

## **Competency Standards for Caribbean Vocational Qualifications (CVQ)**

**CCCSS10104**

**Level I in Youth Development Work**

<b>Unit Number</b>	<b>Unit Title</b>	<b>Mandatory/ Elective</b>	<b>Hours</b>
CSSYDW0463A	Encourage a culture of entrepreneurship among youths	Mandatory	50
CSSCOR0601A	Work in ways that promote equality of opportunity, participation and responsibility	Mandatory	50
CSSCOR0181A	Coach young people to understand and respond to gender issues	Mandatory	30
CSSCOR0661A	Process data and produce information electronically	Mandatory	40
CSSCOR0611A	Operate in a culturally diverse work environment	Mandatory	10
CSSYDW0231A	Establish relationships and maintain dialogue with young people	Mandatory	20
CSSYDW0391A	Participate in networking	Mandatory	20
CSSYDW0431A	Promote a culture of health and safety	Mandatory	24
BSBCOR0591A	Apply basic communication skills	Mandatory	10
CSSYDW0581A	Work as an effective and reflective practitioner	Mandatory	20
CSSYDW0211A	Plan and conduct meetings	Mandatory	20
CSSCOR0152A	Enable young people to be responsible citizens	Mandatory	40
CSSYDW0162A	Enable young people to develop awareness of their self-identity and being	Mandatory	15
CSSYDW0172A	Enable young people to explore and develop their values and self-respect	Mandatory	30
CSSYDW0412A	Plan and conduct group activities	Mandatory	20
CSSCOR0422A	Process and provide information	Mandatory	25
CSSYDW0472A	Provide assistance to young people	Mandatory	30
CSSYDW0142A	Enable young people to access and use information and make decisions	Mandatory	30
CSSCOR0023A	Advocate for young people	Mandatory	20
CSSYDW0202A	Enable young people to work effectively in groups	Mandatory	20
CSSYDW0192A	Enable young people to use their learning to enhance their future development	Elective	25
CSSYDW0362A	Manage your work and create effective work relationships	Elective	25
CSSYDW0252A	Identify and secure resources for youth work	Elective	50
CSSYDW0222A	Establish links with organisations and agencies to support youth development work services	Elective	20
CSSYDW0372A	Manage youth projects	Elective	35
CSSYDW0442A	Promote a culture to safeguard the welfare of young people	Elective	24
CSSYDW0522A	Guide and support young people on or prior to becoming parents	Elective	40

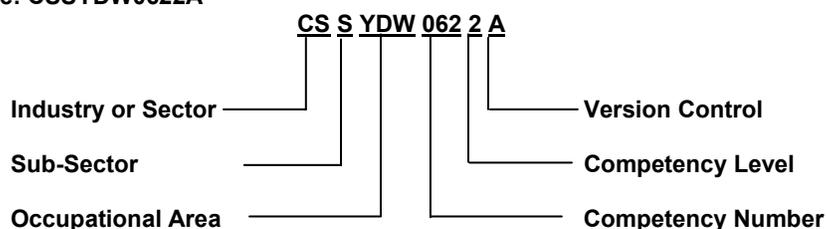
Unit Number	Unit Title	Mandatory/ Elective	Hours
CSSYDW0542A	Work with young people who abuse alcohol and/or other substances	Elective	40
CSSYDW0662A	Facilitate provision of information to youths on sexual and reproductive health	Elective	25
CSSYDW0093A	Develop and implement programs on HIV/AIDs, STIs and other related issues	Elective	60
CSSYDW0293A	Establish and maintain effective networks	Elective	20
CSSYDW0483A	Arrange for the care and protection of at risk youths	Elective	45
CSSYDW0673A	Work with youths with behavioural problems	Elective	50

To obtain this qualification, all Mandatory competencies plus a minimum of one (1) Level two elective and one (1) elective from Level three must be achieved.

Nominal Training Hours (Institutional Delivery) include total hours of Mandatory competencies and electives selected.

**Legend to Unit Code**

Example: CSSYDW0622A



**KEY:** Man – Mandatory; CSS – Community Services & Support (Sector); BSB - Business Sector (Business); YDW – Youth Development Work

## **CSSYDW0463A: Encourage a culture of entrepreneurship among youths**

### Competency Descriptor:

This unit deals with the skills and knowledge required to enable the pursuit of entrepreneurial endeavours among youths. It sets out the attitudes, behaviours, and basic competencies that an entrepreneur requires to identify, create and manage business opportunities.

### Competency Field:

Youth Development Work

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1. Demonstrate knowledge of the nature of entrepreneurship and entrepreneurial characteristics	1.1	Concepts associated with the functions of entrepreneurship and the characteristics of a successful entrepreneur are clearly defined.	
	1.2	Factors, which influence entrepreneurship, including concepts of market forces and conditions in and outside of the Caribbean, are correctly identified and explained.	
	1.3	The ability to explain the importance of entrepreneurship to economic development and employment is clearly demonstrated.	
	1.4	How business opportunities are created, innovated and expanded from everyday demand is clearly articulated.	
	1.5	The findings of research conducted on entrepreneurial ventures and successes, with particular reference to best practices of youth entrepreneurial activity in the Caribbean, are clearly presented in an appropriate format.	
	1.6	Knowledge of differences between wage employment and entrepreneurial ventures is demonstrated.	

- 2. Identify and assess entrepreneurial readiness among youths
  - 2.1 A young person's understanding of personal effectiveness and the cluster of skills and discipline required to enable an individual to evaluate and shape choices and initiate effective action is correctly assessed and determined.
  - 2.2 Factors that will help an entrepreneur to manage the personal issues and business-related risk and uncertainties, while maintaining a positive and results - orientated frame of mind, are identified and effectively communicated.
  - 2.3 Youths are effectively guided in the use of self-assessment tools/methods.
  - 2.4 A willingness to motivate self by validating strengths or confronting weaknesses is appropriately encouraged.
  - 2.5 The ability to direct reflection and self-awareness of how personal choices are defined by the past in terms of family, work and other life experiences is effectively evaluated and encouraged.
  - 2.6 The framework and process for dreaming, visioning, setting, meeting and reviewing clear and SMART goals are correctly and effectively shared with youths.
  - 2.7 Potential problems, obstacles and risks in meeting goals are identified and appropriate contingency plans enacted.
- 3. Encourage the development of youths' entrepreneurial capacity
  - 3.1 The legal and statutory requirements for establishing and operating an entrepreneurial undertaking are clearly stated and understanding demonstrated.
  - 3.2 Information shared on the different financial provisions and transactions that are vital to an entrepreneur is correct and the overall importance to the entrepreneur of managing financial resources is reinforced.

- 3.3 The relevance of market research and analysis to the entrepreneur as the basis for business identification and selection is established.
- 3.4 The young person's ability to identify the inputs of successful business marketing is determined.
- 3.5 The young person's ability to identify important aspects and techniques of selling is correctly determined.
- 3.6 Youths are effectively guided in identifying factors that determine the feasibility of launching and sustaining entrepreneurial activities.
- 3.7 Techniques to identify and resolve conflicts, and manage expectations and trade-offs are correctly shared with youths.
- 3.8 Youths are effectively instructed in strategies for identifying and managing different client relationships.
- 3.9 Strategies shared for successful negotiation and closing deals are meaningful and within the scope of the youths involved.
- 3.10 The value of intuitive recognition of entrepreneurial opportunity or lack thereof is highlighted.
- 4. Provide guidance to youths in the creation and management of a business
  - 4.1 Processes, roles and functions for managing and establishing a business are clearly shared with youths.
  - 4.2 The elements and use of a business plan are effectively explained.
  - 4.3 Business plan templates/models that can be used by entrepreneurs are illustrated to youths.
  - 4.4 Guidance in techniques for analysing and calculating different categories of business costs is given in ways that ensure understanding.

- 4.5 An ability to explain accounts and the accounting system is demonstrated.
- 4.6 Practical tools for managing business accounts are developed and effectively shared with youths.
- 4.7 The importance of keeping business records is clearly explained.
- 4.8 Youth's knowledge of the methods and systems for maintaining records of business transactions is correctly determined and strategies implemented to treat any gaps in knowledge and understanding.
- 4.9 Ability to develop/use instruments to record business transactions is verified and appropriate corrective actions taken to correct any deficiencies identified.
- 4.10 Issues relating to the protection of and respect for the intellectual property of self and others are clearly explained.
- 4.11 Experiences created to give practice in effective time management are relevant and appropriately implemented.
- 4.12 Relevant considerations in accessing funding for entrepreneurial endeavours are correctly explained.

## RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within varying contexts, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole.

Concepts associated to include:

- income-generating activity
- entrepreneurship
- risk
- personal skills
- entrepreneurial skills
- competition
- wage vs. salary employment

Influencing factors to include:

- market conditions
- markets – demand/supply
- global trends
- level of economic activities
- project costs and project financing
- market and feasibility study
- economic stability
- social stability
- resources availability

Guidance enables youths to:

- understand the dynamics of creating / seizing business opportunities of current and future environmental trends
- understand the complexity of making career choices in an environment of constant change
- determine the kind of entrepreneur he or she wants to become based on attitudes, behaviours, competencies, experience and how these fit with the requirements and demands for a specific opportunity
- evaluate thoroughly his or her readiness for entrepreneurship
- effectively develop personal plan
- effectively develop business plan
- utilize available information that will enhance his or her ability to achieve success
- understand issues relating to the protection of own intellectual property and the use of other persons' creations .

Intuitive recognition of entrepreneurial opportunities include:

- macro/micro scanning
- informal SWOT analysis
- identifying emerging trends/needs

Relevant considerations in accessing funding may include:

- comparative analysis of interest rates
- types of collateral
- "non-bank" source of funding (e.g. partnerships)

Pitfalls may include:

- proceeding without effective planning which may result in commitment to uncertainty
- commitment to a premature path with the desirability of flexibility can lead to disaster
- personal plans fail for the same reasons as business plans including frustration if the plan appears not to be working immediately and the challenges of changing behaviour from an activity-oriented routine to one that is goal oriented
- developing plans that fail to anticipate obstacles, and those that lack progress milestones and reviews

Time management experiences may include:

- time bound individually assigned project planning and execution exercise
- time bound team assignments

Personal assessment tools/methods include:

- Personal entrepreneurial competency – self rating questionnaire (PECS)
- Collage
- Johari window

## EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of statement for this unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

### (1) Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- facilitate youths in their entrepreneurial endeavours
- Work collaboratively with youths to develop their understanding of the entrepreneurial intricacies
- Work collaboratively with youths to develop strategies for achieving entrepreneurial objectives
- develop effective action plans to implement strategies, including targets, standards and implementation methods in creating / seizing business opportunities.
- Demonstrate knowledge of effective management systems: marketing, sales, operations/productions, finance, administration, law and the ability to share this information with others (youths)

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- Leadership
- Motivation
- Personal development and self-improvement techniques
- personal entrepreneurial profile systems
- effective management systems: marketing, sales, operations/productions, finance, administration, law
- accounting and record keeping
- how to measure feedback
- the method of developing a personal plan
- the method of developing a business plan
- copyright issues and intellectual property protection
- understanding the difference between entrepreneurial culture and management culture
- strategic planning
- communicating ideas and information
- collecting, analysing and organising information
- planning and organising activities
- analysis, implementation and evaluation of plans
- working with others and in teams, including consultative processes and group presentation
- solving problems
- basic interpretation of financial statements
- time value of money

Skills

The ability to guide youths to:

- determine barriers to entrepreneurship
- encourage self-awareness
- shape desirable behaviour
- minimize exposure to risk
- exploit any available resource pool
- tailor reward systems to meet a particular situation
- effectively plan and execute activities
- use traditional accounting and business record methods
- use ICTs for basic business plans and management
- use ICTs for assessments.
- read and interpret financial statements

**(4) Resource Implications**

The following resources should be made available:

Interactive tool box. Access to youths in a naturally occurring environment or a simulated situation sufficient for the demonstration of competence in this unit

**(5) Method of Assessment**

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the particular environmental context as the means by which the candidate demonstrates competence.

In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of situations. This will allow for the demonstration, monitoring and guidance.

**(6) Context of Assessment**

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed in a classroom setting. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, practical exercises, role-plays, research/project work or observation of practical demonstration in the operation of a business venture

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSSCOR0601A****Work in ways that promote equality of opportunity,  
participation and responsibility**

Competency Descriptor :

This unit deals with the skills and knowledge required to effectively promote the rights of individuals, equality of opportunity, voluntary participation; promote justice by challenging discrimination, prejudice and oppressive behaviour and enable young people to take responsibility for their own decisions.

Competency Field:

Youth Development Work

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1	Promote equality of opportunity	1.1	Behave consistently towards young people in ways that value difference and promote tolerance.
		1.2	Identify and provide opportunities for shared experience.
		1.3	Consistently encourage young people to identify and use their expertise, skills, knowledge and creative ideas.
		1.4	Seek out and create opportunities for young people to express their beliefs and identity and to value each other's ideas and opinions.
2	Challenge discrimination, prejudice and oppressive behaviour	2.1	Communicate in a way that is free from offensive or discriminatory images, languages and assumptions.
		2.2	Actively promote anti-discriminatory practice through your own behaviour with groups and individuals.
		2.3	Encourage young people to relate to each other in ways which are anti-discriminatory.
		2.4	Recognise oppressive or discriminatory practices or incidents.
		2.5	Deal with incidents in line with organisational procedures and values.
		2.6	Challenge young people and colleagues who behave in ways that are not in line with the values of youth work.

- |    |   |     |   |
|----|---|-----|---|
| 3. | Enable young people to take responsibility for their own decisions. | 3.1 | Determine and review the level of support required by young people.   |
|    |   | 3.2 | Encourage young people to participate in ways that avoid discrimination.  |
|    |   | 3.3 | Encourage young people to take responsibility for their decisions.  |
|    |   | 3.4 | Provide opportunities that encourage young people to assert themselves and promote their sense of self-worth and self-esteem. |
|    |   | 3.5 | Involve young people in decision-making processes.  |
|    |   | 3.6 | Assist young people in taking responsibility for youth work activities and projects.  |
|    |   | 3.7 | Identify and use facilitation styles that will assist the empowerment of young people.  |
|    |   | 3.8 | Work with young people to develop leadership skills and experience.   |
|    |   | 3.9 | Encourage young people to evaluate their decisions and experiences.   |
| 4. | Promote voluntarism   | 4.1 | Encourage young people to participate and take responsibility for their decision.   |
|    |   | 4.2 | Identify and minimise barriers to participation.  |
|    |   | 4.3 | Provide assistance to individuals seeking specific resources they may need in order to participate in voluntary activities.   |
|    |   | 4.4 | Guide young people in identifying values and opportunities in sharing.  |
| 5. | Promote individual rights and justice                               | 5.1 | Act in ways that promote respect for individual rights.   |
|    |   | 5.2 | Encourage awareness of individual rights and responsibilities.  |

- 5.3 Help persons to identify appropriate means to ensure respect for their rights.
- 5.4 Assist in the prevention of human rights violation.
- 5.5 Assist individuals in seeking redress where their rights are violated.

## RANGE STATEMENTS

Barriers to participation include:

- physical
- social
- emotional/attitudinal
- financial
- location
- crime
- cultural

Differences may include:

- ethnicity
- culture
- religion
- class
- age
- language
- gender
- mental or physical ability
- political beliefs
- sexual orientation

Shares experience may include other:

- opinions
- cultures
- locations (residential, non-residential)
- religion

Discriminatory practices or incidents include:

- victimization
- bullying
- harassment
- direct or indirect discrimination

Opportunities include:

- conversation
- youth work activities
- provision and projects
- networking

Promotion of rights and justice to include:

- democracy in decision making within groups
- educational institutions
- access to social services
- abuse prevention among and between genders

Voluntarism is promoted in the context of:

- national and community based events
- informal voluntary activities
- unplanned activities
- working in teams/individually

Specific resources may include:

- languages
- physical and support for people with hearing and visual impairments
- support for people with learning needs
- people with other special requirements
- technology

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to work in ways that promote equality of opportunity, participation and responsibility in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Worker demonstrates the ability to:

- Facilitate the empowerment of young people using a range of approaches
- sensitise young people to recognize discriminatory behaviour
- 

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- why it is central to the purpose of youth work that young people have the right to choose the level of their engagement in the process
- causes of unequal or non participation and methods of resolving them
- why it is important for you and young people to value difference and promote tolerance
- factors which may exclude young people
- organisational policies and procedures relating to health, safety and security, equal opportunities, discrimination
- ways of extending young people's experience
- potential areas of difference between individuals and groups
- how to establish an atmosphere of trust and mutual respect
- facilitation skills
- what constitutes discrimination, both direct and indirect
- your own values, beliefs and attitudes, and how they could impact on your work
- why it is important to challenge discrimination and oppressive behaviour
- causes of discrimination, oppressive behaviour and bullying

**Knowledge (cont'd)**

Knowledge of:

- organisational policies and procedures about discrimination and oppression
- how to challenge young people and colleagues whose behaviour is not within the values of youth work
- how to facilitate the empowerment of young people using a range of approaches
- stages of individual and group development toward selfmanagement
- types of leadership styles
- why it is important to evaluate experience
- how to support young people who wish to make a complaint about oppressive or discriminatory behaviour
- procedures for recording and reporting such incidents
- types of support available for individuals and groups
- roles of feedback in individual and group learning
- types of opportunities which encourage self-worth and self-esteem
- how to encourage young people to be assertive
- why it is important to work in ways which encourage empowerment
- why it is important for young people to take responsibility

**Skill**

The ability to:

- extend young people's experience
- establish an atmosphere of trust and mutual respect
- challenge discrimination and oppressive behaviour
- support young people who wish to make a complaint about oppressive or discriminatory behaviour
- facilitate the empowerment of young people using a range of approaches
- evaluate experience
- sensitize young people to recognize discriminatory behaviour

**(4) Resource Implications**

- Access to a relevant workplace or an appropriately simulated environment where assessment may take place.

**(5) Method of Assessment**

- assessment may include observation, questioning and evidence gathered from the workplace environment
- assessment may be conducted on one or more occasions, but should include the normal range of workplace activities

**(6) Context of Assessment**

- This unit is most appropriately assessed in the workplace under the normal range of conditions.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSSCOR0181A      **Coach young people to understand and respond to gender issues**

Competency Descriptor :

This unit deals with the skills and knowledge required to effectively enable young people to demonstrate in practice respect for gender differences, understanding of gender roles and responsibilities, and ability to deal with inter and intra gender issues.

Competency Field:              Youth Development Work

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1	Encourage respect for gender differences.	1.1	An atmosphere of mutual support and sharing among genders is developed through work with young people.
		1.2	Young people are encouraged through appropriate activities to take time to reflect on gender differences.
		1.3	Young people are assisted to take note of and reflect on their reactions and feelings towards the opposite sex.
		1.4	Share your own experience of the benefits of reflection, without imposing your own values and beliefs on young people.
		1.5	Identify and use formal and informal opportunities for reflection on gender differences in the youth work setting.
		1.6	Create a physical, listening and visual environment that aids reflection on how genders relate to each other.
		1.7	Introduce, conduct and conclude reflection sessions in ways that maintain positive selfimage.
		1.8	Lead discussion on best practices in demonstrating respect for gender differences.
		1.9	Plan and conduct exercises that simulate interaction between genders that demonstrate respect
		1.10	Create opportunities to discuss with individuals or groups thoughts and issues that arise during reflection on gender differences.

