that promotes acceptance and understanding of others 5.2 Support young people to develop positive relationships in their local community that promote acceptance and understanding of others 5.3 Assess own strengths and areas for improvement when communicating with others using a reflective practice model 5.4 Demonstrate maintaining professional behaviour boundaries when working with young people

Assessment Requirements

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

- 4.1
- 4.2
- 5.1
- 5.2
- 5.4

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

AC 4.2 Evidence could include witness statements, video, written evidence, photos (if permission has been given), from young people.

AC 5.2 Learners need to provide evidence of how they have enabled young people to actively establish positive relationships in their local community that promote acceptance and understanding. This could be through social action projects, fundraising activities, volunteering. Learners need to clearly identify how this practice has promoted acceptance and understanding of others.

Indicative Content

LO1	1.1 Learners need to provide evidence that they understand that one of the fundamental principles of youth work is the ability to establish and maintain positive relationships with young people. Without this relationship, built on mutual trust and respect, the youth work process of identifying the needs of young people could struggle to take place therefore limiting positive youth work outcomes. 1.2 Learners need to demonstrate that they understand the range of effective communication skills needed as a youth support worker: Non-verbal, verbal, active listening, questioning, giving and receiving feedback, written, assertive communication and how they impact on their youth work practice and outcomes for young people. 1.3 Using reflection from their youth work practice learners must identify the range of ways they have used, or seen as a tool for engaging young people, from diverse backgrounds in a professional relationship. Diverse backgrounds could include, but are not limited to, culture, socio-economic status, SEMH or SEND.
LO2	2.1 Learners must demonstrate their understanding of young people's participation within a youth work context. Models of participation could include the organisation's methods, Harts Ladder of Participation, Huskins model of participation. Approaches to engaging young people could include: Age-appropriate activities and methods, young people being involved in the planning, design, delivery and evaluation of youth work, social media, involvement of the local community and families where appropriate, partnership working, decision making, promotion of young people's achievements.

LO3	3.1 Learners must consider the range of communication approaches they identified in assessment criteria 2.1 and describe the advantages and disadvantages of each one using references to their youth work experience. 3.2 Learners must be able to fully consider the range of positive and negative challenges when using social media with young people. They might also be able to refer to their organisations social media policy and use examples from their own youth work practice. 3.3 Learners must be able to identify what is meant by impartial information and guidance and the professional boundaries they have to consider when offering information and guidance. Roles might include: ensuring they do not give the young people direct advice: signposting: ensuring information is accurate and current: referrals: confidentiality: being non-judgemental: information must be age appropriate and in a format the young person could understand.
LO4	4.1 Learners must demonstrate their ability to communicate with young people and two other stakeholders from the list below, clearly identify if those stakeholders are internal or external to Youth Work Practice and the communication technique used (verbal, written, electronic). a) Young people b) Members of the public c) Wider community d) Public authorities in the youth sector e) Youth organisations and youth councils f) Donors g) Media 4.2 Learners will need to provide evidence of using effective listening skills with a group of young people and individual young people. Evidence could include witness statements, video, written evidence, photos (if permission has been given), from young people. Assessors are encouraged to observe this assessment criteria and record it on appropriate paperwork when doing holistic workplace observations. Learners must also demonstrate their ability to communicate with two other stakeholders integral to their youth work practice, identifying if they are internal/external and what communication technique was used. A rationale must also be provided for the communication method used.
LO5	5.1 This should include examples from the learner's own youth work practice and must clearly demonstrate how this has promoted acceptance and understanding of others and the outcomes. 5.2 Learners need to provide evidence of how they have enabled young people to actively establish positive relationships in their local community that promote acceptance and understanding. This could be through social action projects, fundraising activities, volunteering. Learners need to clearly identify how this practice has promoted acceptance and understanding of others. 5.3 Learners should include the following reflective practice models: a) Reflective Supervisory Practice: Reflective practice, critical inquiry, and action research. b) Personal Reflection and Self-Review: Understanding personal values,

	boundaries, and responsibilities. c) Models of Youth Work Framework: Expected outcomes of youth work and mechanisms to achieve them. d) Anti-Oppressive Practice and Informal Education Evaluation: Evaluating youth work while maintaining anti-oppressive and informal education principles. This may be covered by a personal development plan, supervision and appraisal records, self-reflection, peer reflection, young people's feedback and must use one of the models listed above.
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