

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Working with Behaviour that Challenges in a Youth Work Setting

Unit Reference Number: L/651/9363

Level: Three (3)

Credit Value: Three (3)

Minimum Guided Learning Hours: 14

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand what is meant by conflict and behaviour that challenges	1.1 Define what is meant by behaviour that challenges
	1.2 Explain the impact of conflict and behaviour that challenges in a youth work setting
	1.3 Compare examples of conflict and behaviour that challenges that could occur in a youth work setting
	1.4 Explain why it is important to develop a trusting and respectful relationship with young people
	1.5 Explain the importance of setting and maintaining appropriate boundaries and expectations with young people
	1.6 Evaluate own values in relation to working with young people and managing young people's behaviour
	1.7 Explain internal and external influences that could contribute to the presentation of conflict and behaviour that challenges in a young person
2. Be able to de-escalate conflict and behaviour that challenges in youth work settings	2.1 Explain de-escalation techniques that could be used to address conflict and behaviour that challenges in a youth work setting

	2.2	Analyse own strengths and weaknesses in dealing with conflict and behaviour that challenges in youth work settings
	2.3	Demonstrate methods of defusing conflict and behaviour that challenges in youth work settings
3. Understand the role of feedback in relation to changed behaviour in a youth work setting	3.1	Explain how positive feedback affects and enhances behavioural change in young people
	3.2	Demonstrate methods of providing positive acknowledgement of changed behaviour
	3.3	Analyse examples of the impact of positive acknowledgement of changed behaviour in a youth work setting
4. Understand when support is required in managing conflict and behaviour that challenges	4.1	Explain situations when additional support is required to manage conflict and behaviour that challenges
	4.2	Evaluate support mechanisms available when managing conflict and behaviour that challenges
5. Be able to develop own practice in relation to conflict and behaviour that challenges	5.1	Explain own practice in relation to conflict and behaviour that challenges in youth work settings
	5.2	Reflect on own practice in relation to managing conflict and behaviour that challenges
	5.3	Create a development plan to enhance own skills in managing conflict and behaviour that challenges

Assessment Requirements

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

- 2.3
- 3.2
- 5.3

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

Indicative Content

LO1	1.1 Unacceptable actions and language having a negative impact on other young people or adults in the vicinity. Could be difficult or problem behaviours – non-communication, withdrawal/disengagement, anxiety and depression, irritability, aggression, destruction, self-injury, tantrums, lethargy, hyperactivity.
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	1.2 Learners must be able to explain what is meant by conflict and how it could manifest itself in the youth work setting. Impact could be: young people no longer wanting to be part of the group/activity, injury to young people and youth workers, negative impact on the reputation of youth work, safeguarding issues, bullying, self-harm. Learners must give examples from their youth work practice. 1.3 Learners must identify a range of examples from their youth work practice and compare what happened, how the situations were managed, the outcomes and what they learnt from the examples. 1.4 Relationships based on mutual understanding and trust are the basis of youth work and one of its main principles. Learners must consider how they make a strong relationship with young people and explain the impact of what could happen if the relationship is poor or breaks down. 1.5 Learners must be able to give examples from their own youth work practice – they must explain the need for rules/boundaries and safeguarding, legislation, policies and procedures. 1.6 Learners must be able to reflect on their own values – what they are, what/who has influenced them and how they impact on their youth work particularly when working with young people who are expressing challenging behaviour. 1.7 This could include: personal beliefs and values, jealousy, the environment, history, other colleagues. Learners must give examples for both influences from their youth work practice
LO2	2.1 Could include: immediately ensuring the safety of young people and colleagues, recognising own feelings and reactions, keeping calm, use effective language, be aware of own body language, active listening skills and feedback, getting assistance/help when the situation is out of own experience, aim to preserve the relationship with the young person. 2.2 Learners must reflect on their youth work practice when they have experienced dealing with conflict and behaviour that is challenging and analyse their practice. This could take the form of case studies, a professional discussion with an assessor or supervision discussion and notes. 2.3 Evidence must come from a real youth work setting. Additional evidence could be witness statements and or assessor observation.
LO3	3.1 Learners must explain what positive feedback means and how they have given such feedback to young people. Behavioural change could include: increase in self-esteem and confidence, reassurance that the relationship is valuable, development of new skills, young person feeling valued and listened to. 3.2 Evidence must come from a real youth work setting. Additional evidence could be witness statements and or assessor observation. 3.3 Learners must analyse three examples from their own youth work practice/experience.
LO4	4.1 Learners must give examples from their own youth work experience.

	Could include: when the situation is beyond their capacity/understanding, someone is in danger, injury, safeguarding issues, young person is very upset, and violence is escalating. 4.2 Learners must identify and evaluate the structures in place in their own organisation – line management/supervision, identification of additional training needed, relevant policies and procedures.
LO5	5.3 Evidence could be in the form of self-reflection notes and case studies, supervision/appraisal records, training/CPD needs and a development plan detailing where action/CPD is needed, where support will come from, target dates/timeframe.