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|---|--|-----|---|
| 2 | Encourage understanding of gender roles and responsibilities                     | 2.1 | Recognise and understand your own bias and its influence on the way in which you work with young people.                            |
|   |  | 2.2 | Work with young people to identify societal expectations of male and female roles.  |
|   |  | 2.3 | Work with young people to examine the range of responsibilities of males and females in the society.                                |
|   |  | 2.4 | Share your own understanding of gender roles and responsibilities where appropriate, without imposing your beliefs on young people. |
|   |  | 2.5 | Develop activities to assist young people to understand gender roles and responsibilities.  |
|   |  | 2.6 | Work with young people to adopt approaches in dealing with inter gender issues in ways that minimize conflicts                      |
| 3 | Help young people to identify and deal with inter-gender and intra-gender issues | 3.1 | Assist young people to explore their understanding of inter and intra gender issues.  |
|   |  | 3.2 | Guide young people to identify and reflect on inter and intra gender issues in the society.   |
|   |  | 3.3 | Guide discussion on the cultural practices in dealing with gender issues  |
|   |  | 3.4 | Assist young people to identify their own mind-set and undesirable attitudes towards the opposite sex.                              |
|   |  | 3.5 | Efforts to encourage young people to demonstrate understanding and respect for the opposite sex are successful.                     |
|   |  | 3.6 | Measures to help young people to correct undesirable attitudes are effective and appropriate.                                       |

## RANGE STATEMENTS

Variety of reflection techniques can be:

- indoors
- outdoors
- silent/meditative
- using activities
- discussions

Activities developed may include:

- role play
- drama
- focus group
- training workshops

Gender differences include but are not limited to:

- workplace expectations
- acceptance among same sex and between sex
- integrity
- commitment
- curiosity

Encouragement may be based on:

- verbal exhortation
- mentoring experience
- plays/drama viewed

Culture to include:

- dominant cultural practices
- sub-culture

Gender issues include:

- human sexuality
- cultural expectations
- stereotyping
- masculinity/femininity

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to enable young people to understand and respond to gender issues in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

The worker

- demonstrates a non judgemental approach in his/her work
- actively upholds, supports and promotes the right of clients in the workplace
- establishes contact with a range of young people in a variety of settings
- assists young people to create reflective spaces and activities
- offers opportunities for young people to practice acceptable approaches in dealing with gender issues
- assists young people to explore inter and intra gender issues
- demonstrates the ability to share own experiences in dealing with gender issues
- works with young people to encourage respect for and understanding gender differences

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- how to work with young people to create an atmosphere of trust and disclosure
- how a reflective approach can help people to deal with situations when they feel overloaded
- a range of activities which can enable young people to build their ability to notice their reactions to people and the environment around them
- the benefits of spending time focusing on the inner self
- gender issues impacting on interpersonal behaviours
- how to recognise and use formal and informal opportunities for reflection during work with young people
- a variety of reflection techniques suitable for different learning styles
- how to support young people to deal with thoughts, issues and feelings which arise during reflection sessions
- sources of support for issues that are beyond your own expertise
- why it is important to be clear about your own biases towards gender issues
- ways in which your own beliefs and views may influence the way you work with others
- why it is important to encourage young people to reflect on their physical, emotional, social and rational relationship with same and opposite sex
- a range of views on inter and intra gender issues
- some possible causes of inter and intra gender conflicts
- a range of activities and experiences through which young people can relate to each other in dealing with gender conflicts
- a range of techniques to enable young people to identify the nature of their own approaches in dealing with gender issues, identify deficiencies and appropriate corrective measures
- how to work with young people to encourage respect for and understanding of beliefs they do not share in relation to inter-gender issues
- some cultural practices in dealing with gender issues
- referral system
- masculinity/femininity and human sexuality issues

Skill

The ability to:

- develop an atmosphere of mutual support and sharing among genders
- share your own experience
- use formal and informal opportunities for reflection on gender differences
- use images to demonstrate positivity
- develop print material to illustrate gender issues

**(4) Resource Implications**

- Access to a relevant workplace or an appropriately simulated environment where assessment may take place.

**(5) Method of Assessment**

Competency is demonstrated by performance of all stated criteria in the context of the range of variables.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element.

Assessment activities may also include written or verbal short answer testing, practical exercises, role plays, research/project work or observation of practical demonstration.

**(6) Context of Assessment**

In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of situations involving young people.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed in a classroom setting. The practical components should be assessed either in a natural or simulated environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSSCOR0661A: Process data and produce information electronically**

## Competency Descriptor:

This unit deals with the skills and knowledge required to operate computer to enter, manipulate and retrieve data and to access and produce information and communicate electronically. This unit is similar to ITICOR0011A

## Competency Field:

Youth Development Work

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Initiate computer system	1.1	Equipment and work environment are correctly checked for readiness to perform scheduled tasks.
	1.2	The hardware components of the computer and their functions are correctly identified.
	1.3	Equipment is powered up correctly.
	1.4	Access codes are correctly applied.
	1.5	Appropriate software is selected or loaded from the menu.
2. Enter data	2.1	Types of data for entry correctly identified and collected.
	2.2	Input devices selected and used are appropriate for the intended operations.
	2.3	Manipulative procedures of Input device conform to established practices.
	2.4	Keyboard/mouse is operated within the designated speed and accuracy requirements.
	2.5	Computer files are correctly located or new files are created, named and saved.
	2.6	Data is accurately entered in the appropriate files using specified procedure and format.
	2.7	Data entered is validated in accordance with specified procedures.

- 2.8 Anomalous results are corrected or reported in accordance with specified procedures.
  - 2.9 Back-up made in accordance with operating procedures.
- 3. Retrieve data
  - 3.1 The identity and source of information is established.
  - 3.2 Authority to access data is obtained where required.
  - 3.3 Files and data are correctly located and accessed.
  - 3.4 Integrity and confidentiality of data are maintained.
  - 3.5 The relevant reports or information retrieved using approved procedure.
  - 3.6 Formats to retrieved report or information conform to that required.
  - 3.7 Copy of the data is printed where required.
- 4. Amend data
  - 4.1 Source of data/information for amendment is established.
  - 4.2 Data to be amended is correctly located within the file.
  - 4.3 The correct data/Information is entered, changed or deleted using appropriate input device and approved procedures.
  - 4.4 The Integrity of data is maintained.
- 5. Use document layout and data format facilities
  - 5.1 Requirements for document are verified where necessary.
  - 5.2 The given format and layout are appropriately applied.
  - 5.3 Facilities to achieve the desired format and layout are correctly identified, accessed and used.
  - 5.4 Data manipulating facilities are used correctly.
  - 5.5 Format reflects accuracy and completeness.

- |    |  |     |   |
|----|--|-----|---|
| 6. | Monitor the operation of equipment               | 6.1 | The system is monitored to ensure correct operation of tasks.   |
|    |  | 6.2 | Routine system messages are promptly and correctly dealt with.  |
|    |  | 6.3 | Non-routine messages are promptly referred in accordance with operating requirements.   |
|    |  | 6.4 | Error conditions within level of authority are dealt with promptly, and uncorrected errors are promptly reported.                         |
|    |  | 6.5 | Output devices and materials are monitored for quality.   |
| 7. | Access and transmit information via the Internet | 7.1 | Access to the Internet is gained in accordance with the provider's operating procedures.  |
|    |  | 7.2 | Evidence of the ability to negotiate web sites to locate and access specified information and other services is efficiently demonstrated. |
|    |  | 7.3 | E-Mail is sent and retrieved competently.   |
| 8. | Close down computer system                       | 8.1 | The correct shut down sequence is followed.   |
|    |  | 8.2 | Problem with shutting down computer is reported promptly.   |
|    |  | 8.3 | All safety and protective procedures are observed.  |
|    |  | 8.4 | The system integrity and security are preserved.  |
| 9. | Maintain computer equipment                      | 9.1 | Cleaning materials and/or solutions used meet specified recommendation.   |
|    |  | 9.2 | The equipment is cleaned as directed.   |
|    |  | 9.3 | Wear and faults identified are promptly reported to the appropriate personnel.  |

## RANGE STATEMENT

This unit applies to activities associated with essential operations linked to using and maintaining basic computer equipment.

### Equipment:

- install supplied computer
- install supplied peripherals

### Input devices:

- keyboard
- mouse
- scanner
- microphone
- camera

### Software systems to include for:

- word processing
- spread sheet
- internet access

### Files save on:

- network
- magnetic media
- personal PC

### Work environment:

- equipment
- furniture
- cabling
- power supply

### Data:

- textual
- numerical
- graphical

### File operations:

Naming, updating, archiving, traversing field and records in database, use of search, sort, print

### Maintenance:

- cleaning: enclosures, screen, input devices, output devices
- checking cables, etc

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to accurately carry out basic data entry and retrieval operations on a computer system in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- Initiate the use on the equipment.
- Use document layout and data format facilities.
- Locate and access data.
- Use file operations.
- Manipulate input devices.
- Key-in and format reports.
- Access to the internet.

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

knowledge of:

- safety for working with and around computers
- computer hardware and software systems
- procedure for initiating and closing down computer
- the operation of the data entry management system
- methods of locating files
- organisation's standards applicable to accessing files
- files operations and their applications
- file operation in database setting
- creating, locating and saving files
- using input devices
- using data checking devices
- formatting functions of software
- layout function of software
- graphic productions and manipulation
- regard for accuracy and security of information
- functions on the internet

Skills

The ability to:

- identify computer hardware
- manipulate data input devices
- access data
- use file operations
- key-in and format reports and letters
- retrieve data
- amend data
- print data
- save data
- search and receive data from the internet
- send and receive E-Mail

**(4) Resource Implications**

Files saved on network, magnetic media, personal Computer

Input devices: Keyboard, mouse, other selection devices

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSSCOR0611A: Operate in a culturally diverse environment**

Competency Descriptor:

This unit deals with the cultural awareness that is required by all youth workers. It is particularly important for persons working among colleagues and with young people from diverse background.

Competency Field:

Youth Development Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Communicate with youths and colleagues from diverse backgrounds	1.1 Youths and colleagues from all cultural groups are valued and treated with respect and sensitivity.  1.2 Verbal and non-verbal communication takes account of cultural differences.  1.3 Where language barriers exist, efforts are made to communicate through use of gestures or simple words in the other person's language.  1.4 Need for assistance from colleagues or outside organisations is identified and requested/obtained when required.
2. Deal with cross cultural misunderstandings	2.1 Issues that may cause conflict or misunderstanding are identified.  2.2 Difficulties are addressed with the appropriate people and assistance is sought from team leaders.  2.3 When difficulties or misunderstandings occur, possible cultural differences are considered.  2.4 Efforts are made to resolve the misunderstanding, taking account of cultural considerations.  2.5 Issues and problems are referred to the appropriate team leader/supervisor for follow up.

## RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors

Cultural differences may include but are not limited to those of the following nature: (examples only):

- race
- language
- special needs
- disabilities
- family structure
- gender
- age
- sexual preference

Attempts to overcome language barriers may be made to:

- meet, greet and bid farewell
- give simple directions
- give simple instructions
- answer simple enquiries

Outside organisations may include but are not limited to:

- interpretative services
- diplomatic services
- local cultural organisations
- appropriate government agencies.

Possible cultural differences may include but are not limited to:

- language spoken
- forms of address
- levels of formality/informality
- non-verbal behaviour
- work ethics
- personal grooming
- family obligations
- recognised holidays
- customs
- special needs
- product preferences

## EVIDENCE GUIDE

Competency is to be demonstrated by communicating effectively with customers and colleagues in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- evidence should include a demonstrated knowledge of what it means to be 'culturally aware' and a demonstrated ability to communicate effectively with youths and colleagues from a broad range of backgrounds as required for the relevant job role.
- evidence of competency should relate to different communication contexts and may need to be collected over a period of time.
- the focus of this unit will vary depending upon the cultural context and the cultural background of the individual. Assessment should take account of the cultural variances and requirements that apply in particular situations

### (2) Pre-requisite Relationship of Units

This is a core unit that underpins effective performance in all other units. It is recommended that this unit is assessed/trained in conjunction with other operational and service units.

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- principles that underpin cultural awareness
- recognition of the different cultural groups in the Jamaican/Caribbean society

#### Skills

The ability to:

- treat others with respect and sensitivity
- take account of cultural differences.
- communicate through use of gestures
- identify issues that may cause conflict or misunderstanding
- resolve misunderstandings

### (4) Resource Implications

The following resources should be made available:

- Actual or simulated situations sufficient for the demonstration of this competence

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This unit does not necessarily need underpinning knowledge assessment

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSSYDW0231A****Establish relationships and maintain dialogue with young people**

## Competency Descriptor:

This unit deals with the skills and knowledge required to effectively engage young people in relationships and maintain dialogue that encourage them to express their feelings, aspirations and concerns and contemplate opportunities for development.

## Competency Field:

Youth Development Work

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Establish and maintain relationships with young people	1.1	Locations Identified for making contact with young people are suitable for the purpose.
	1.2	Engagement with young people is consistent and in a way that respects their views, concerns and needs.
	1.3	Young people are enabled to express their concerns and ask questions when clarification is needed.
	1.4	Youth worker's behaviour depicts an open, honest and trusting relationship with young people.
	1.5	Young people are actively listened to.
	1.6	Flexibility is demonstrated in responding to young people's needs.
	1.7	Involvement with young people remains within the boundaries and role of a youth worker.
	1.8	Young people's actions to negotiate an end to relationships with youth worker are supported.
2. Enable young people to clarify their situation and express their aspirations	2.1	Young people are enabled in their effort to express their values and aspirations.
	2.2	Young people's expression of their values and aspirations is respected.
	2.3	Strategies applied to enable young people to identify factors that affect their ability to achieve their aspirations are effective.

- 2.4 Appropriate actions are taken to enable young people to negotiate and prioritise goals that address their aspirations and concerns.
  - 2.5 Goals agreed on with groups of young people to address their priorities are appropriate and achievable.
  - 2.6 Options identified with young people for achieving their goals are clear and concise.
  - 2.7 Actions taken to enable young people to prioritise the activities they wish to pursue are appropriate to given organisational constraints.
  - 2.8 Strategies applied to guide young people in identifying the type and amount of support they need are effective.
3. Diagnose position and identify opportunities for development
- 3.1 The current activities of young people, which could provide opportunities for their development, are correctly identified.
  - 3.2 The extent to which activities can be planned with young people in area of work is accurately assessed.
  - 3.3 Signals indicating young people's readiness for development are accurately and promptly identified.
  - 3.4 Young people's behaviour that indicates particular development needs is clearly identified, correctly interpreted and acted upon.
  - 3.5 Attention to young people's reflections shows active listening and response demonstrates understanding and respect to their insights and inputs.
  - 3.6 A range of appropriate approaches is correctly applied in developing relationships with young people.
  - 3.7 Work with young people to take advantage of informal development opportunities results in the generation of workable ideas.
  - 3.8 Approaches for addressing identified needs are appropriate.

## RANGE STATEMENTS

Locations may include:

- youth centers
- schools
- community locations (e.g. street corners, bus parks)
- rural areas
- cities
- entertainment venues
- hostels
- night clubs

Boundaries of youth work:

- ethical, legal, contractual

Establish rapport include:

- listening to young people's views and taking them seriously
- encouraging young people to express concerns and needs
- using language that they will understand and terms that they are familiar with
- being trustworthy and fair
- abiding yourself by rules which have been agreed for young people
- setting rules which are in line with young people's rather than children's norms

Flexible response include:

- using young people's ideas as basis for plans
- considering unorthodox ways of solving problems
- facilitating young people's solutions even if they are not the ones you would have chosen

Young people:

- as individuals and in groups

Factors include:

- personal and social advantages and disadvantages
- communities and individuals

Goals may include:

- individual, group
- emotional, spiritual, cognitive, physical, cultural
- knowledge and skill

Constraints may include:

- resource availability
- organisational policy and aims
- group and individual values and policy
- youth work purpose and values

Particular development needs:

- individual, group
- emotional, spiritual, cognitive, physical
- knowledge and skill

Range of approaches may include:

- those on site
- off site
- individual
- in groups
- through youth work activities
- by contact with other agencies and groups

Resources may include:

- people
- time
- funds
- equipment
- resources of other organisations

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to establish relationships and maintain dialogue with young people in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

The worker

- demonstrates a non judgemental approach in his/her work
- actively upholds, supports and promotes the right of clients in the workplace
- establishes contact with a range of young people in a variety of settings
- enables young people to express their feelings, aspirations and concerns
- enables young people to order their priorities
- identifies learning opportunities
- demonstrates a willingness to respect the views expressed by others

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- locations in the community where young people meet
- why it is important to make contact with young people on their terms
- how to establish rapport with a wide range of young people
- young people's issues
- boundaries of youth worker's role
- organisational procedures on health and safety, child protection, equal opportunities and confidentiality

Knowledge

Knowledge of: (Cont'd)

- issues of risk and personal safety and ways of dealing with them
- relationship and communication skills
- negotiation skills
- issues affecting young people and their communities
- issues affecting young people and where to access help
- communication styles of young people from various Caribbean territories
- active listening techniques
- why it is important to enable young people to identify and set their own goals and targets and develop their own solutions
- how to facilitate individuals and groups of young people using active listening techniques and other tools
- basic group dynamics
- organisational constraints on young people's aspirations and goals and on opportunities to develop youth work activities
- why it is important to use young people's current activities as a starting point for developing learning opportunities
- listening and facilitation skills
- how to use a range of approaches, such as structured activities or chance and informal encounters to build relationships with young people
- how to recognise and interpret signals of readiness for learning such as verbal expression; body language; clearly expressed and hinted at
- how young people are motivated, and how to express respect for their values
- how to spot informal learning opportunities
- available resources, constraints attached to them and how they can be used creatively
- how to give feedback sensitively
- adolescence and the life cycle
- role of peer pressure in behaviour formation

Skill

The ability to:

- identify locations for making contact with young people
- enable young people to express their concerns and ask questions
- listen actively
- respond to young people's needs.
- enable young people to identify factors that affect their ability to achieve their aspirations
- enable young people to negotiate and prioritise goals
- identify opportunities for development

**(4) Resource Implications**

- access to a relevant or an appropriately simulated environment where assessment may take place

**(5) Method of Assessment**

Assessment may include observation, questioning and evidence gathered from the workplace environment.

Assessment may be conducted on one or more occasions, but should include the normal range of workplace activities.

**(6) Context of Assessment**

This unit is most appropriately assessed in a naturally occurring environment where young people are likely to be.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSSYDW0391A: Participate in networking**

Competency Descriptor :

This unit relates to participating in a network in order to gather information, forge links with other workers and services and to promote activities .

Competency Field:

Youth Development Work

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Identify and select appropriate networks	1.1	Networking needs are identified and prioritised in order to enable the organisation and the worker to optimise client service delivery.
		1.2	Networks relevant to the work role, the organisations priorities and its target groups are identified and prioritised .
2	Make effective use of relevant networks	2.1	Contributions appropriate to the network are provided within the principles and resource constraints of the worker and the organization.
		2.2	Information and other support which can be provided by the network are identified and sought to optimise client service delivery.
		2.3	Knowledge of the values, beliefs and perspectives of network participants is used to inform communication within the network.
		2.4	Appropriate confidentiality measures are implemented to protect the client, the organisation and the network.
		2.5	Ongoing participation in networks is monitored against the benefits to the worker, organisation and client group.
		2.6	Outcomes in networks are reported to the worker's own organisation and other stakeholders where appropriate.

