

Unit Details

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| Unit Title | Working with young people in one to one situations |
| Level | 3 |
| Credit Value | 1 |
| Guided Learning Hours | 7 |
| Unit Summary | <p>This unit aims to develop the learner's knowledge and understanding in order to carry out effective one to one work with young people in youth work situations.</p> <p>This unit needs to be assessed in line with JETS's requirements for Youth Work qualifications accredited by JNC Committee</p> |
| Learning Outcomes (1 to 3) <i>The learner will be able to:</i> | Assessment Criteria (1.1 to 3.3) <i>The learner can:</i> |
| 1. Understand key principles of one to one working | 1.1 Summarise key characteristics of one to one working 1.2 Assess the advantages and disadvantages of one to one working 1.3 Analyse 2 situations in which working one to one will be the best option 1.4 Using examples from working in one to one situations, reflect on the characteristics of successful one to one interventions |
| 2. Understand how to work effectively with young people in one to one situations | 2.1 Explain the factors that can affect the effectiveness of one to one work 2.2 Describe the skills and qualities needed to carry out one to one work and match these against your own skills 2.3 Reflect on the learner's personal skills and qualities that enable them to work effectively with young people in one to one situations |
| 3. Be able to plan and lead a one to one session and reflect on your own performance | 3.1 Plan and lead a one to one session with a young person in order to achieve identified objectives 3.2 Review the session with an appropriate observer/ supervisor 3.3 Reflect on what worked and what you would do differently in a similar situation in order to improve the outcomes |
| Mapping to National Occupational Standards (NOS) - Joint Education Training Standards (JETS) Committee | |
| Indicative content/ Underpinning Knowledge | |
| Understanding how to build relationships The impact of the environment on work with young people Communication skills & active listening Planning | |

Guiding conversations

Techniques for reflection and self-awareness

Coaching? Mentoring skills?