## RANGE STATEMENTS

Networks may be informal and include:

- other workers, particularly those in the community services industry
- trainers, teachers and academics
- contacts in policy and funding bodies

Networks may be formal and include:

- local interagency networks
- interest and support groups
- regional, specialist and peak associations
- professional/occupation associations
- funding agencies
- service clubs

The purposes of networks and networking may include:

- learning about the role, services and resources of other organisation
- learning about the roles and resources of other workers
- providing advice and information about own service and organisation
- peer support and review
- professional development
- maintaining coordination among organisations and workers
- supporting joint programs or activities
- providing information for policy development
- supporting the interests of young people

## EVIDENCE GUIDE

### (1) Critical Aspects and Evidence

- Participation in both formal and informal network
- Participate in a network as a member not representing an organisation
- Participate in a network as a representative of the workers' own organisation

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- oral communication skills including asking questions, listening to information, providing information. Assessors should particularly look for workers engaging in interpersonal exchanges, clarifying meaning and maintaining interaction, for the purposes of establishing, and maintaining relationships; exploring issues; and problem solving. Assessors should also look for the ability to elicit and give factual information and opinions

**Skill**

The ability to:

- identify and prioritise needs for network
- identify and prioritise networks
- provide contributions appropriate to the network
- identify and seek information and other support which can be provided by the network
- implement confidentiality measures
- monitor ongoing participation in networks

**(4) Resource Implications**

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment

**(5) Methods of Assessment**

- Assessment may include observations, questioning and evidence gathered from the workplace environment
- Assessment may be conducted on one or more occasions but must include a range of network types relevant to youth work

**(6) Context of Assessment**

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of conditions relevant to youth work

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSSYDW0431A Promote a culture of health and safety

Competency Descriptor :

This unit deals with the skills and knowledge required to assess and manage health and safety risks, maintain a healthy and safe environment and supervise a response to injuries, illness and incidents in the youth work environment

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Assess and manage health and safety risks in the youth work environment	1.1 Identify possible hazards and risks in the youth work environment.  1.2 Actively encourage all relevant people (including young people) to report possible hazards  1.3 Assess accurately the risks associated with identified hazards and decide whether they are acceptable according to legal, national and organisational criteria.  1.4 Take prompt action to deal with unacceptable hazards, within your role as a youth worker.  1.5 Identify and report promptly unacceptable hazards clearly, accurately and following organisational and legal requirements.  1.6 Carry out routine health and safety checks as required according to procedures.  1.7 Use participant and colleague feedback constructively to improve the management of risks in your own area of responsibility.  1.8 Keep up to date and complete information on relevant health and safety regulations and on health and safety situation within your remit.
2. Maintain a healthy and safe environment during youth work	2.1 Actively involve the relevant people in developing and agreeing safety and emergency procedures for managing risks.  2.2 Make sure emergency procedures are consistent with the risk assessment and legal, national and organisational requirements.  2.3 Confirm that colleagues and young people have received appropriate training in safety and emergency procedures.

- 2.4 Work effectively with young people to develop appropriate safety ground rules for youth work.
  - 2.5 Obtain relevant guidance on the appropriateness of safety and emergency procedures used by providers of specialist activities.
  - 2.6 Supervise young people in a way that is appropriate to the level of risks and the aims of the youth work opportunity.
  - 2.7 Actively encourage the young people to be responsible for their own safety and that of others.
  - 2.8 Monitor continuously the implementation of safety procedures and promptly intervene when they are not being followed.
  - 2.9 Follow safety procedures at all times.
  - 2.10 Ensure that your personal conduct promotes the safety of yourself and other people.
  - 2.11 Report those hazards and practices that present a high risk, and suggestions for reducing risk, to the responsible people in your organisation.
3. Assist individuals to take action when they are distressed or endangered
- 3.1 Recognise signs of young people's willingness or need to speak with you.
  - 3.2 Create a relationship of openness and trust through the use of effective listening and observation techniques.
  - 3.3 Encourage the young person to explain their distress without pressuring them to discuss or disclose more than they want, need or able to.
  - 3.4 Respond sensitively to the young person's need for comfort within organisational procedures.
  - 3.5 Respect the young person's need for confidentiality within the organisation's procedures about disclosure.

- 3.6 Identify sources of immediate support.
- 3.7 Help the young person to identify options and decide on a course of immediate action.
- 3.8 Agree process for supporting and monitoring progress with the young person in line with organisational and legal procedures.
- 3.9 Record and report your action appropriately.
- 4. Supervise a response to injuries, illness and incidents
  - 4.1 Recognise promptly signs and symptoms of illness and injury.
  - 4.2 Identify promptly and assess correctly incidents and emergencies when they occur.
  - 4.3 Ensure assistance appropriate to the nature of the illness, injury or incident is summoned as soon as possible.
  - 4.4 Provide clearly the necessary information to relevant people.
  - 4.5 Direct others to deal with injuries, illness or incidents in a way that is consistent with the safety and emergency procedures.
  - 4.6 Make sure that your own contribution to the response is in line with your level of competence and responsibility.
  - 4.7 Record and report accurately illness, injuries and incidents according to organisational and legal requirements.
- 5 Promote healthy lifestyle
  - 5.1 Persons at risk correctly identified.
  - 5.2 Risk factors are correctly identified and appropriate assessment made.
  - 5.3 Intervention strategies designed are relevant and realistic to given situations.
  - 5.4 Own limitations in dealing with particular issues identified and relevant support person/organization engaged.
  - 5.5 Intervention strategies are applied in a youth friendly manner.
  - 5.6 Behaviour changes monitored and need for further intervention identified.

## RANGE STATEMENTS

Hazards are something with the potential to cause harm such as:

- activities
- unhealthy and unsafe aspects of the environment
- equipment and materials
- unhealthy and unsafe practices (unprotected sex, drug usage etc)
- young people's behavior

Risks may involve:

- physical health and safety
- emotional welfare

Youth work environment include:

- organized group
- informal/social setting
- home environment
- Schools/colleges and other training institutions

Legal, national and organizational criteria may:

- allow for a certain degree of managed risk, particularly in adventurous activities

Incidents and emergencies may include:

- near misses
- minor accidents which can be treated on-site
- accidents requiring outside medical attention
- major accidents reportable to the police/medical personnel
- missing persons
- fire

Youth work opportunities include:

- physical and non-physical activities
- off-site activities
- health & safety promotions at schools, churches, homes, places of safety, clubs

Signs and symptoms of illness/abuse include:

- physical and mental illness
- drug or alcohol abuse
- sexual abuse

Relevant people may include:

- colleagues and team members
- young people
- clients
- site owners

Unacceptable hazards may include:

- hazards that present risks beyond those that can be safely managed

- extreme natural conditions
- sudden illness
- hazardous substances
- failure of equipment
- structural failure

Behavior changes to include

- sexual habits
- interpersonal relationships
- eating habits
- substance abuse

Risk factors include:

- health (sexual, reproductive)
- drug/substance abuse
- violence
- abuse, physical, mental sexual)
- mental health
- physical health
- nutritional health

Assistance include both:

- internal
- external

Young people to include:

- rural youths
- inner city youths
- youth with disabilities
- males/females
- different sexual orientation

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to promote a culture of health and safety in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Worker demonstrates the ability to:

- assess accurately the risks associated with identified hazard
- carry out routine health and safety checks
- develop appropriate safety ground rules for youth work.
- actively encourage the young people to be responsible for their own safety and that of others
- implement safety procedures and intervene when they are not being followed.
- recognise signs and symptoms of illness and injury

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- the importance of being constantly vigilant about safety hazards in the youth work environment
- the importance of involving as many relevant people as possible in identifying hazards and assessing risks
- the types of health and safety risks which are likely to occur and how to spot them
- the information which needs to be collected to make an effective risk assessment and how to collect, evaluate and record such information
- organisational, local and national requirements which are relevant and how to assess these
- appropriate action to take in response to the most common risks which are likely to occur
- own technical limitations and who are the competent specialists who need to be consulted when a risk or hazard is beyond own limitations
- why young people and staff should be actively encouraged to provide feedback on risks, hazards and ground rules and how to do this
- importance of confirming that colleagues and young people have received appropriate training in safety and emergency procedures
- approaches in working with young people to develop appropriate safety ground rules for youth work
- safety and emergency procedures used by providers of specialist activities
- how to supervise young people in a way which is appropriate to the level of risks and the aims of the youth work opportunity
- ways to encourage the young people to be responsible for their own safety and that of others
- methods to monitor the implementation of safety procedures and intervene when they are not being followed
- importance of following safety procedures at all times
- how to recognise signs and symptoms of illness and injury
- identifying and assessing correctly incidents and emergencies when they occur
- the importance of involving the relevant people in developing and agreeing safety and emergency procedures for managing risks
- the importance of making sure these procedures are consistent with the risk assessment and legal, national and organisational requirements
- healthy lifestyle in relation to
  - sex
  - eating
  - substance abuse
  - emotional wellness
  - psychological wellness

Skill

The ability to:

- identify hazards and assess risks
- work effectively with young people to develop appropriate safety ground rules for youth work
- supervise young people in a way which is appropriate to the level of risks and the aims of the youth work opportunity
- encourage young people to be responsible for their own safety and that of others
- monitor the implementation of safety procedures and intervene when they are not being followed
- recognise signs and symptoms of illness and injury
- identify and assess incidents and emergencies when they occur
- ensure assistance appropriate to the nature of the illness, injury or incident is summoned as soon as possible
- provide the necessary information to relevant people
- direct others to deal with injuries, illness or incidents in a way which is consistent with the safety and emergency procedures
- record and report illness, injuries and incidents according to organisational and legal requirements

**(4) Resource Implications**

- Access to a relevant workplace or an appropriately simulated environment where assessment may take place.

**(5) Method of Assessment**

Assessment may include observation, case study, questioning, role-plays, research/project work or observation of practical demonstration and evidence gathered from the workplace environment

**(6) Context of Assessment**

- This unit is most appropriately assessed in the workplace under the normal range of workplace conditions
- Assessment may be conducted on one or more occasions, but should include the normal range of workplace activities

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**BSBCOR0591A: Apply basic communication skills**

## Competency Descriptor:

This unit covers the development of communication skills in the workplace. It entails the activities of gathering, conveying and receiving information, together with completing assigned written information under direct supervision.

## Competency Field:

Business Administration Services

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify workplace communication procedures	1.1	Workplace communication requirements are identified with assistance from appropriate persons.
		1.2	Appropriate lines of communication with supervisors and colleagues are identified.
		1.3	Advice is sought on the communication method/equipment, which is most appropriate for the task.
		1.4	Effective questioning and active listening and speaking skills are used to gather and convey information.
		1.5	Instructions or enquiries are answered or followed promptly and appropriately.
		1.6	Appropriate non-verbal behaviour is used at all times.
		1.7	Constructive feedback is encouraged, acknowledged and acted upon.
2.	Draft written information	2.1	Relevant procedures and formats are identified.
		2.2	Assigned written information is drafted and presented clearly and concisely for approval within designated timelines.
		2.3	Written information meets required standards of style, format and detail.
		2.4	Assistance and/or feedback is sought to aid communication skills development.

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- relevant legislation from all government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination
- relevant industry codes of practice

Lines of communication may be:

- formal and informal means
- verbal (non-verbal)

Organisational requirements may be included in:

- quality assurance and/or procedures manual
- goals, objectives, plans, systems and processes, business and performance plans
- legal and organisation policy/guidelines and requirements
- access and equity principles and practices
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- quality standards for continuous improvement processes

Standards may include:

- standards set by work group
- organisational policies

Organisational procedures may relate to:

- workplace procedures related to specific tasks
- following instructions
- answering telephone calls
- requests from colleagues
- use of voice mail
- use of internet and e-mail
- informal discussions

Appropriate persons may include:

- supervisors, mentors or trainers
- colleagues
- other staff members

Communication method/equipment may include:

- computer network systems
- personal computer equipment including hardware, software and communication packages
- telephones
- facsimile machines
- keyboard equipment including mouse

Written information may include but is not limited to:

- handwritten and printed materials
- electronic mail
- facsimiles
- general correspondence or standard/form letters and memos
- telephone messages or general messages

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

**(1) Critical Aspects of Evidence**

- Seeks advice on most appropriate workplace communication methods and establishes lines of communication.
- Oral and written communication is clear, concise, correct and completed within designated timelines.
- Instructions are followed promptly and appropriately.
- Advice and feedback are actively sought, acknowledged and acted upon.

**(2) Pre-requisite Relationship of Units**

- BSBCOR0011A Prepare for work

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination
- organisational policies, plans and procedures

Skills

The ability to:

- identify work requirements
- compose written business correspondence and inter-office communications
- process basic, relevant workplace documentation
- complete business forms
- identify lines of communication, request advice, effectively question, follow instructions, receive feedback and convey messages clearly and concisely
- to solve routine problems related to the workplace under direct supervision
- use business equipment relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**(4) Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

**(5) Method of Assessment**

Competency will be assessed while work is being done under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competency in this unit may be determined concurrently, based upon integrated project work.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria.

**(6) Context of Assessment**

Competency will be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Competency Standards.

Assessment should reinforce the integration of the Critical Employability Skills and the Business Competency Standards for the particular NVQ -J level. Refer to the Critical Employability levels at the end of this unit.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSSYDW0581A****Work as an effective and reflective practitioner**

Competency Descriptor :

This unit deals with the skills and knowledge required to enable youth development workers to reflect on and evaluate their values, priorities, interests, abilities and performance and use reflection and feedback to manage and develop their practice.

Competency Field:

Youth Development Work

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Reflect on and evaluate your values, priorities, interests, abilities and performance	1.1	Identify and document your understanding of your role, and relate it to the role required by your organisation.
		1.2	Identify and document your own values, interests and priorities, and those of your organisation.
		1.3	Identify and document your own strengths, weaknesses and limitations.
		1.4	Regularly evaluate the effect of your values, interests and strengths on your own work with young people.
		1.5	Ensure that your behaviour is in line with organisational values and practice.
		1.6	Ensure that your behaviour encourages young people to develop positive attitudes and behaviour towards others and society.
		1.7	Demonstrate how you are using the core values of youth work to inform and develop your own practice.
2	Use reflection and feedback to manage and develop your own practice	2.1	Monitor the outcomes and processes of your own work.
		2.2	Seek feedback from others on your work.
		2.3	Regularly review the growth of your competence and experience within your role.
		2.4	Meet regularly with an appropriate person for discussions about your work.

- 2.5 Identify the ways in which your own work can be improved.
- 2.6 Identify areas of your work where development is appropriate and realistic.
- 2.7 Develop a personal learning/d evelopment plan.
- 2.8 Review the ways in which you work within the core values.
- 2.9 Apply the results of reflection and development to your own practice.
- 2.10 Meet regularly with an appropriate person to review the effectiveness of the development plan and agree next steps.
- 3. Conduct self-assessment of skills with assistance
  - 3.1 Work, life and study experiences relating to business are identified.
  - 3.2 Current skills, knowledge and attitudes are assessed against a checklist of target competencies, in conjunction with immediate supervisor.
  - 3.3 Results of self-assessment are discussed with trainer or assessor.
  - 3.4 Further skills development needs are identified.
- 4. Prepare portfolio of evidence
  - 4.1 Types of evidence required are identified and discussed.
  - 4.2 Examples of evidence are collected for portfolio.
  - 4.3 Application for recognition of current competency or personal resume is completed with assistance from the supervisor.

## RANGE STATEMENTS

Evaluation include

- self evaluation
- discussion with colleagues and friends
- educational experiences
- mentoring
- performance appraisal

Factors can include:

- life experiences
- socio-economic background and status
- cultural, political and ethnic background
- gender
- sexual orientation

An appropriate person may be a:

- manager
- more experienced practitioner
- co-worker
- youth work advisor
- mentor
- sponsor

Documents to include:

- journal entries
- prescribed evaluation instrument
- self assessment instrument

Learning/development plan include:

- agreement which recognizes the development responsibilities of the individual and the organisation

Advances in knowledge and practice may include:

- technology
- approaches to working
- concepts
- models and theories
- strategies and policies
- legislation

Development opportunities may include:

- courses
- placements
- project responsibilities
- coaching
- mentoring
- new responsibilities
- change of role

Opportunities for review and assessment may be:

- with immediate supervisor, training personnel or other team members
- structured and unstructured simulations

Feedback may be received by:

- obtaining oral or written comments from supervisors and colleagues
- receiving guidance, technical support and information to assist performance

Checklist may include:

- practical skills
- personal skills and attributes
- strengths and weaknesses

Advice may include:

- formal/informal performance appraisals
- feedback from supervisors and colleagues
- career counselling
- feedback/guidance from practitioner

Additional skills may be acquired by:

- on-the-job coaching or mentoring
- formal course participation
- attendance at workshop or demonstration
- work experience

Types of evidence may include:

- academic results including informal studies
- work experience
- previous employment
- volunteer work
- personal interests
- leisure time pursuits/hobbies

Evidence may be provided to:

- document and assess current competencies relevant to the workplace
- build a picture of personal attributes
- identify areas for further skill development
- identify strengths and weaknesses

Opportunities for development:

- excelling in normal duties
- in-house/external training
- independent training
- career advancement

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to provide care and support for people including those with disabilities at work and play in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- worker demonstrates a non judgemental approach in their work
- worker actively upholds, supports and promotes the right of clients in the workplace

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- your own personal beliefs and preferences, values, interests and priorities
- changes in your interests, priorities and values and how they affect your work
- factors affecting your health and social well-being
- the relationship of strengths and limitations to different contexts and work with different people
- the benefits to your work of becoming more reflective
- how to evaluate the effect of your own values and practices, strengths and limitations on your work
- tools to aid reflection, such as learning journals, and sources of support and development
- organisational values and practice
- values and behaviours which are positive towards others and society
- why it is important for you to monitor and review your practice regularly
- advances in knowledge and practice relevant to your own area of work
- ways of monitoring and reviewing both tasks and process within youth work practice
- techniques for giving and receiving feedback
- why it is important to have regular meetings to discuss your work
- how to identify and contract with an appropriate person
- how to use youth work standards to identify development opportunities and constraints
- the range of development opportunities available in your field and area
- how to identify development opportunities appropriate to your role, interests and learning style
- how to access and use networks and support systems

Skill

The ability to:

- evaluate the effect of own values and practices, strengths and limitations on work
- monitor and review your practice
- monitor and review both tasks and process within youth work
- give and receive feedback
- identify and contract with an appropriate person
- identify development opportunities and constraints
- identify development opportunities appropriate to your role, interests and learning style
- access and use networks and support systems

**(4) Resource Implications**

- Access to a relevant workplace or an appropriately simulated environment where assessment may take place

**(5) Method of Assessment**

- assessment may be conducted on one or more occasions
- Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element.
- Assessment activities may also include written or verbal short answer testing, practical exercises, role-plays, research/project work or observation of practical demonstration

**(6) Context of Assessment**

In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of situations involving young people.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSSYDW0211A****Plan and conduct meetings**

Competency Descriptor:

This unit deals with the skills and knowledge required to plan and conduct meetings either in an informal or formal setting.

Competency Field:

Youth Development Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan and prepare for meetings	1.1 Need for meeting and relevant participants are identified. 1.2 Meeting arrangements are made in accordance with requirements and within designated timelines. 1.3 Agenda is developed according to purpose of meeting. 1.4 Information on agenda items is obtained or researched to allow for informed discussion at the meeting. 1.5 Where appropriate, meeting papers are prepared and dispatched to participants within appropriate timeframes.
2. Conduct meetings	2.1 Meetings are chaired in accordance with enterprise procedures and meeting protocols. 2.2 Appropriate interpersonal and communication styles are used to encourage open and constructive communication. 2.3 Agreements are made on meeting goals and conduct. 2.4 Information and ideas are presented clearly and concisely. 2.5 All participants are given the opportunity to contribute. 2.6 Meetings are managed to maintain focus on agreed goals. 2.7 Meetings are conducted within agreed times or adjusted with the agreement of participants. 2.8 Minutes of the meeting are accurately recorded where appropriate.

- |    |                                |     |   |
|----|--------------------------------|-----|---|
| 3. | Debrief and follow up meetings | 3.1 | Documentation from meetings is correctly processed and distributed.   |
|    |                                | 3.2 | Colleagues are informed regarding outcomes of meetings.   |
|    |                                | 3.3 | Work resulting from meetings is incorporated into the current work schedule with tasks prioritised and actioned as appropriate. |

## RANGE STATEMENTS

This unit applies to all persons involved in Youth Development Work.

Types of meetings may include but are not limited to:

- informal
- formal
- one off
- regular

Meeting papers may include:

- notice of meeting
- agenda
- previous minutes
- financial reports
- chairperson's report
- research reports
- itemised meeting papers
- draft documentation
- correspondence

Meeting purpose may include:

- range of business items
- setting of team goals
- planning and development of a project
- progress of a project
- discussion forum for internal/external clients

Agendas may include:

- statement of the meeting's purpose
- date, time and location of meeting
- welcome
- minutes of the previous meeting
- matters or business arising from the minutes
- correspondence
- reports
- major agenda items
- any other business
- date of next meeting

Meeting arrangements may include:

- scheduling the date and time for the meeting
- booking an appropriate venue
- recording of meeting
- organising catering
- organising accommodation and transport
- organising appropriate communication technology
- establishing costs and operating within a budget
- preparing relevant documentation for participants
- organising a minute taker

Designated timelines may include:

- time frame decided by participants
- formal time frame set by the organisation
- informal time frame set by the administrative organiser
- project timelines
- contractual obligations

Minutes may include:

- using previous minutes to determine required format
- using organisation templates
- meeting details (e.g. title, date, time, location)
- welcome
- names of absent and attending participants
- apologies
- approval of the record of previous minutes
- matters arising from the previous minutes
- correspondence
- agenda items
- reports
- other business
- date of the next meeting
- action items
- using lists rather than complete sentences

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to plan and conduct meetings in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Look for:

- ability to effectively plan and administer meetings
- ability to use effective communication skills in the conduct of meetings

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- standard meeting procedures and protocols
- meeting management
- written and oral communication skills in specific relation to the conduct of meetings
- agenda format
- chairing format
- group dynamics

#### Skill

The ability to:

- make meeting arrangements
- develop agenda
- prepare and dispatch meeting papers
- chair meetings
- encourage open and constructive communication
- present information and ideas
- manage meetings
- use time-management skills to allow sufficient time to prepare for meetings; make predictions;
- choose the appropriate solution for problems from a range of available methods
- relate to people from a range of social, cultural backgrounds and physical and mental abilities.

### (4) Resource Implications

The following resources should be made available:

- Actual or simulated meeting environment.

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. Simulation should include actual conduct of a meeting. Written assessment of underpinning knowledge is not a necessity for this unit and in the context of Youth Development Work.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSSCOR0152A****Enable young people to be responsible citizens**

## Competency Descriptor:

This unit deals with the skills and knowledge required to effectively assist young people to understand the communities, country and region in which they live, recognise their roles, rights and responsibilities, represent their views and positions and decide on appropriate actions.

## Competency Field:

Youth Development Work

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
1. Assist young people to understand their communities	1.1 Young people are enabled to identify clearly the issues affecting the various communities, country and region within which they live.  1.2 Opportunities created for young people to explore wider issues affecting them and their communities are age appropriate and workable.  1.3 Assistance given to young people to identify and appreciate differing views of groups and individuals within their communities is appropriate and effective.  1.4 Efforts to enable young people to understand decision-making processes within their communities are effective.
2. Assist young people to recognise their roles and rights as community members	2.1 Assistance given young people to recognise their roles, rights and responsibilities as individuals and in their communities is appropriate to their level of development.  2.2 Work with young people to identify local issues of importance to them is effective.  2.3 Young people are enabled to understand the effect of their actions on other groups and individuals within the community.

- 3. Enable young people to communicate their views and interest
  - 3.1 Work with young people to identify and confirm the position and views that they wish to present, and the people they want to present to achieve desired end.
  - 3.2 Work with young people to develop a clear articulation of their positions and views are consistent with peaceful resolution of issues.
  - 3.3 Support needed to present positions and views is agreed with young people.
  - 3.4 Presentations made by young people are ensured to be realistic and meet set requirements.
  - 3.4 Young people are enabled to explain, ask and answer questions and negotiate their positions and views.
  - 3.5 Processes and success criteria are agreed with young people and progress correctly monitored.
  - 3.6 Work with young people to review and act on outcomes of their presentation is effective.
- 4. Guide young people in negotiating and influencing situations and people
  - 4.1 Young people are assisted to identify and develop their influencing skills.
  - 4.2 Young people are enabled to identify potential points of influence within the community.
  - 4.3 Young people are appropriately guided in developing advocacy skills
  - 4.4 Young people are assisted to identify and use conflict management skills.

**RANGE STATEMENTS**

Communities may include:

- social, employment, educational, religious, environ

Wider issues:

- issues related to youth work
- health and safety
- local and national issues

Groups and individuals may include:

- cultural groups
- religious group
- interest
- formal and informal groups
- community groups based on locality or common interest
- new or well established groups experiencing disadvantage, discrimination or oppression

Decision-making processes:

- formal and informal
- local and wider based
- individual and collective

Others may include:

- decision makers
- people inside and outside their own organisation
- formal and informal groups

Presentation for:

- individuals, groups
- formal, informal
- written, verbal

Information may include:

- grant application guidelines
- needs analyses
- own and organizational objectives

Points of influence:

- formal and informal, with individuals and groups

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to enable young people to be active citizens in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Demonstrate the ability to:

- work with young people to identify and access the kind of information they need
- Enable young people to identify issues affecting the various communities within which they live.
- Create opportunities for young people to explore issues
- Assist young people to recognise their roles
- enable young people to communicate their views and interest
- assist young people to identify and develop their influencing skills

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- different types of communities
- internal and wider issues affecting young people in their communities
- roles, rights and responsibilities of individuals and groups in relation to communities and society
- legal requirements, equal opportunities and anti-discriminatory practice
- the way in which special interest groups such as young people interact with other special interest groups within the community
- decision-making processes in various communities
- why it is important to build young people's confidence in their ability to influence the situations in which they operate
- how to assist young people to develop and use a range of influencing skills
- assertiveness and confidence building techniques
- why it is important to encourage young people to develop and present their views and needs themselves
- a range of methods for developing a presentation or business case
- a range of sources of information which could be used when developing presentations or business cases
- what kinds of skills young people may be able to contribute in preparing presentations or business cases
- the aims, objectives and values of the young people and those of the decision makers
- how to enable young people to make effective presentations
- how to work with young people to build their negotiation skills
- how to review the outcomes of presentations

Skill

The ability to:

- assist young people to understand their communities
- work with young people to identify local issues of importance to them
- enable young people to understand the effect of their actions on other groups and individuals
- enable young people to communicate their views and interest

**(4) Resource Implications**

- access to a relevant or an appropriately simulated environment where assessment may take place

**(5) Method of Assessment**

Competency is demonstrated by performance of all stated criteria in the context of the range of variables.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element.

Assessment activities may also include written or verbal short answer testing, practical exercises, role plays, research/project work or observation of practical demonstration.

**(6) Context of Assessment**

In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of situations involving young people.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a natural or simulated work environment.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSSYDW0162A****Enable young people to develop awareness of their self-identify and being**

Competency Descriptor :

This unit deals with the skills and knowledge required to effectively help young people to explore and develop self and see themselves in relationship with the environment.

Competency Field:

Youth Development Work

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1	Enable young people to undertake purposeful reflection.	1.1	An atmosphere of mutual support and sharing is developed through work with young people.
		1.2	Young people are encouraged through appropriate means to take time to reflect when they feel under pressure.
		1.3	Assist young people to take note of and reflect on their reactions and feelings towards events and environments.
		1.4	Share your own experience of the benefits of reflection, without imposing your own values and beliefs on young people.
		1.5	Identify and use formal and informal opportunities for reflection in the youth work setting.
		1.6	Create a physical, listening and visual environment that aids reflection and concentration on the inner self.
		1.7	Introduce, conduct and conclude reflection sessions in ways which maintain positive self image.
		1.8	Show young people how to deal with feelings which surface during reflection and meditation.
		1.9	Bring reflection sessions to a close in a way that enables young people to reconnect with the outside world.
		1.10	Create opportunities to discuss with individuals or groups thoughts and issues that arise during reflection.
2	Assist young people in the exploration and development of their spiritual self	2.1	Recognise and understand your own spiritual self, and its influence on the way in which you work with young people.
		2.2	Knowledge of the components of self is clearly demonstrated.

- 2.3 Work with young people to examine the range of aspects of spirituality
- 2.4 Develop activities to assist young people to notice aspects that they find spiritual in the world around them.
- 2.5 Assist young people to explore their feelings at times of great joy or pain in their lives.
- 2.6 Encourage young people to reflect on where they are in their life journey.
- 2.7 Assist young people to start to develop a sense of their own spiritual framework.
- 2.8 Encourage young people to develop understanding tolerance and respect for people with spiritual and religious beliefs that are different to their own.

## RANGE STATEMENTS

Variety of reflection techniques can be:

- indoors
- outdoors
- silent
- using activities

Learning styles may include:

- Activist
- Reflector
- Theorist
- Pragmatist

Activities developed may include:

- role play

components of self include:

- physical
- emotional
- spiritual
- mental
- social

Aspects of spirituality may include:

- wonder
- acceptance
- compassion
- integrity
- commitment
- curiosity
- negation

Spiritual framework may include:

- the set of spiritual values
- beliefs and practices by which they live

Encouragement may be based on:

- verbal exhortation
- mentoring experience

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to enable young people to develop awareness of their self-identity and being in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

The worker

- demonstrates a non judgemental approach in his/her work
- actively upholds, supports and promotes the right of clients in the workplace
- establishes contact with a range of young people in a variety of settings
- assists young people to create reflective spaces and activities
- offers opportunities for young people to practice reflection
- assists young people to explore their feelings
- demonstrates the ability to share own sense of spirituality
- works with young people to encourage respect for and understanding of beliefs they do not share

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- how to work with young people to create an atmosphere of trust and disclosure
- how a reflective approach can help people to deal with situations when they feel overloaded
- a range of activities which can enable young people to build their ability to notice their reactions to people and the environment around them
- the benefits of spending time focusing on the inner self
- how to recognise and use formal and informal opportunities for reflection during work with young people
- how to create a suitable environment for reflection and meditation
- a variety of reflection techniques suitable for different learning styles
- a variety of meditation topics which are in line with your organisation's code of ethics and practice
- how to introduce, conduct and conclude reflection sessions at a level/depth which is appropriate for your youth work setting and the group
- how to support young people to deal with thoughts, issues and feelings which arise during reflection sessions
- sources of support for issues that are beyond your own expertise
- why it is important to be clear about your own spiritual self
- ways in which your own beliefs and views may influence the way you work with others
- why it is important to encourage young people to reflect on their spiritual relationship to the world and life, as well as their physical, emotional, social and rational relationship
- the difference between spirituality, religion and faith

Knowledge

Knowledge of:

- a range of views on spirituality, spiritual and religious beliefs
- a range of activities and experiences through which young people can relate to the world in a spiritual way
- a range of techniques to enable young people to identify the nature of their own spiritual journey through life, and reflect on where they are on that journey
- how to work with young people to encourage respect for and understanding of beliefs they do not share

Skill

The ability to:

- work with young people to create an atmosphere of trust and disclosure
- enable young people to build their ability to notice their reactions to people and the environment around them
- introduce, conduct and conclude reflection sessions
- enable young people to identify the nature of their own spiritual journey through life
- encourage respect for and understanding of beliefs they do not share

**(4) Resource Implications**

- Access to a relevant workplace or an appropriately simulated environment where assessment may take place.

**(5) Method of Assessment**

Competency is demonstrated by performance of all stated criteria in the context of the range of variables.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration

**(6) Context of Assessment**

In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of situations involving young people.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed in a classroom setting. The practical components should be assessed either in a natural or simulated environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSSYDW0172A****Enable young people to explore and develop their values and self-respect**

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively work with young people to explore, clarify and consider the values by which they live and build their self-respect and self-esteem.

Competency Field:

Youth Development Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Enable young people to explore the values by which they live	1.1 Create an environment where it is possible to have conversations about personal and cultural values 1.2 Work with young people to define clearly what is meant by "values". 1.3 Share your own values where appropriate, in line with the core values of youth work. 1.4 Work with young people on values without imposing your own values on them. 1.5 Explore a range of value sets, in the communities in which young people live and in wider society. 1.6 Assist young people in the identification of their own position in relation to the values they experience around them. 1.7 Map out with young people the connection between values and behaviour. 1.8 Map out with young people the choices they can make about their values and behaviour. 1.9 Encourage young people to shape their values and behaviour to reflect how and who they want to be.
2. Enable young people to build their self-respect and self-esteem	2.1 Relate to young people in ways which value who they are and what they can offer.

- 2.2 Work with young people to build skills of reflection and self-awareness.
- 2.3 Enable young people to identify the positive and negative aspects of their image of themselves.
- 2.4 Accept young people's view of themselves, whether positive or negative.
- 2.5 Work with young people to help them to identify and value their strengths.
- 2.6 Encourage young people to pay attention to and build on the positive aspects of their self-image.
- 2.7 Enable young people to identify the attitudes and behaviour in themselves and others which build or damage self-esteem.
- 2.8 Provide regular opportunities that enable young people to experience success.
- 2.9 Encourage young people to reaffirm own self congratulate each other and build others' self-esteem.
- 2.10 Selected communication media are culturally appropriate

## RANGE STATEMENTS

### Core values:

- educative
- empowering
- participative
- promoting equity

### Value sets may be related to:

- relevant issues such as social behavior
- family life
- education

### Communication media include:

- music
- drama
- simulation exercise

### Activities and techniques can include:

- group and individual activities
- both indoor and outdoor

Essential to the activities will be the opportunity to listen and reflect and to receive feedback.

### Values in wider society may be related to:

- cultures
- nationalities
- communities
- organisations

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to enable young people to explore and develop their values and self-respect in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Demonstrate the ability to:

- create an environment where it is possible to have conversations about personal values
- share own values
- explore a range of value sets
- enable young people to identify the attitudes and behaviour in themselves

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- Values systems and impacting variables
- why it is important to encourage young people to explore their values
- why it is important to be aware of your own values and be prepared to discuss them.
- any differences between your own values and the core values of youth work
- how to build the level of trust needed in order to have conversations about values
- how to facilitate conversations and activities to enable young people to identify value sets
- definitions of values and examples of value sets
- differing perspective on the values sets operating in young people's communities and in wider society
- the relationships between values and behaviour
- how to facilitate conversations about choice of behavior
- your organisation's code of ethics and ethical issues in youth work
- how to work with people in ways which value their input and build trust
- a range of activities and techniques for encouraging young people to become more self-aware
- why it is crucial to young people's development that they develop a positive image of themselves
- the effects and consequences of negative self-image

Knowledge

Knowledge of:

- listening skills
- reflecting skills
- the importance of respecting a young person's view of the world and themselves
- techniques and activities for enabling young people to identify their strengths and build positive self image
- activities and techniques that can provide young people with a sense of success

Skill

The ability to:

- have conversations about personal values
- define clearly what is meant by "values".
- Work with young people on values
- Relate to young people
- build skills of reflection and self-awareness in young people.
- enable young people to explore the values by which they live
- enable young people to build their self-respect and self-esteem

**(4) Resource Implications**

- access to a relevant place or an appropriately simulated environment where assessment may take place

**(5) Method of Assessment**

Competency is demonstrated by performance of all stated criteria in the context of the range of variables.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration

**(6) Context of Assessment**

In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of situations involving young people.

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## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
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Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSSYDW0412A: Plan and conduct group activities**

Competency Descriptor :

This unit covers the skills and knowledge required to establish, participate in, and lead a range of activities in informal and formal settings.

Competency Field:

Youth Development Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Address resourcing issues for group activities	1.1 Planning of group activities includes consideration of relevant youth issues and concerns. 1.2 The purposes, defined according to the identified needs of the client group. 1.3 The human, financial and physical resources required are correctly identified. 1.4 Where required <i>resources</i> are not immediately and readily available appropriate <i>submissions</i> are made to potential sources of assistance. 1.5 Where formal submissions are made they meet the requirements of the funding guidelines and the organisations standards and procedures .
2. Coordinate a group planning process	2.1 Opportunities for collaborative planning of group activities with clients are actively sought and promoted and information about the needs and expectations of the group is solicited, analysed and prioritised. 2.2 The purpose of group activities is negotiated with the group in a manner which gives sufficient time and space for individuals to articulate their ideas and wishes and create opportunity for input to ownership of group processes. 2.3 The purpose of the proposed group activity is translated into a set of aims and objectives.

- 2.4 The potential impact on group operation of the values and beliefs of both the worker and the client is analysed and clarified with those involved in planning and implementing group activities.
  - 2.5 Contributions and suggestions to group planning processes are dealt with in a way to promote continued participation.
  - 2.6 Planned group strategies are designed that promote effective group operation and take into account the specific characteristics of the clients who will participate in the activity or program.
3. Manage group processes including responding to conflict
- 3.1 Facilitation and leadership skills are used to promote open dialogue and active listening between group members.
  - 3.2 Sensitivity to participants, regardless of their gender, culture, ethnicity, subculture, sexual identity and ability, is encouraged and modelled.
  - 3.3 When conflict threatens or arises, strategies to resolve it are implemented within the role, power and capacity of the worker.
  - 3.4 The positive outcomes of conflict are identified and reinforced.
  - 3.5 Relevant principles and practices of conflict management are clarified and confirmed and agreement sought to implement them.
  - 3.6 Acknowledgment of respective rights and responsibilities and perceptions of all participants within the conflict situation is encouraged.
  - 3.7 Opportunity is offered to all participants for debriefing, support, mediation, consultation and facilitation throughout conflict management processes.
  - 3.8 Services required by the group and individual participants are identified and their delivery planned in consultation with the group, relevant individuals and other appropriate people.
  - 3.9 All advice to group about available services is consistent with relevant legislative and statutory requirements and organisational standards and procedures.

- |                              |   |
|------------------------------|---|
| 4. Evaluate group activities | 4.1 Aims and objectives of the group activity provide the basis for evaluation and feedback.  |
|                              | 4.2 Feedback from all group participants is sought on leadership style, group process, and achievement of objectives, other achievements and areas for development. |
|                              | 4.3 Evaluation data is documented according to organisational standards and procedures and distributed to relevant people.  |

## RANGE STATEMENTS

Group activities may be:

- formal or informal
- structured
- semi structured
- unstructured

Group activities may relate to:

- discussions about relevant issues
- sporting and recreation activities
- music and performing arts
- research, planning and management
- informal education
- community action
- special interest causes

Requirements of submissions may include:

- the aim and objectives of the proposed activity or program
- implementation and evaluation strategies

Support may include:

- information and resources managed by the organisation and other organisations and agencies
- advice and information
- facilitation

Resources may include:

- information/referrals
- facilities
- equipment/materials
- administrative support
- facilitation of meetings
- worker skills/expertise

- management arrangements
- human, financial and physical resources available and required

Organisational standards and procedures may include those relating to:

- client and worker safety
- collection and storage of information
- client interview protocols and procedures
- code of conduct/code of ethics
- principles and implementation of duty of care and rights of client to self determination
- departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
- inter-agency practice and protocols
- use of interpreter and interpreter services
- organisational mission statement and/or philosophy
- eligibility criteria for accessing particular services
- completion of forms and applications
- guidelines relating to confidentiality/client consent
- Occupational Health and Safety
- debriefing and supervision
- industry standards

Facilitation and leadership skills may include:

- communication that respects individual differences and abilities of group members
- communication related to group purpose and aims
- using conflict management skills if appropriate
- cultural and sub-cultural awareness/sensitivity (e.g. verbal and non-verbal)
- use of and interpretation of body language and non-verbal messages with cultural awareness
- changing style and methods to have specific impact
- encouraging interaction between group members
- varying techniques according to group stages
- creating a supportive and encouraging space which promotes participation and communication
- behaviour that models respectful, non-abusive and non-violent communication

Services may be internally or externally provided and could include, but are not limited to:

- safety, physical and emotional security
- protection from financial exploitation
- assistance to gain economic support
- legal or medical information and support
- accommodation/transportation
- access to services/information
- ongoing assessment
- educational materials
- referrals to specialist services
- referrals to community support and/or education groups
- provision of assistance to address issues, gather information and locate other resources
- immediate and appropriate responses which aim to ensure/maintain safety
- counselling (individual, family or group focused)
- advocacy

Relevant people could include:

- organisational management, colleagues, supervisor, team members
- acknowledged domestic violence specialists
- various community groups representing cultural, sub-cultural, religious, social, ethnic, gender, sexual identity, and age groupings within the community
- government representatives and service providers
- family members, friends, care-givers
- specialist support services for people with specific needs
- behaviour change groups, such as users of violence groups, drug and alcohol groups, HIV support groups
- support groups such as survivors/victims of violence groups, community houses, women's networks, church groups, refuges, and professional associations, disability groups
- authorities responsible for provision of community and justice administration services, for example, local councils, legal services, such as Legal Aid, and national agencies

Legislative and statutory requirements may include:

- relevant policies and legislation (e.g. Domestic Violence, Disability Services, Immigration, Anti-Discrimination, Child Protection)
- international conventions relating to the rights of children and young people
- relevant international conventions on civil and human rights
- Access to Information Act

## EVIDENCE GUIDE

### (1) Critical Aspects and Evidence

Assessment must confirm sufficient ability to use interpersonal skills and knowledge to effectively facilitate informal and formal groups within a variety of settings.

Assessment of performance should be over a period of time covering all categories within the Range of Variables statements that are applicable in the learning environment.

In particular, assessment must confirm the ability to:

- Plan and arrange necessary resources for group activities
- Facilitate groups
- Provide support for an appropriate target group, defined by factors as listed in the range of variables
- Establish confidence with a group through appropriate interpersonal styles and methods
- Facilitate positive group involvement by planning appropriate group strategies
- Facilitate self determination that enhances individual and family safety by encouraging group members to set their own personal goals by using appropriate interpersonal skills
- Identify and plan delivery of relevant services after group consultation
- Interpret accurately and comply with legal and procedural requirements
- Depending on the work program or services provided apply specific knowledge of particular groups or issues (e.g. alcohol and other drugs, same-sex relationships, religious, survivors/victims of domestic violence and abuse, users of violence and abuse, mental health, disability etc.)

- Understand their own work role and responsibilities in relation to service delivery

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**

Knowledge

Knowledge of:

- an understanding of group dynamics and appropriate facilitation techniques and styles
- knowledge of internally and externally provided services
- understanding of domestic violence indicators and procedures for undertaking group work
- knowledge of the various groups represented within the local community (e.g. cultural, religious, language, sexual identity, age and disability) and an understanding of the issues that arise when working with those groups
- knowledge of the social, historical, political and economic context of domestic violence, including types and nature of domestic violence, power and gender issues, child abuse, and associated criminal issues
- knowledge of respectful strategies that will assist clients in self-determination that enhances individual and family safety
- understanding of the prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society regarding domestic violence and their effects on individuals' rights to safety and autonomy
- knowledge on the impacts of cultural, sub-cultural, social, gender, age, language issues etc on attitudes towards domestic violence
- understanding of specific limitations of work role, responsibility and professional abilities
- awareness of own values and attitudes and their potential impact on clients
- knowledge of legislative requirements and provisions relevant to area of service delivery and delegated responsibility

**Skill**

The ability to:

- group facilitation skills, including leadership skills relating to the provision of guidance to help achieve specified goals in a group environment
- response skills ranging from responding sensitively to disclosures to maintaining confidentiality in a group environment
- research skills involving analysis and evaluation-for example, identifying domestic violence information and resource requirements of the group
- questioning and active listening skills to engender group confidence
- problem solving skills for a broad range of unpredictable problems involving analysis, assessment, evaluation and the development of new ways of communicating domestic violence issues which address a specific group's needs
- collaboration skills between worker and group members, and between services and workers across occupational groups
- oral communication skills including asking questions, clarifying issues/topics, providing information in the workplace setting. Language used may be English or community language, depending on the client group
- skills in goal setting and strategy development for enhancing safety
- counselling and assessment skills which challenge violence and enhance the safety of individuals and their family
- literacy and communication skills in relation to analysis, evaluation and presentation of information including preparing documents and reports related to group needs and service delivery issues

**(4) Resource Implications**

Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace.

Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided. Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised.

**(5) Method of Assessment**

Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance over the Range of Variables. This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence.

**(6) Context of Assessment**

Evidence will be determined by selection from the Range of Variables, justified in terms of work requirements, work roles and responsibilities and occupational specialisations.

Evidence for assessment of competence may be gathered by appropriate combination of the following:

- Demonstration of competency within the working environment in participating, establishing and leading a range of informal and formal groups
- Where there is not an opportunity to cover all of the Range of Variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- Observation of processes and procedures, oral and/or written questions on underpinning knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to group facilitation

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSSCOR0422A: Process and provide information**

Competency Descriptor :

This unit relates to correctly handling organisational information including incoming and outgoing communications and enquiries.

Competency Field:

Youth Development Work

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Process and prepare information	1.1	Incoming and outgoing information and correspondence is managed according to organisational procedures.
		1.2	Enquiries are responded to promptly and according to established procedures .
		1.3	Information is provided to other staff when relevant.
2	Store and maintain information	2.1	Information is kept in accordance with organisational guidelines.
		2.2	Access to information is provided to appropriate staff.
		2.3	Confidentiality and security of information is maintained.
		2.4	Breaches of confidentiality are reported to supervisor or management.
3	Provide prepared information to promote access to services	3.1	The range of client services available is identified including the service provided by the organization.
		3.2	Prepared information or details of a range of services are provided to clients when required.
		3.3	Where appropriate, specialist information, advice and assistance is sought from supervisor on behalf of client.
		3.4	Problems relating to providing information about services are referred to supervisor.

## RANGE STATEMENTS

Information includes:

internal and external communications including:

- telephone calls
- facsimiles
- letters
- e-mail
- publications
- internal office procedures
- personal visits
- preparation of minutes of meetings

Organisational procedures and policies include those relating to:

- filing and indexing
- security
- circulation
- confidentiality
- reporting

Storage and recording mechanisms may be:

- paper based or
- electronic

Prepared information may be:

- pamphlets on services
- literature
- posters
- brochures

## EVIDENCE GUIDE

### (1) Critical Aspects and Evidence

- Relevant policies, guidelines and procedures of the organisation/service relating to organisational information are followed

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- organisational policies and procedures for security and circulation
- recording mechanisms
- organisational policies and procedures for incoming and outgoing mail
- locations and titles of personnel
- Postal service specifications for mail
- confidentiality requirements

**Skill**

The ability to:

- use of information systems and technology
- oral communication skills required to fulfil the job role in the organisation/service. Oral skills may include listening to enquiries to providing simple factual information relevant to the workplace and client group. Language used may be English or community language depending on the client group
- literacy competence required to fulfil the procedures of the organisation/service, and according to the support available in the workplace. Writing skills may range from the need to fill out a simple form to completion of a short report. Reading skills may range from understanding the names on envelopes/correspondence to reading pamphlets to determine their relevance to an enquiry
- numeracy competence required to fulfil the procedures of the organisation/service, and according to the support available in the workplace. Numeracy tasks may range from the need to count supplies to recording information on an organisational form
- prepare minutes of meetings

**(4) Resource Implications**

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment

**(5) Method of Assessment**

- Assessment may include observations, questioning and evidence gathered from the workplace environment
- Assessment may be conducted on one occasion but must include the normal range of workplace situations regarding handling of organisational information

**(6) Context of Assessment**

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSSYDW0472A: Provide assistance to young people**

Competency Descriptor :

This unit deals with the skills and knowledge required to establish working relationships, use information, assist and respond to crisis situations, provide appropriate support to young people and evaluate effectiveness of services provided.

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1 Establish effective working relationships with young people	1.1 Appropriate opportunities are routinely provided to encourage young people to explore their potential and express their views. 1.2 Reasons for the young person accessing the service guide further work with them. 1.3 Appropriate communication techniques are employed to establish an effective interpersonal relationship with the young person and takes into account any peculiar situation. 1.4 A range of approaches are routinely and appropriately employed in dealing with young people and their issues. 1.5 Identification and addressing the psychological, emotional and safety needs of young people is in accordance with organisational procedures. 1.6 Appropriate boundaries are established and maintained between the worker and the young person at all times. 1.7 The effectiveness of working relationships is evaluated routinely and changes made as indicated
2 Use information in work with young people	2.1 All work reflects thorough knowledge of the current issues which impact on young people and the organization. 2.2 A range of strategies is employed to ensure information about young people is up to date. 2.3 Opportunities are provided routinely for young people to exchange information and views with relevant groups and personnel.

- |   |   |   |
|---|---|---|
| 3 | Assist and respond to crisis situations     | <ul style="list-style-type: none"> <li>3.1 Behaviour which could lead to potential crisis is identified and reported to appropriate colleagues, and sources of support are identified and accessed</li> <li>3.2 Appropriate action to minimise the risk of crisis is taken according to organisation's procedures .</li> <li>3.3 Specific needs of individuals are identified and addressed.</li> <li>3.4 Calming behaviour under stress is practised and routinely demonstrated</li> <li>3.5 Strategies are implemented routinely to minimise the risk of crisis situations, including discouraging provocative and inappropriate behaviour.</li> <li>3.6 Participate in post-critical activities including debriefings .</li> <li>3.7 Support and debriefing to young people is provided as required.</li> </ul>  |
| 4 | Provide appropriate support to young people | <ul style="list-style-type: none"> <li>4.1 Assistance is provided to young people to identify their needs and rights, goals and action plans, and to evaluate and select strategies to achieve their goals.</li> <li>4.2 Appropriate assistance is provided to young people to access the information and acquire skills required .</li> <li>4.3 Support and assistance provided to young people are in accordance with available resources and organisational procedures.</li> <li>4.4 Assistance is provided to young people to regularly review plans and strategies for achieving goals .</li> <li>4.5 In providing appropriate support for young people, a range of roles are practised and assumed, including those of advocate, mentor, adviser and motivator.</li> <li>4.6 Specific support required by individuals or groups is identified and provided .</li> </ul> |
| 5 | Evaluate effectiveness of services provided | <ul style="list-style-type: none"> <li>5.1 Mechanisms are implemented to evaluate and review support services provided to young people.</li> <li>5.2 Support strategies and mechanisms are revised according to evaluation feedback .</li> </ul>  |

## RANGE STATEMENTS

The Range of Variables statements provide details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

Young people will include:

- young people who are involuntary or voluntary users of the service of the organisation
- individual young people referred to the organisation
- young people who fall in the specific target group of the organisation
- young people who may be potential clients of work of the organisation

Current issues facing young people may include:

- income
- confidence and self-esteem
- health (physical, mental, emotional, sexual or social)
- housing and homelessness
- education and training
- employment
- relationships (families, peers, partners, educators, employers, children)
- conflict
- abuse (sexual, physical, emotional, psychological, perpetrated by self or others)
- discrimination on the basis of race, gender, sexuality, geography, religion, disability, ethnicity, class, political beliefs, age
- transport
- recreation/entertainment
- isolation

Strategies for action will include:

- actions undertaken and managed by the young person
- actions taken by the worker on behalf of the young person
- joint action
- referral to other agencies or services
- referrals to group/peer support
- short and long term
- crisis/emergency response
- referral to supervisor/colleagues

Specific support required by young people may include:

- those provided by own organisation
- those provided by other organisations
- government and non government
- youth specific organisations
- generic community services organisation

Organisation's policies and procedures will include those relating to:

- emergencies
- occupational health and safety
- referrals
- recording and reporting
- accountability
- code of conduct and ethical behaviour
- duty of care

Peculiar situation include:

- Culture
- Development
- Disability
- Physical location
- State of mind

A range of approaches includes:

- Encouraging young people to support each other
- Seeking advice and support from appropriate adults and family
- Providing access to services within and outside the organisation
- Providing intervention programs

Work with young people:

- individually or in groups
- in structured or unstructured settings
- in voluntary or involuntary setting
- group of young women and/or men
- of relevant target groups

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to provide assistance to young people in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- Demonstrates understanding of relevant issues facing young people and how the provision of assistance addresses those issues

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- information gathering techniques
- working within a statutory framework
- interpersonal skills relevant to establishing relationship with the young person
- the psychological, emotional and safety needs of young people and ways to address them
- behaviour which could lead to potential crisis
- strategies to address issues facing young people
- literacy adequate to understand relevant literature and prepare required reports
- numeracy adequate to collate surveys/questionnaires outcomes
- team work
- importance of encouraging young people to explore their potential and express their views

#### Skill

The ability to:

- work as part of a team or as a sole worker
- encourage young people to explore their potential and express their views
- establish an effective interpersonal relationship with the young person
- deal with young people and their issues
- Identify and address the psychological, emotional and safety needs of young people
- Evaluate the effectiveness of working relationships
- ensure information about young people is up to date
- identify behaviour which could lead to potential crisis
- take appropriate action to minimise the risk of crisis
- discourage provocative, and inappropriate behaviour
- Participate in post-critical activities
- Provide assistance to young people to identify their needs and rights, goals and action plans
- identify strategies to address issues facing young people

**(4) Resource Implications**

- Access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

**(5) Method of Assessment**

- Consistency in performance should consider the complexity of juvenile justice or care and protection processes undertaken by workers
- Competency is demonstrated by performance of all stated criteria in the context of the range of variables.
- Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element.
- Assessment activities may also include written or verbal short answer testing, practical exercises, role-plays, research/project work or observation of practical demonstration

**(6) Context of Assessment**

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of conditions relevant to youth work

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSSYDW0142A****Enable young people to access and use information and make decisions**

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively identify, obtain, store and share information with young people and support their effort to identify options and make decisions based on information collected.

Competency Field:

Youth Development Work

**ELEMENT OF COMPETENCY****PERFORMANCE CRITERIA**

1. Source and organise information	1.1 Types of information needed by young people to address their information needs are accurately identified.
	1.2 Young people are correctly guided to collect and store the necessary information.
	1.3 Ways of accessing and storing information that suit young people's needs are correctly identified.
	1.4 Young people's ability to access information from various sources is assessed and areas of need identified.
	1.5 Information, which broadens the scope of options considered by young people, is collected.
	1.6 Effort to encourage and influence information providers to produce information that is relevant and attractive to young people is successful.
	1.7 Information collected is made easily accessible to young people.
	1.8 The currency of information is monitored and efforts made to maintain its accuracy.
	1.9 Information is held and stored in line with organisational policies and legislation.
	1.10 Provision of opportunities to disseminate information is in line with organisational policies and legislation.

- |    |  |     |   |
|----|--|-----|---|
| 2. | Enable young people to acquire and use information         | 2.1 | Young people are effectively guided to identify the information they require.   |
|    |  | 2.2 | Young people are enabled to retrieve information from a variety of sources and helped to address any learning needs they uncovered.                           |
|    |  | 2.3 | Need for the referral of young people to additional relevant information sources is correctly identified and appropriately done.                              |
| 3. | Enable young people to generate options and make decisions | 3.1 | Appropriate strategies are applied to ensure that information provided is understood.   |
|    |  | 3.2 | Strategies applied to enable young people to organise information, identify options, make decisions and develop plan of action are appropriate and effective. |
|    |  | 3.3 | Efforts to generate options and make decisions based on the information gathered are actively supported.  |

## RANGE STATEMENTS

Communication media to include:

- written and spoken information
- telephone information services
- displays and notices
- computer based information (if possible)

Check for understanding through:

- questionnaires
- written reports
- discussions
- informal feedback from young people

Options to include:

- options for action
- for personal and social development

Accessibility may include:

- formats adapted to meet particular needs (languages, access for people with visual and hearing impairments, and people with other special requirements)
- make information available in detached work
- formal and informal environments

Young people include:

- those in places of safety
- disenfranchise youths
- truants
- those with disabilities
- other youths at risk

Information providers may include:

- statutory and voluntary bodies
- benefits and allowances services
- libraries
- leisure facilities
- legal services

Types of information include:

- career related

Opportunities include:

- formal and informal

Strategies to include:

- mentoring
- focus group
- seminars/workshop
- role play/drama
- electronic media

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to enable young people to access and use information and make decision in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Demonstrate the ability to:

- work with young people to identify and access the kind of information they need
- check that young people understand the information provided
- collect information which broadens the scope of options considered by young people
- assist young people to generate options and make decisions to address their situations

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- why it is important to have a wide variety of information available for young people's use
- issues affecting young people
- sources of information relevant to young people
- a range of media for storing and displaying information
- storage, retrieval and display systems appropriate for young people
- ways of disseminating information, or of making it available to young people
- information presentation methods which are appropriate and interesting to young people
- factors affecting accessibility of information
- systems for ensuring that information is kept up to date

**Knowledge**

Knowledge of: (Cont'd)

- organisational policies and legislation relevant to the storage of information, photocopying and copyright.
- why it is important for young people to be able to access information for themselves
- rights to information
- how to assist young people to learn information retrieval techniques
- other sources of information, and/or methods of accessing further information
- how to assist young people to acquire communication skills
- techniques for using information for effective option generation, decision-making or action planning
- the kinds of support young people may need as they make decisions and plan action

**Skill**

The ability to:

- Source and organise information
- to guide young people to identify the information they require
- enable young people to organise information,
- enable young people to generate options,
- enable young people to make decisions
- enable young people to develop plan of action

**(4) Resource Implications**

- access to a relevant or an appropriately simulated environment where young people are available and assessment may take place

**(5) Method of Assessment**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable.

The candidate should demonstrate evidence attesting to the achievement of competence to the standard required for each element.

Assessment may be conducted on one or more occasions.

Assessment activities may also include written or verbal short answer testing, practical exercises, role plays, research/project work or observation of practical demonstration

**(6) Context of Assessment**

This unit is most appropriately assessed in a naturally occurring environment in which young people are accessible

In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of situations involving young people.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a natural or simulated work environment

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSSCOR0023A Advocate for young people

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively support young people to voice their opinions or needs and ensure their rights are upheld.

Competency Field:

Youth Development Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify situations where advocacy is needed	1.1 Gather the available information on the circumstances of the situation where advocacy will be needed. 1.2 Identify accurately the key groups, individuals and decision-making processes in the situation. 1.3 Work with young people to identify clearly areas of the situation where they can represent themselves. 1.4 Ensure that young people represent themselves wherever possible. 1.5 Provide young people with the support they require to represent themselves. 1.6 Identify and inform young people of situations where you believe they lack the confidence and skills to represent themselves. 1.7 Identify areas of the situation where it is more appropriate for you to advocate on behalf of young people. 1.8 Clearly and accurately identify information you will need from the young people in order to act on their behalf. 1.9 Agree clear and consistent advocacy review processes.

2. Represent the views and interests of young people to others
  - 2.1 Clarify and agree the role, function and context of the advocacy process with young people.
  - 2.2 Collect sufficient valid information to enable presentation of the young people's views or interests.
  - 2.3 Agree with young people the approach to presenting their interests, helping them to take a realistic view of the situation.
  - 2.4 Involve young people in the planning and the presentation of their interests wherever possible.
  - 2.5 Represent the views of young people in the way that has been agreed.
  - 2.6 Keep accurate, complete and clear records of the facts of the case and actions taken.
  - 2.7 Review regularly the outcomes of advocacy with young people.
  - 2.8 Work with young people to identify any required follow up actions.

## RANGE STATEMENTS

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

Information:

- written and verbal
- from a variety of sources

Context of advocacy may include:

- lobbying
- presenting to decision-making bodies
- organizing events

Represent themselves where:

- decisions are normally made by others, but where young people are affected, such as youth work policy making
- decisions on youth work facilities
- informal meetings

Information:

- written or spoken
- formal statements and informal discussions

Advocate on behalf of:

- individuals and groups
- formal and informal
- written and spoken
- local and further a field

Kinds of information may be collected using:

- statutory and independent information bases
- relevant precedents
- information based on statutory practices and procedures

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to advocate in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Demonstrate the ability to:

- provide young people with the support they require to represent themselves
- identify situations where advocacy is needed
- represent the views of young people
- collect sufficient and valid information
- keep accurate, complete and clear records

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- Policies and programs of international organizations that promote youth participation and development
- organisation policies and local sensitivities about independent action by young people
- types of groups, individuals and decision makers who may influence the advocacy situation
- factors affecting the ability of young people to represent themselves, including innate and situational factors
- ways of assessing the maturity of individuals and the group and their ability to act on their own behalf
- how to work with groups and individuals to decide circumstances requiring advocacy
- youth worker's roles and responsibilities within advocacy
- relevant legislation with regard to individual rights
- a range of situations in which advocacy may take place, and the factors affecting how the proceedings will be conducted
- why it is important to establish realistic goals for advocacy
- the scope and uses of advocacy
- the kinds of information which need to be collected, and methods for collecting them
- methods of preparing case documentation
- organisational guidelines for your own and other organisations concerning the appropriate degree of involvement of young people in advocacy
- procedures used in formal and informal settings
- presentation skills
- a range of reviewing techniques
- strategies to ensure that youth views are integrated in policy formulation

Skill

The ability to:

- Identify situations where advocacy is needed
- Represent the views and interests of young people to others
- Keep accurate, complete and clear records
- Review the outcomes of advocacy with youths
- Inform and influence policy making processes

**(4) Resource Implications**

- access to a relevant or an appropriately simulated environment where assessment may take place

**(5) Method of Assessment**

Competency is demonstrated by performance of all stated criteria in the context of the range of variables.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element.

Assessment activities may also include written or verbal short answer testing, practical exercises, role-plays, research/project work or observation of practical demonstration

**(6) Context of Assessment**

This unit is most appropriately assessed in the workplace under the normal range of workplace conditions

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSSYDW0202A****Enable young people to work effectively in groups**

Competency Descriptor :

This unit deals with the skills and knowledge required to effectively help young people to challenge behaviours that contravene established boundaries, manage group dynamics, deal with negative feelings; and voice, identify the cause of and deal with conflicts.

Competency Field:

Youth Development Work

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1	Create a climate conducive to group learning	1.1	Own role within the group is clearly explained.
		1.2	Strategies applied to enable young people to negotiate and agree boundaries and norms of behaviour are within established guidelines.
		1.3	A desire to ensure that all group members' views are heard and valued is demonstrated.
		1.4	Relating to individuals within a group situation demonstrates that individual differences are valued.
		1.5	Young people are regularly enabled to review their own behaviour and the way the group works together.
		1.6	Young people are effectively assisted to constructively challenge behaviour that contravenes norms.
		1.7	Young people's ability to give, receive and value constructive feedback is developed.
		1.8	Young people are encouraged to acknowledge individual and group achievement.
		1.9	Young people are enabled to understand the effect of their actions on other groups and individuals within the community.
2	Facilitate the work of young people in groups	2.1	The existing and desired dynamics of groups are correctly identified.
		2.2	The effect of own values and facilitation styles on the groups worked with is regularly reviewed and adjustments made where required.
		2.3	Facilitation styles chosen and used are appropriate for the group's stage of development.

- 2.4 Adaptations and interventions maximise young people's ability to develop.
- 2.5 Encouragement given to young people to take control of their own development takes into account their maturity and understanding of each other.
- 2.6 Interventions are in line with the purpose, process and intended outcomes of sessions and programmes.
- 2.7 A balance between achieving planned outcomes, meeting individual needs and dealing with group process is established.
- 2.8 The effect of group work sessions on the group and the intended outcomes are regularly monitored and evaluated.
- 3. Enable young people to deal with negative feelings constructively
  - 3.1 Assistance provided young people to identify their own rights, needs and values and those of others are commensurate with their stage of development.
  - 3.2 Young people are appropriately assisted to communicate clearly and to listen actively to others.
  - 3.3 Blocks to communication and mutual understanding are accurately identified, and young people appropriately guided to remove them.
  - 3.4 Opportunity for young people to express their negative feelings safely and appropriately is created when the need arises.
  - 3.5 Young people are enabled to explore the underlying causes of conflict between individuals and groups.
  - 3.6 Young people are enabled to develop the skills they need to resolve conflicts.
  - 3.7 Strategies to enable groups and individuals to recognise and deal competently with unfinished business are appropriately applied.
  - 3.8 Groups and individuals are enabled to deal competently with issues that are no longer open for discussion.
  - 3.9 Conflicts are managed in ways that maintain the quality of relationships and enable differences to remain valued.

- 3.10 Reasonable controls needed to ensure that conflicts do not escalate are appropriately exercised.
- 3.11 Action to deal with unacceptable behaviour is in line with organisational procedures.

## RANGE STATEMENTS

Established guidelines may include:

- Organizational policies
- Industry practices
- International guidelines/statutes e.g. those dealing with human rights
- Formal/informal agreements and understanding between youth development worker and individuals/groups/organizations

Review may include:

- self
- by others
- with others

Achievement may include:

- task related
- group process related
- group
- individual

Facilitation styles may include:

- directing
- coaching
- supporting
- abdicating

Adaptations and interventions may include:

- anything that you say or do which influences the course of a session

Rights, needs and values may include:

- social and cultural
- physical
- emotional
- spiritual needs

Blocks may include:

- social
- cultural
- religious
- educational
- linguistic

Reasonable concerns:

- as defined by common sense
- organizational procedure and statute

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to enable young people to work effectively in groups in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Worker demonstrates the ability to:

- use facilitation styles
- encourage young people to take control of their situations
- monitor and evaluate the effect of group work sessions
- create opportunities for young people to express their negative feelings
- ensure that conflicts do not escalate

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- why it is important for young people to learn to manage their own behaviour, both individually and in groups
- your organisation's policies on acceptable behaviour
- a range of topics which may be included when agreeing group norms and boundaries
- group dynamics and how to facilitate group discussions
- how to work with young people to enable them to review group and individual behaviour
- how to assist young people to challenge unacceptable behaviour
- the benefits of being able to give and receive constructive feedback
- how to work with young people in order to enable them give and receive feedback
- negotiation skills
- how to identify and analyse group dynamics using theoretical models and practical observation
- how to review your own facilitation styles
- a range of facilitation styles which encourage empowerment and take account of the group's stage of development
- why it is important to work with young people in ways which encourage their empowerment
- the factors likely to affect learning and behaviour individually and in groups
- theoretical models of group work and typical group roles
- how to make interventions which encourage development and empowerment
- how to recognise and deal with issues of power in groups
- methods of planning, monitoring and evaluating group work sessions
- how to work with young people to enable them to consider their own rights, needs and values in relation to those of others
- how to work with young people to enable them to communicate more effectively with each other
- differences in the way that individuals think, relate to each other and make decisions
- possible causes of blocks to communication
- why it is important to help young people to learn way of managing conflict
- the creative possibilities of differences of opinion
- conflict resolution techniques
- definitions of unacceptable behaviour in your setting and organisation
- causes of and techniques for dealing with unacceptable behaviour
- organisational procedures on dealing with unacceptable behaviour

Skill

The ability to:

- ensure that all group members' views are heard and valued is demonstrated.
- create a climate conducive to group learning
- facilitate the work of young people in groups
- enable young people to deal with negative feelings constructively

**(4) Resource Implications**

- Access to a relevant workplace or an appropriately simulated environment where assessment may take place.

**(5) Method of Assessment**

Competency is demonstrated by performance of all stated criteria in the context of the range of variables.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

**(6) Context of Assessment**

In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of situations involving young people.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed in a classroom setting. The practical components should be assessed either in a natural or simulated environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSSYDW0192A****Enable young people to use their learning to enhance their future development**

## Competency Descriptor :

This unit deals with the skills and knowledge required to effectively help young people to reflect on their learning, identify links between what is learnt and other parts of their lives, develop goals that will enable the use of what is learnt in various aspects of their lives and actions that can be taken to achieve those goals; and develop ongoing learning plans.

## Competency Field:

Youth Development Work

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>
1	Reflect with young people on their development and learning	<p>1.1 Environments and times where young people can reflect constructively on their experiences are actively and appropriately created.</p> <p>1.2 Methods used to enable young people to reflect on their experiences and tease out their learning are of appropriate variety.</p> <p>1.3 Young people actively assisted to develop their skills by reflection and learning from experience.</p> <p>1.4 An even balance is maintained between reviewing the tasks or activities carried out and reviewing group process or issues.</p> <p>1.5 Young people actively encouraged, by personal example, to value each other's learning and disclosures.</p> <p>1.6 Active and sensitive support is provided to enable young people to deal with experiences and learning they find painful.</p> <p>1.7 Work with young people to develop their ability to take charge of their own review sessions is effectively carried out.</p> <p>1.8 Constructive feedback on own role in youth work activities and review sessions is appropriately solicited and acted upon.</p>

- 2 Help young people to transfer their learning to other parts of their lives
- 2.1 Young people are enabled through appropriate means to identify links between their learning from youth work experience and other areas of life and consider how each might benefit from the other.
  - 2.2 The benefits of ongoing learning clearly explained and promoted.
  - 2.3 Young people are enabled to develop clear and achievable aims and goals for future action based on their learning.
  - 2.4 Young people are appropriately helped to distinguish between learning needs that can be addressed at the time and their ongoing development needs.
  - 2.5 Young people are actively encouraged to develop realistic and achievable personal and group development plans based on their learning and on their future goals.
  - 2.6 Assistance given to young people to check that development plans are realistic and in line with their learning styles is effective.
  - 2.7 Sources of support agreed on with young people to help them carry out their development plans are suitable.
  - 2.8 Assistance given to young people to identify how they can continue to review their further development is suitable and appropriate to their developmental stage.

## RANGE STATEMENTS

Environments to include:

- Group meetings (clubs or associations meetings or specially arranged)
- Workshop sessions
- Electronic conferencing/discussion
- retreat

Variety of methods:

- individual reflection
- discussions
- group and individual activities

Learning needs may be:

- individual, group
- emotional, spiritual, cognitive, physical
- knowledge and skill

Learning styles:

- Activist
- Reflector
- Theorists
- Pragmatist

Reviewing methods and activities include:

- Group discussion
- One-to-one liaison
- Peer reflection
- Written evaluation instruments
- Open disclosure
- Anonymous disclosure

Facilitation skills include:

- Participatory techniques
- Use of focus groups
- Interactive learning
- Creativity techniques
- Use of playful approaches to solve problems

Listening skills include:

- paraphrasing
- drawing people out
- mirroring
- making space

Young people may include:

- Homogenous groups
- Cross-cultural groups
- Cooperative persons
- Confrontational persons

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to enable young people to use their learning to enhance their future development in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Worker demonstrates:

- a non judgemental approach in their work
- actively upholds, supports and promotes the rights of young people
- the ability to enable young people to reflect on their learning
- the ability to help young people to identify links between aspects of their lives and their learning from youth development work opportunities
- the ability to work effectively with young people

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- why it is important to encourage young people to reflect on their own experiences and draw their own learning from them
- how to create an environment where it is safe to talk openly and honestly about experiences, learning and aspirations
- a variety of reviewing methods and activities, including some that young people can learn to do for themselves
- how to monitor the group dynamic and enable the group to focus on the most important issues for them
- how to listen actively to what is and is not being said and reflect this back to young people
- a range of facilitation skills which work towards empowering young people
- techniques for helping young people to deal with experiences and learning they find painful
- sources of further support to help young people deal with issues which are beyond your remit
- how to give and receive feedback
- why it is important to help young people relate their learning from youth work experiences back to other areas of life
- how to explain and promote the benefits of ongoing learning, and sources of support
- planning techniques and how to set achievable goals
- how to determine which development goals should be addressed formally through a sustained approach and which goals would be better met informally
- how to work out development plans and learning contracts
- learning styles and other theories relevant to development planning
- other sources of support for young people as they implement their development plans
- ways of monitoring and reflecting on development during implementation
- communicate effectively

Skill

The ability to:

- help young people to reflect on their learning,
- help young to identify links between what is learnt and other parts of their lives,
- help young to develop goals that will enable the use of what is learnt in various aspects of their lives
- help young to decide on and take actions that can help to achieve those goals;
- help young to develop ongoing learning plans.

**(4) Resource Implications**

- Access to a relevant workplace or an appropriately simulated environment where assessment may take place.

**(5) Method of Assessment**

Competency is demonstrated by performance of all stated criteria in the context of the range of variables.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element.

Assessment activities may also include written or verbal short answer testing, practical exercises, role plays, research/project work or observation of practical demonstration

**(6) Context of Assessment**

- This unit is most appropriately assessed in the workplace under the normal range of workplace conditions
- Assessment may be conducted on one or more occasions, but should include the normal range of workplace activities

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSSYDW0362A****Manage your work and create effective work relationships**

Competency Descriptor :

This unit deals with the skills and knowledge required to enable the youth worker to work in line with organisational strategies, policies and procedures, contribute to team performance, and maintain relationship with managers and policy makers.

Competency Field:

Youth Development Work

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1	Work in line with organisational strategies, policies and procedures	1.1	Identify correctly the organisational procedures relevant to your role and the sites where you work.
		1.2	Work consistently according to organisational procedures.
		1.3	Collect and process money accurately and consistently in line with organisational procedures.
		1.4	Ensure that young people's involvement in youth work is always within safety and legal boundaries.
		1.5	Identify accurately situations requiring immediate action and take appropriate action promptly.
		1.6	Identify all situations which are beyond your own competence or remit and seek appropriate help.
		1.7	Communicate regularly with other team members about what you are doing and action you have taken.
		1.8	Maintain accurate, up-to-date and complete records of your work.
		1.9	Tendency to observe time, deadlines and commitments is demonstrated.
2	Fulfil your responsibilities to colleagues and teams	2.1	Establish open, honest and appropriate professional relationships with colleagues.
		2.2	Identify, clarify and agree your objectives and role boundaries in conjunction with colleagues.
		2.3	Offer support to colleagues and ask for additional support in your work when necessary.
		2.4	Carry out your responsibilities as agreed with colleagues, taking account of other priorities and commitments.

- |    |      |   |
|----|------|---|
|    | 2.5  | Share information and views with colleagues, in ways that are clear, accurate and complete.   |
|    | 2.6  | Respond constructively to challenge, advice and support offered by colleagues.  |
|    | 2.7  | Work with other team members to regularly review and improve the way teams work together.   |
|    | 2.8  | Communicate with your colleagues openly and honestly, and deal with differences of opinion and conflicts in ways that maintain respect for all parties. |
|    | 2.9  | Actively value diversity within the teams of which you are a member.  |
|    | 2.10 | Assist colleagues to achieve their potential  |
| 3. | 3.1  | Maintain effective relationships with managers and decision makers  |
|    | 3.1  | Maintain an effective relationship with all those to whom you have reporting responsibilities.  |
|    | 3.2  | Maintain effective working relationships with any other decision makers who affect your job role.   |
|    | 3.3  | Consistently identify the concerns and priorities of managers and other decision makers.  |
|    | 3.4  | Maintain regular communication with managers, and other decision makers affecting your role about youth work activities and issues.                     |
|    | 3.5  | Present plans for your work with young people to your manager and other relevant decision makers.   |
|    | 3.6  | Modify and negotiate acceptance of your plans.  |

## RANGE STATEMENTS

Situations requiring immediate action include:

- Hazardous, involving contravention of law against organizational procedure

Abuse include:

- emotional
- neglect
- physical
- sexual
- verbal

Decision makers may include:

- young people
- management committees
- steering groups
- trustees
- local council committees
- advisory groups
- patrons

Colleagues can include:

- members of your team
- members of related teams
- manager
- colleagues working on the same and/or different sites
- full-time, part-time, volunteer colleagues
- 

The way teams work together can include:

- decision making
- reviewing team progress
- supporting learning within the team
- sharing best practice
- delivering results
- information gathering and dissemination through internet

Regular communication:

- should be proactive
- keeping key decision makers informed
- involved and enthusiastic about your work
- trustworthy and impersonal
- with internal & external stakeholders

Value diversity includes:

- recognizing and valuing different beliefs and cultures
- experiences
- attitudes
- values seeking to establish positive relationships with people who are different from you

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to create effective work relationships in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Worker demonstrates ability to

- identify situations requiring immediate action and take appropriate action promptly
- maintain accurate, up-to-date and complete records of his/her work
- respond constructively to challenge, advice and support offered by colleagues
- communicate with his/her colleagues openly and honestly, and deal with differences of opinion and conflicts in ways that maintain respect for all parties.
- present plans for work with young people to his/her manager and other relevant decision makers

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- your role as a youth worker and the limits of your remit
- organisational procedures, including those on confidentiality, safeguarding young people and protect workers from allegations of abuse
- the organisational procedures for the sites and settings where you work
- organisational procedures for collecting and processing money

Knowledge (Cont'd)

Knowledge of:

- legal and safety limitations on young people's involvement in youth work administration
- organisational situations where you may take action, and procedures for doing so.
- sources of support for workers and young people, and relevant procedures
- importance of communicating actions and decisions to others
- organisational procedures to maintaining and storing records
- nature of the inter-relationships between yourself and others with whom you work, and how this may affect your ability to work effectively
- range of authority and responsibilities of your manager and other key decision makers
- structure of steering groups, council committees etc., which directly affect your job role and remit
- policies and procedures concerning the funding of work with young people and the budgeting process, as they affect your job role
- presentation and negotiation skills
- techniques for providing and receiving effective feedback
- principles for effective conflict resolution
- organisational requirements for record keeping and procedures on confidentiality
- the importance of maintaining good communication with manager and other decision makers who affect your job role
- your own reporting lines and role
- why it is important to clarify your job role and how it relates to those of colleagues
- types of support, including advice and information, sharing skills, direct help in undertaking a piece of work, offering constructive feedback
- the benefits of team and individual goal setting
- reporting relationships and communication channels with colleagues and teams
- the benefits of continuous review of the way you work together with colleagues
- support mechanisms within your work area

Skill

The ability to:

- collect and processing money
- involve young people in youth work administration
- communicate actions and decisions to others
- maintain and store records
- offer constructive feedback
- resolve conflicts
- maintain good communication with manager and other decision makers
- help others maximize their potential
- make presentation and negotiate

**(4) Resource Implications**

- Access to a relevant workplace or an appropriately simulated environment where assessment may take place

**(5) Method of Assessment**

- assessment may include observation, questioning and evidence gathered from the workplace environment

**(6) Context of Assessment**

- This unit is most appropriately assessed in the workplace under the normal range of workplace conditions
- assessment may be conducted on one or more occasions

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>
Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSSYDW0252A Identify and secure resources for youth work

Competency Descriptor :

This unit deals with the skills and knowledge required to explore resources, develop and present proposals and negotiate for and secure available resources.

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Explore the range of available resources	1.1	Establish clear goals for the type of support you are seeking.
		1.2	Maintain an up-to-date list of organisations and individuals providing resources for your work.
		1.3	Establish and maintain positive relationships with existing resource holders.
		1.4	Develop and maintain an up-to-date list of resources contacts and opportunities.
		1.5	Develop effective working relationships with potential resource holders.
		1.6	Keep existing and potential resource holders up-to-date and informed about youth work activities, successes and needs.
		1.7	Identify accurately the limits and constraints of available and potential support.
		1.8	Ensure that activities are in line with priorities of resource holders without compromising the values or focus of your work.
		1.9	Develop a realistic and detailed initial plan of action to bid for resources.
2	Develop and present proposals to meet identified needs	2.1	Ensure you have the information you need to pull together bids.
		2.2	Agree the scope and detail of your bids in advance with the interested parties.
		2.3	Provide decision makers with the information they require to make decisions.
		2.4	Identify the strengths and weaknesses of your case and prepare your proposals to take account of these.

- 2.5 Demonstrate that your objectives are achievable and in-keeping with those of decision makers.
  - 2.6 Demonstrate that you have the capabilities to achieve the required outcomes.
  - 2.7 Deal courteously with decision makers at all times.
  - 2.8 Respond promptly and appropriately to decision makers' queries for additional information.
- 3 Negotiate for and secure resources to support youth work opportunities
- 3.1 Negotiate amendments and contractual arrangements relevant to the resource provision in a spirit of goodwill and co-operation.
  - 3.2 Provide promptly any information required to fulfil contractual requirements.
  - 3.3 Inform promptly all interested parties of the outcome of your bid.
  - 3.4 Ensure that any formalities are completed within the required timescales.
  - 3.5 Conclude your negotiation in a way that maintains the trust, respect and goodwill of all interested parties involved in the negotiations.
  - 3.6 Ensure that any renegotiation of conditions of the contract maintains the best interest of your client group at all times.
  - 3.7 Ensure that all who will use the resource understand clearly the conditions that apply to its use.
  - 3.8 Set up clear arrangements for reporting to the resource provider on the use and benefits of the resource.
  - 3.9 Ensure that resource provider is informed of any change in negotiated condition for use of resources provided.

## RANGE STATEMENTS

### Goals:

- young people's
- organizational

### Resources may include:

- expertise
- money
- facilities

### Resource holders may include:

- local authority, committees and managers
- charitable trusts
- grant making bodies (local & international)
- private sector organizations
- ministries of Governments
- service clubs

### Contacts include:

- key individuals in resource-holding organizations

### Opportunities contacts include:

- key events
- projects or short term funds

### Limits that are:

- legal
- procedural
- imposed by resource holder

### Required information:

- Specified in formal bidding information, as requested

- equipment
- services and time (particularly if provided voluntarily)

### Proposals which are written and presented for:

- major projects
- minor projects

### Decision makers may include:

- senior managers
- officers of local and national government,
- company managers

### Capabilities in terms of management:

- interpersonal skills
- time management
- decision making
- negotiating
- facilitating

### Information may include:

- details of responsible people
- detailed plans and progress reports
- evaluation reports

Information may include:

- background to your organization/group
- proposed objectives
- methods
- responsibilities
- timings and costs

Conditions relating to contracts include:

- budgetary
- use of funds
- record keeping
- copyright

Interested parties:

- young people
- colleagues
- senior managers
- committee members

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to identify and secure resources for youth work in accordance with the performance criteria and the range listed within the range of variables statement

### (1) Critical Aspects and Evidence

Worker demonstrates the ability to:

- establish clear goals
- establish and maintain positive relationships
- make a business case for youth work
- promote the benefits of his/her work
- communicate and negotiate with resource holders
- negotiate for and secure resources
- develop and present proposals

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- the overall aims and objectives of your work
- the priorities and focus of actual and potential resource holders
- how to maintain positive relationships with resource holders
- resources of information on resourcing opportunities, both within the statutory and charitable sectors
- who the key decision makers are within resource holding bodies and how they operate
- marketing and communication skills
- negotiation skills
- how to make a business case and promote the benefits of your work
- organisational policies and procedures on acquisition of resources
- your organisation's track record in past delivery of youth work
- any history of the relationship with the decision maker's organisation
- the scope, available resources and purpose of the funding body and any constraints under which they operate
- who the key decision makers are within the funding body and how they operate
- what information is required by the funding organisation and the correct format for the presentation of your proposal
- the overall aims and objectives of your proposal
- how to make a business case and promote the benefits of your programme of work
- how to communicate and negotiate with resource holders
- negotiation skills and your scope to manoeuvre and renegotiate
- alternative sources of funding and possible provision of youth development opportunities
- how to set up processes to ensure that resources are used carefully and within any conditions imposed
- how to set up communication on the use and benefits of the resources of youth work.
- Security of resources procured
- Accountability to resource provider

Skill

The ability to:

- maintain positive relationships with resource holders
- make a business case for youth work
- promote the benefits of your work
- make a business case and promote the benefits of your programme of work
- communicate and negotiate with resource holders
- set up processes to ensure that resources are used carefully
- set up communication on the use and benefits of the resources of youth work.

**(4) Resource Implications**

- Access to a relevant workplace or an appropriately simulated environment where assessment may take place.

**(5) Method of Assessment**

- assessment may include observation, questioning and evidence gathered from the workplace environment
- assessment may be conducted on one or more occasions, but should include the normal range of workplace activities

**(6) Context of Assessment**

This unit is most appropriately assessed in the workplace under the normal range of workplace conditions

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSSYDW0222A****Establish links with organisations and agencies to support youth work services**

Competency Descriptor :

This unit deals with the skills and knowledge required to identify and engage organisations and agencies that can contribute to the development and the achievement of young people

Competency Field:

Youth Development Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1 Identify organisations and agencies that can contribute to the development and the achievement of young people	1.1 Identify clearly how other agencies can support your work with young people and the role that they might play.  1.2 Identify accurately contact points for agencies relevant to your work with young people in the local community.  1.3 Identify accurately contact points for providers of opportunities for young people in the local community and the role that they might play.  1.4 Establish constructive contact with a named individual in each organisation wherever possible.  1.5 Collect up to date and useful information on services provided which are relevant to the young people with whom you work.  1.6 Evaluate objectively the usefulness of contacts and share them with colleagues in line with codes of ethics and equality.  1.7 Obtain relevant guidance before using another provider in order to evaluate the quality of their service.  1.8 Record contacts comprehensively and keeps information up to date.
2 Engage the involvement of key groups and individuals in the community	2.1 Identify accurately key agencies, players, issues and cultures in the communities where young people live.  2.2 Prioritise realistically and make contact constructively with key groups and interests within the community.  2.3 Use communication styles appropriate to the culture of the group or individual.

- 2.4 Be sensitive to the local area's political dimensions in your actions and your relationships with key groups and individuals.
- 2.5 Explain your role and youth work activities clearly and accurately.
- 2.6 Ensure that your role relates appropriately to that of other groups and individuals working in the community.
- 2.7 Agree ways of maintaining ongoing, constructive contact with groups and individuals.
- 2.8 Build positive relationships based on mutual respect.
- 2.9 Record contact details and relationship history in an accurate form that is understandable to others.

## RANGE STATEMENTS

Agencies relevant to work with young people may include:

- central and local government organisations
- advice agencies
- professional bodies
- social services
- education department
- voluntary groups
- issue-based organisations

Providers of opportunities may include:

- education and training providers
- venues for residentials
- activity providers
- employers
- providers of goods and services

Other groups and individuals may include:

- young people
- parents and carers
- schools
- police

Contact may be through formal or informal opportunities including:

- local events
- personal approach
- public meetings
- council meetings
- forums

Political dimensions may include:

- ongoing issues
- sources of power
- relationships with decision-makers

- social services
- leisure facilities
- other statutory and voluntary organizations
- probation officers
- counselors

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to establish links with organizations and agencies to support youth work services in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Worker demonstrates the ability to:

- establish constructive contact
- identify accurately contact points for providers of opportunities for young people
- evaluate objectively the usefulness of contacts
- prioritise realistically and make contact constructively with key groups and interests
- use communication styles
- build positive relationships
- record contact details and relationship history

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- types of agencies relevant to work with young people
- why it is important to develop and maintain good relationships with other organisations
- how to make initial contact and maintain constructive dialogue with agencies and providers
- why it is important to evaluate objectively the quality of services offered to young people by other organisations
- where to get guidance on evaluating the quality of providers of services or activities to young people
- your organisation's policy on using and evaluating other providers of youth work services and activities
- organisational codes of ethics
- organisational procedures on record keeping
- why it is important to build and maintain good relationships with the communities in which young people live

#### Skill

The ability to:

- develop and maintain good relationships with other organisations
- make initial contact and maintain constructive dialogue with agencies and providers
- evaluate objectively the quality of services offered
- build and maintain good relationships with the communities in which young people live
- explain your role and youth work activities

Knowledge

Knowledge of: (Cont'd)

- 
- types of groups and individuals who are likely to be key players in a community
- a variety of methods for making appropriate contact with groups and individuals
- customs, communication styles and requirements of key groups within a community
- impact of local and national politics on the community
- key concerns and issues in the community related and unrelated to young people
- how to explain your role and youth work activities

**(4) Resource Implications**

- Access to a relevant workplace or an appropriately simulated environment where assessment may take place.

**(5) Method of Assessment**

- assessment may include observation, questioning and evidence gathered from the workplace environment
- assessment may be conducted on one or more occasions

**(6) Context of Assessment**

This unit is most appropriately assessed in the workplace

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSSYDW0372A      **Manage youth projects**

Competency Descriptor :

This unit deals with the skills and knowledge required to contribute to the planning, preparation, evaluation and review and to co-ordinate the running and completion of projects.

Competency Field:

Youth Development Work

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Contribute to project planning and preparation	1.1	Work effectively with relevant people to identify the project's aims and objectives.
		1.2	Identify clearly the key groups of people who will need to be involved in the project's development.
		1.3	Provide relevant information on the feasibility, critical success factors, risks and constraints associated with the project.
		1.4	Develop project document in line with its aims and constraints.
		1.5	Propose achievable strategies to deal with the main anticipated contingencies and risks.
		1.6	Estimate realistically and cost accurately the human and physical resources required to carry out the project's tasks.
		1.7	Identify clearly the people needed to help implement the project.
		1.8	Set up appropriate processes to obtain the necessary resources.
		1.9	Set up effective monitoring, control and evaluation processes for the project.
		1.10	Check thoroughly all aspects of the project planning with relevant people and make constructive use of their feedback.
2	Co-ordinate the running of projects	2.1	Monitor and evaluate project work in ways that are consistent with agreed plans.
		2.2	Work effectively with team members and other relevant people to review project progress regularly.
		2.3	Identify accurately emerging successes, risks and contingencies.

- 2.4 Identify promptly team members' and other relevant people's difficulties.
  - 2.5 Identify accurately ways of improving project work or resolving problems.
  - 2.6 Actively support and encourage team members.
  - 2.7 Consult team members and other relevant people before making changes to plans, activities or resources.
  - 2.8 Provide relevant information on project progress to team members and other relevant people in a format which is appropriate to their needs.
  - 2.9 Actively seek and assess information from team members and other relevant people that may affect the running of the project.
- 3 Contribute to project evaluation, review and completion
- 3.1 Confirm that the project's goals have been achieved in line with agreed measures.
  - 3.2 Complete thoroughly all necessary procedures to complete the project.
  - 3.3 Evaluate the project in line with the evaluation methods agreed.
  - 3.4 Work effectively with relevant people to compare what was planned, what actually happened and what changes had to be made.
  - 3.5 Identify accurately key learning from the project.
  - 3.6 Ensure that all records and documents relating to the project are accurate, complete and securely stored for future use.
  - 3.7 Present the findings from the project in oral and written formats.
4. Conduct project review and impact assessment
- 4.1 Data collection data designed is appropriate for the collection of relevant data.
  - 4.2 Collect necessary information from relevant people on the effectiveness of the project and their level of satisfaction with it.
  - 4.3 Subjects to be included in assessment sample are correctly identified and include persons who benefit from the project under review.

- 4.4 Appropriate methods are applied in an effort to measure the extent to which project objectives are achieved
- 4.5 Findings of review and assessment exercise are appropriately documented correctly used to inform future interventions.
- 4.6 Cost benefit analysis conducted and the relative value of the project correctly determined.

## RANGE STATEMENTS

Relevant people may include:

- young people
- team members
- colleagues working at the same level
- higher-level managers or sponsors
- specialists
- resource holders
- community groups

Constraints may include:

- resource availability
- organizational policy
- group values and policy

Resources:

- funding
- buildings
- equipment
- services and time (particularly if provided voluntarily)

Evaluation may be:

- for the project participant
- for the team
- for other relevant people

Impact assessment may involve:

- tracer study
- pre & post test
- longitudinal study
- cost benefit analysis
- social impact assessment

Team members are:

- people exclusively involved in the project
- people who have other responsibilities and priorities

Necessary procedures may relate to:

- finance
- resources
- people
- equipment
- materials

Evaluation methods may be:

- quantitative
- qualitative

Changes may include changes to:

- plans
- project aims and objectives
- project scope

Learning may be about:

- aims
- scope and outcomes of the project
- project management

Stakeholder analysis involve:

- focus group discussion
- interviews
- trans-sectoral review

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to manage youth work projects in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Worker demonstrates the ability to:

- Identify project's aims and objectives.
- Develop detailed plans for the project.
- Estimate and cost the human and physical resources required to carry out the project's tasks.
- Set up monitoring, control and evaluation processes for the project.
- Monitor and evaluate project work.
- Identify emerging successes, risks and contingencies.
- Ensure that all records and documents relating to the project are accurate, complete and securely stored.
- Present findings from a project in oral and written formats.
- Conduct impact assessment

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- why it is important to plan projects effectively
- why it is important to be aware of the links between projects and wider organisational objectives
- project planning tools and techniques
- the importance of agree the project's scope and plan with relevant people
- the main contingencies and risks in youth work projects, and how to plan for them
- why it is important to set up effective monitoring and control methods
- communication and negotiation skills
- a range of evaluation methods
- organisational policies and procedures relevant to project planning
- why it is important to maintain team morale and commitment during project implementation
- the types of problems which team members and other relevant people may experience
- a range of leadership styles appropriate to managing projects
- how to identify and assess emerging risks
- the importance of managing change in a flexible and motivating way
- how to make a business case and promote the benefits of your programme of work
- alternative sources of funding and possible provision of youth development opportunities
- how to set up processes to ensure that resources are used carefully and within any conditions imposed
- how to set up communication on the use and benefits of the resource to youth work
- the importance of implementing and staying within resource control mechanisms and how to do this
- the concept – impact assessment
- techniques in conducting impact assessment
- the importance of keeping all team members and other relevant people up to date with project progress
- a variety of communication styles
- the scope, available resources and purpose of the funding body and any constraints under which they operate
- who the key decision makers are within the funding body and how they operate
- your overall aims and specific objectives
- negotiation skills and your scope to manoeuvre and renegotiate

**Skill**

The ability to:

- plan projects effectively
- plan for contingencies and risks in youth work projects
- set up effective monitoring and control methods
- use communication and negotiation skills
- maintain team morale and commitment during project implementation
- apply a range of leadership styles appropriate to managing projects
- identify and assess emerging risks
- manage change in a flexible and motivating way
- prepare project document
- implement project and staying within resource control mechanisms
- keep all team members and other relevant people up to date with project progress
- manoeuvre and renegotiate
- make a business case and promote the benefits of your programme of work
- set up processes to ensure that resources are used carefully and within conditions imposed

**(4) Resource Implications**

- Access to a relevant workplace or an appropriately simulated environment where assessment can take place.

**(5) Method of Assessment**

- assessment may include practical exercises, role-plays, research/project work or observation of practical demonstration and evidence gathered from the workplace environment

**(6) Context of Assessment**

- This unit is most appropriately assessed in the workplace under the normal range of workplace conditions
- assessment is best conducted over time to allow demonstration of competence in the areas listed in the Critical Aspect and Evidence.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSSYDW0442A **Promote a culture to safeguard the welfare of young people**

Competency Descriptor:

This unit deals with the skills and knowledge required to co-ordinate response to signs or disclosure of abuse, safeguard young people's welfare and enable young people to safeguard their own welfare and maintain youth work practice.

Competency Field: Youth Development Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Enable young people to safeguard their own welfare	1.1 Provide suitable opportunities that encourage young people to assert themselves. 1.2 Provide clear and relevant information in good time to young people about potentially risky situations. 1.3 Work effectively with young people to identify ways to keep safe which are appropriate to them. 1.4 Communicate information clearly to young people in ways that are appropriate to their level of maturity. 1.5 Use appropriate opportunities to raise young people's awareness about what is abusive language and behaviour by others. 1.6 Provide young people with appropriate guidance on what they could do if they or their friends have experienced abuse. 1.7 Follow organisational procedures and policies designed to safeguard young people and yourself from allegations of abuse.
2. Maintain youth work practice in order to safeguard young people's welfare	2.1 Ensure that colleagues and young people are aware of current organisational procedures on safeguarding young people's welfare. 2.2 Plan work so as to minimise situations where abuse can occur. 2.3 Use supervision effectively as a means of protecting young people. 2.4 Follow correctly organisational procedures and policies designed to safeguard young people and yourself from allegations of abuse.

- 2.5 Actively support other staff and volunteers in following procedures and guidelines.
  - 2.6 Ensure that other staffs are correctly trained in how to deal with a disclosure of abuse.
  - 2.7 Inform young people clearly and sensitively of their right to talk with an independent person about possible abuse.
  - 2.8 Report immediately any incident that could be misinterpreted or any allegation made against other staff or volunteers.
3. Co-ordinate a response to signs or disclosure of abuse
- 3.1 Ensure that other staff and volunteers know how to respond promptly, correctly and calmly to a young person's disclosure of abuse.
  - 3.2 Ensure that other staff know the organisational procedures for reporting and dealing with a disclosure of abuse
  - 3.3 Collect accurate and relevant information about the abuse only within the limits of a youth worker's remit, as set down in organisational procedures.
  - 3.4 Inform the young person sensitively about possible sources of help and relevant people who will need to be informed.
  - 3.5 Follow agreed procedures for confidentiality at all times.
  - 3.6 Record complete information on the disclosure accurately as soon after the disclosure as possible.
  - 3.7 Provide required information about the abuse to a relevant person according to the policies and procedures of your organisation.
  - 3.8 Respond promptly to legitimate requests for reports on incidents, disclosures of suspicions of abuse.
  - 3.9 Contribute to cause conferences as required by the agency handling the investigation.

## RANGE STATEMENTS

Young people refers to:

- young people from diverse social and/or cultural backgrounds
- people of different sexual orientation
- young people with disabilities
- males
- females

Maturity may be:

- physical
- intellectual
- emotional
- social

Abuse may be:

- physical
- neglect
- emotional
- sexual
- bullying
- harassment

Other staff and volunteers may include:

- paid staff
- volunteers
- full time and part time staff
- line managers or supervisors
- policy makers

Incident that could be misinterpreted include:

- incident where a member of staff, volunteer or young person innocently and inadvertently contravenes protection procedures

Disclosure may be by:

- an external person
- a staff member or volunteer

Relevant people may include:

- colleagues
- external agencies
- parents/carers
- depending on circumstances and organizational procedures

Reports may be:

- verbal
- written
- set forms

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to promote a culture to safeguard the welfare of young people in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Worker demonstrates the ability to:

- Communicate information clearly to young people
- to raise young people's awareness about what is abusive language and behaviour by others.
- Plan work so as to minimise situations where abuse can occur
- Co-ordinate a response to signs or disclosure of abuse
- safeguard young people's welfare
- Enable young people to safeguard their own welfare

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- the importance of young people being able to protect themselves from abuse and why being self-assertive is helpful
- how to encourage young people to be assertive
- why self-worth and self-esteem are important to young people protecting themselves from abuse
- the difference between appropriate and inappropriate behaviour and how to talk to young people about this
- what young people could do if they or their friends have been abused and how to give them guidance on this
- organisational procedures relevant to child protection and why it is important to follow them
- organisational policies and procedures for the protection of young people from abuse
- the situations and practices which make it easy and difficult for abuse to occur
- how to use supervision to protect young people from the possibility of abuse
- why it is essential for all staff and volunteers to abide by procedures to safeguard young people and themselves from allegations of abuse
- why it is important that young people should be able to talk to an independent person
- organisational procedures on dealing with disclosures of abuse and guidelines produced by relevant agencies
- why it is important for all staff and volunteers to report immediately any incident that might be misinterpreted
- the common signs and indicators of physical, emotional, sexual abuse, neglect, bullying and harassment in young people
- the importance of responding promptly and calmly to a young person's disclosure of abuse and how to do so
- the organisational procedures defining the limits of your remit to respond to disclosures of abuse

Skill

The ability to:

- encourage young people to be assertive.
- talk to young people about appropriate and inappropriate behaviour
- use supervision to protect young people from the possibility of abuse
- identify common signs and indicators of physical, emotional, sexual abuse, neglect, bullying and harassment in young people.
- respond to a young person's disclosure of abuse

Knowledge

Knowledge of: (Cont'd)

- why it is important to make it clear to the young person that other people will need to be informed
- who are the people who will need to be informed
- procedures for investigation of abuse and for the alleged abuser
- what sources of further help are available for young people who might have been abused
- why confidentiality is important – who should and should not be informed of possible abuse
- the information needed for case conferences and how to provide it

**(4) Resource Implications**

- Access to a relevant workplace or an appropriately simulated environment where assessment may take place.

**(5) Method of Assessment**

- Assessment activities may also include written or verbal short answer testing, practical exercises, role-plays, research/project work or observation of practical demonstration.
- assessment may be conducted on one or more occasions,

**(6) Context of Assessment**

This unit is most appropriately assessed in the workplace under the normal range of workplace conditions

**CRITICAL EMPLOYABILITY SKILLS**

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Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSSYDW0522A: Guide and support young people on or prior to becoming parents**

Competency Descriptor :

This unit relates to the skills and knowledge required to give support to young people in their parenting roles . This unit outlines what is usually expected of workers who provide this service.

Competency Field:

Youth Development Work

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Develop a collaborative relationship with the parent/s and significant others	1.1	Time is spent with the parent/s and significant others to develop an understanding of their perspectives and experiences .
		1.2	Language and communication used are appropriate and at the level of the client.
		1.3	Strategies to develop trust in the service and the worker are used as required.
		1.4	Care is taken to ensure privacy is maintained within the community.
		1.5	Information about contact is recorded to enable accurate and relevant communication next time
		1.6	Conversations initiated with parent/s are relevant to their lives and perspectives .
		1.7	Conflict situations are identified and appropriately managed
2	Provide information to parent/s	2.1	Information provided is relevant and timely.
		2.2	Questions and concerns are answered or relevant information sought out for parent/s
		2.3	Advice is given within the limitations of the worker's expertise .
		2.4	Information provided about the child is based on specific observations .
		2.5	Resources are suggested for the child
		2.6	Referral to relevant services is arranged after consultation with parent/s, as required.

- |   |  |  |
|---|--|--|
| 3 | Listen to parent/s concerns or problems                    | 3.1 Sufficient time is given according to the seriousness of the concern and the level of the parent's distress.                   |
|   |  | 3.2 Referral to an appropriate service is arranged as relevant.  |
|   |  | 3.3 Ideas/suggestions given to the parent are relevant to the parent's feelings.   |
|   |  | 3.4 Concerns are listened to in a respectful manner.   |
|   |  | 3.5 The child's progress and needs are discussed with the parent with sensitivity to the parent's feelings.                        |
|   |  | 3.6 Strategies for self to debrief after emotionally demanding communication with parent/s are used.                               |
| 4 | Develop parent's capabilities in caring for their children | 4.1 Strategies that the parent is already using that are effective are reinforced.   |
|   |  | 4.2 Care strategies are demonstrated to parent/s.  |
|   |  | 4.3 Strategies to foster the child's development are suggested to parents, according to the parent's energy and focus of interest. |
|   |  | 4.4 The significance of play for children is promoted to parents.  |

## RANGE STATEMENTS

Families may require support due to:

- isolation due to distance, language, circumstances
- additional needs of their child
- crises and emergencies

Support may be provided by such means as:

- libraries
- mobile services
- play groups
- home visiting
- respite care
- advice and information
- referral

Strategies to develop trust in the service may include:

- developing a rapport with the child first
- remembering and using names of the child/children on each visit and using information gathered previously
- offering non threatening assistance in the first instance eg. Toys

Information may be provided to parents about:

- resources available in the community
- development opportunities available in the community for the child
- where resources/materials may be purchased or borrowed
- the child's development, needs and abilities
- development opportunities for young parents (career)

## EVIDENCE GUIDE

### (1) Critical Aspects and Evidence

- Demonstrated ability to develop a collaborative working relationship with young parents to enhance their caring abilities

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- parent's experiences of parenting - anxieties, guilt
- impact of isolation on families and children - geographic, social, economic, cultural isolation
- community networking
- community resources
- stress management and debriefing strategies
- problem solving
- organisational standards, policies and procedures

#### Skill

The ability to:

- non judgemental listening
- cross cultural communication
- use of interpreters
- basic counselling skills
- appropriate self disclosure and openness when communicating with parents
- empathy with parent/s who are isolated or experiencing severe levels of stress
- skills to build rapport and trust
- empowerment
- adaptability and flexibility

### (4) Resource Implications

- Assessment requires access to a range of opportunities defined in the Range of Variables. This includes:
  - A childcare workplace
  - Access to children's services, resources and equipment
  - Access to the local environment

### (5) Method of Assessment

- Consistency in performance should be demonstrated across the range of supervisory activities the worker is expected to undertake

**(6) Context of Assessment**

- This unit could be assessed on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

**CRITICAL EMPLOYABILITY SKILLS**

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Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSSYDW0542A: Work with young people who abuse alcohol and/or other substances**

Competency Descriptor :

This unit relates to the skills and knowledge involve in providing basic support to young people with alcohol and other drugs issues .

Competency Field:

Youth Development Work

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1	Respond to cues	1.1	People with alcohol and/or other drugs issues are spoken and responded to in an unhurried and sensitive way.
		1.2	Distressed people are responded to in a relaxed and calm manner.
		1.3	Non verbal cues are responded to appropriately.
2	Assess the needs and status of persons	2.1	Reasons for seeking help are determined through discussions and other related information.
		2.2	Organizational parameters of confidentiality and policy/procedures are observed.
		2.3	Standardised alcohol and other substance abuse screening mechanisms are correctly used in assessing the current status of client.
3	Use self-protection strategies	3.1	Conflict resolution and negotiation are used as appropriate.
		3.2	Appropriate action is taken to ensure the safety of self and others .
4.	Provide services to meet client needs	4.1	Own limitation in addressing the situation is determined and appropriate help sought or referral made.
		4.2	Goals and action plans are negotiated with client and documented in accordance with organizational procedures.
		4.3	Programs planned and implemented are appropriate to achieving the goals agreed with clients.
		4.4	Relapse prevention strategies are carried out with client.
		4.5	The suitability other services is discussed and effort to make contact supported.

## RANGE STATEMENTS

Responses to people with alcohol and other drugs issues may include:

- talking to and reassuring them
- directing them to safety
- assisting or taking them to safety
- seeking assistance from family members or friends
- advocating lifestyle changes

Non verbal cues may include:

- signs of discomfort and/or distress
- immediate and obvious symptoms of intoxication

Established procedures include:

- national guidelines/policies and procedures for handling substance abusers
- organizational policies and procedures

Relapse prevention strategies may include:

- identification of drug use “triggers”
- working with individuals to develop responses to deal with “triggers”
- referral to self help groups
- stress management advise
- ongoing positive support
- monitoring progress
- developing support network
- role play
- discussion of strategies for stress management, money management, goal setting, prioritizing, problem solving, decision making, disengagement

Outcomes may include:

- measurement of harm minimization
- changes made during intervention and changes sustained over time
- those negotiated with the client as part of a management plan
- referral and acceptance to another treatment program or half-way house
- both positive and negative outcomes
- linkage with appropriate services

Current status of the client includes:

- determining readiness to change
- physical, emotional, financial, legal and psychosocial state and immediate needs in these areas
- other drug use in the family
- level of risk of deliberate self harm behaviours and/or harm to others

Emergency assistance may be from:

- other workers
- police
- health care professionals

Supporting a client to make contact with other services may include:

- making an appointment for the client
- accompanying client to first appointment
- organizing for another appropriate person to accompany the client to an appointment

Current information on related issues includes information on:

- meeting physical, emotional, financial and social needs
- contacts for self-help groups
- advocacy groups
- crisis and emergency contacts

Goals and action plans may be short term and long term and may include:

- harm minimization (including abstinence, controlled drinking, safe drug use)
- strategies to target reducing at risk behaviours
- vocational goals (employment and training)
- meeting immediate physical needs
- reintegration within social context
- ensuring personal safety
- management of crisis
- timelines and priorities

## EVIDENCE GUIDE

### (1) Critical Aspects and Evidence

- first aid certification or equivalent skills including cardio pulmonary resuscitation (CPR), bandaging, managing toxic substances, managing bleeding, managing broken bones, managing consciousness, managing choking and knowledge of coma positions
- an ability to provide support to people who may be intoxicated or distressed

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- immediate and obvious signs of intoxication
- strategies for self protection
- strategies for dealing with aggressive people or people in distress
- organisational requirements for dealing with people affected by alcohol and/or other substances
- alcohol and substance abuse recovery services in the community
- emergency contacts
- organisational policies and procedures for providing support to people with alcohol and/or other drugs issues
- approaches in relating to peer groups
- patterns of drug use in the local community
- a range of strategies for working with clients
- client empowerment/disempowerment
- self-esteem, abuse issues, self-awareness, own biases, ethical obligations, client centeredness
- suicidal or self harming behaviour, ideation or intention

#### Skill

The ability to:

- use clear and unhurried communication style
- apply non-judgemental approach to working with young people
- establish rapport
- apply active listening techniques
- resolve conflicts
- negotiate
- apply crisis intervention skills
- use advocacy

### (4) Resource Implications

- access to an appropriate workplace where assessment can take place
- resource availability for first aid certification or equivalent skills

**(5) Method of Assessment**

- assessment evidence to be gathered through several client contact situations
- assessment may include case study, observations or questioning

**(7) Context of Assessment**

This unit is most appropriately assessed in a naturally occurring environment or in a simulated one sufficient to cover instances mentioned in the range and relevant to youth work.

**CRITICAL EMPLOYABILITY SKILLS**

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Levels of Competency		
Level 1.	Level 2.	Level 3.
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Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **CSSYDW0662A: Facilitate provision of information to youths on sexual and reproductive health**

Competency Descriptor :

This unit relates to effective communication in the workplace and applying specialist communication techniques in providing information to youths on their sexual and reproductive health.

Competency Field: Youth Development Work

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1	Maximise personal effectiveness	1.1	Participate in personal and professional development activities to ensure own values and attitudes are identified.
		1.2	Demonstrate an understanding of the impact of own.
		1.3	Values and attitudes on client service delivery.
		1.4	Participate in appropriate skills development activities.
		1.5	Develop and implement strategies, which enable delivery of a service to clients that ensures that attitudes and values are not imposed on clients.
		1.6	Demonstrate acceptance of human rights and responsibilities.
2	Employ appropriate techniques with clients	2.1	All interactions with clients demonstrate respect and dignity for their rights.
		2.2	A range of non-verbal and verbal techniques is employed to ensure own attitudes and values are not communicated to clients (clients feel their attitudes and values are respected).
		2.3	A range of interpersonal techniques is employed to ensure own values are not imposed on clients.
		2.4	Provide referrals in situations where own personal and professional abilities do not match client needs.
		2.5	Apply a model of sexuality development in assessing clients' needs.
		2.6	Provide information about relevant legal issues in appropriate situations.

- 2.7 Operate in accordance with legal obligations to ensure compliance with duty of care obligations.
- 2.8 Develop and implement strategies which facilitate clients to express their own attitudes and values.
- 3 Provide information about sexual and reproductive health
  - 3.1 Undertake planning to ensure client needs will be met by the information to be provided.
  - 3.2 Provide sexuality information in a non-judgmental way.
  - 3.3 Implement strategies to ensure clients are provided with appropriate information that is age and culturally appropriate.
  - 3.4 Routinely evaluate the effectiveness of the information offered and review activities and strategies accordingly.
  - 3.5 Provide appropriate and relevant resources and materials to maximise effectiveness of information and ensure clients are provided with accurate information to enable them to maintain their sexual health.

## RANGE STATEMENTS

Exercising effective communication skills includes:

- identifying and evaluating what is occurring within an interaction in a non judgemental way
- making decisions about appropriate words, behaviour, posture
- using active listening
- sign clarifying, summarising questions
- putting together a response that is culturally appropriate
- expressing an individual perspective
- expressing own philosophy, ideology and background and exploring the impact of this on the communication

Non verbal communication includes:

- gestures
- posture
- facial expression

Imposing attitudes and values may be via:

- Body language
- Verbal
- Choice of contact
- Choice of activities
- Structure of group dynamics

Evaluation includes:

- Client survey instruments
- Seeking verbal feedback and affirmation from clients
- Follow up interviews with clients, their family, and carers

Types of interviews are:

- related to staffing issues
- routine
- confidential
- evidential
- non disclosure
- disclosure

Interviews may be carried out:

- on an individual or group basis by a range of employees/workers

Interviews will be carried out within requirements established by:

- international conventions relating to the rights of individuals
- organisation policy and procedures
- relevant program standards

Attitudes and values include in relation to:

- Sexual orientation
- Sexuality and ageing
- Sexuality and disability
- Sexual harassment

Education programs may include those related to:

- HIV, Hepatitis
- Sexually transmitted infections
- Safe sex practices
- Human reproduction
- Pregnancy
- Contraception
- Sexual health
- Relationships and intimacy

## EVIDENCE GUIDE

### (1) Critical Aspects and Evidence

- Provide appropriate information about sexual and reproductive health in a non-judgemental manner
- Demonstrated understanding of own attitudes and values and impact on service delivery
- asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- cross cultural communication protocols
- family system models
- recognition of communication styles of individuals
- dynamics of groups and different styles of group leadership
- different communication skills relevant to client group eg signing
- oral communication skills required to fulfil job roles as specified by the organisation/service.
- Impact of own values and attitudes
- personal and social values
- A positive self-esteem and self concept
- community resources and organisations
- basic anatomy and physiology of human sexuality
- sexual function and dysfunction
- pregnancy birth and contraception
- reproductive and sub-fertility issues
- STIs, HIV, and safer sex issues
- sexuality in cultural contexts
- sexuality events in the life cycle
- sexual assault and harassment
- sexual identity and orientation
- legal and ethical issues in sexuality

Knowledge

Knowledge of: (Cont'd)

- sexuality and disability
- sexuality and ageing
- Effective sexuality education
- Basic communication skills in sexuality
- youth sexuality
- Sexual health promotion and policy

Skill

The ability to:

- describe own attitudes and values
- communicate about sexuality effectively and comfortably
- create a positive learning environment and practice basic group work skills
- develop, implement and evaluate sexuality education programs
- work with cultural diversity
- work with youths and parents
- work with young people

**(4) Resource Implications**

- Access to appropriate workplace where assessment can take place or
- Human resources consistent with those outlined in the range
- Simulation of realistic workplace setting for assessment

**(5) Methods of Assessment**

- Assessment may include observations, questioning or evidence gathered from a workplace setting
- Assessment is recommended to be on more than one occasion or done over time

**(6) Context of Assessment**

- Competency must be demonstrated in a real work environment.
- In cases where the learner does not have the opportunity to cover all categories of the Range Statement in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios.
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Underpinning knowledge and Skills and consideration of required attitudes.
- Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSSYDW0093A: Develop and implement programs on HIV/AIDs, STIs and other related issues**

Competency Descriptor:

This unit relates to effective communication and the application of specialist communication techniques in providing information to youths and encouraging responsible approach to their sexuality and sexual behaviors.

Competency Field:

Youth Development Work

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1	Identify sexuality and sexual behaviour issues in the community	1.1	Interviews and other research methods are correctly used in determining community demographics, social trends and indicators.
		1.2	Issues relating to sexuality and sexual behaviour investigated and results used to inform policy formulation.
		1.3	Preventative strategies for health and well being of youths in the community are considered.
		1.4	Directions of existing policies to address deviant sexual behaviour are assessed and currency and relevance correctly determined.
		1.5	Social support networks for groups presenting with issues are reviewed and strategies for strengthening determined and implemented.
2	Design programs to effect HIV/AIDs & STI prevention	2.1	The need for education in the areas of sexuality and acceptable sexual behaviour for the specific target groups' needs is assessed and evaluated.
		2.2	Program objectives and content are consistent with identified needs of target individual/group.
		2.3	Support instructional materials developed are relevant and age appropriate.

- 2.4 Instructional media selected are appropriate.
- 2.5 The method of delivery to meet the specific needs that have been assessed such as small group or one to one education is planned.
- 2.6 Programs that are culturally inclusive from a broad range of perspective are designed.
- 2.7 Learning strategies and resources to enhance feelings of mutual respect that reflect the responsibilities of staff are utilised.
- 2.8 Strategies that facilitate clients to explore their own values and beliefs around sexuality are developed.
- 2.9 Issues of disclosure and privacy are responded to according to organisational policies and procedures
- 2.10 Program designed to share information on safe sexual behaviours and to prevent spread of HIV and other STI causing virus is age and culturally appropriate.
- 3 Implement programs to address sexuality and sexual behaviour issues
  - 3.1 Own values and attitudes in relation to sexuality and sexual behaviour and the impact they have on providing an effective education program are reviewed.
  - 3.2 Opportunity to share acceptable sexual behaviour is identified and acted upon.
  - 3.3 Learning programs are structured in a youth friendly way to demonstrate valuing of diversity and individual choice.
  - 3.4 Learning activities are managed and implemented in ways that encourage participation.
  - 3.5 Program implementation is consistent with its objectives.
  - 3.6 Communication skills are effective and appropriate.

- |   |   |     |  |
|---|---|-----|--|
| 4 | Evaluate program delivery and effectiveness | 4.1 | Changes in the target group's awareness of methods to improve sexual behaviour are measured and compared to the base line need.          |
|   |   | 4.2 | The input from other service providers in the broad area of sexuality and sexual behaviour is accessed to determine trends in behaviour. |
|   |   | 4.3 | Feedback from participants in the course or from one to one session is accessed and analysed for improvement opportunities.              |
|   |   | 4.4 | Broader social and policy issues are considered for possible impact on the program evaluation and review.                                |
|   |   | 4.5 | Program documentation is reviewed and improved upon.   |

## RANGE STATEMENTS

Exercising effective communication skills includes:

- identifying and evaluating what is occurring within an interaction in a non judgmental way
- making decisions about appropriate words, behavior, posture
- using active listening
- sign clarifying, summarizing questions
- putting together a response that is culturally appropriate
- expressing an individual perspective
- expressing own philosophy, ideology and background and exploring the impact of this on the communication

Interviews and other research methods are:

- one-to-one discussion with resource person
- brain storming sessions
- questionnaires

Interviews may be carried out:

- on an individual or group basis by a range of employees/workers

Non verbal communication includes:

- gestures and basic signing
- posture
- facial expression

Imposing attitudes and values may be via:

- body language
- verbal
- choice of contact
- choice of activities
- structure of group dynamics

Evaluation includes:

- client survey instruments
- seeking verbal feedback and affirmation from clients
- follow up interviews with clients, their family, and carers

Instructional aid include:

- posters
- music
- film
- print (flyers, stickers, roving bill boards, T-shirts)
- curricula/instructional guides

Interviews will be carried out within requirements established by:

- international conventions relating to the rights of individuals
- organization policy and procedures
- relevant program standards

Attitudes and values include in relation to:

- sexual orientation
- sexuality and ageing
- sexuality and disability
- sexual harassment

Education programs may include those related to:

- HIV, Hepatitis
- Sexually transmitted infections
- Safe sex practices
- Human reproduction
- Pregnancy
- Contraception
- Sexual health
- Relationships and intimacy

Opportunity to share include activities at:

- churches
- schools
- places of safety
- clubs
- one-to-one dialogue
- street corners
- public places
- health centers/institutions

## EVIDENCE GUIDE

### (1) Critical Aspects and Evidence

- Provide appropriate information about sexuality and sexual behaviors in a non-judgmental manner
- Demonstrated understanding of own attitudes and values and impact on service delivery
- Asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- cross cultural communication protocols
- family system models
- recognition of communication styles of individuals
- dynamics of groups and different styles of group leadership
- different communication skills relevant to client group e.g. signing
- oral communication skills required to fulfill job roles as specified by the organization/service.
- Impact of own values and attitudes
- personal and social values
- A positive self-esteem and self concept
- community resources and organizations
- basic anatomy and physiology of human sexuality

Knowledge

Knowledge of:

- sexual function and dysfunction
- pregnancy birth and contraception
- reproductive and sub-fertility issues
- STIs, HIV, and safer sex issues
- sexuality in cultural contexts
- sexuality events in the life cycle
- sexual assault and harassment
- sexual identity and orientation
- legal and ethical issues in sexuality
- sexuality and disability
- sexuality and ageing
- effective sexuality education
- basic communication skills in sexuality
- youth sexuality
- sexual health promotion and policy
- universal precautions

Skill

The ability to:

- describe own attitudes and values
- communicate about sexuality effectively and comfortably
- create a positive learning environment and practice basic group work skills
- develop, implement and evaluate sexuality education programs
- work with cultural diversity
- work with youths and parents
- work with young people
- use basic sign language

**(4) Resource Implications**

- Access to appropriate workplace where assessment can take place or
- Human resources consistent with those outlined in the range
- Simulation of realistic workplace setting for assessment

**(5) Consistency in Performance**

- Assessment may include observations, questioning or evidence gathered from a workplace setting
- Assessment is recommended to be on more than one occasion or done over time

**(6) Context of Assessment**

- Competency must be demonstrated in a real work environment.
- In cases where the learner does not have the opportunity to cover all categories of the Range Statement in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios.
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Underpinning knowledge and Skills and consideration of required attitudes.
- Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgment of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSSYDW0293A: Establish and maintain effective networks**

Competency Descriptor :

This unit relates to the skills and knowledge required in establishing and maintaining formal and informal collaborative relationships that directly impact on the effective operation of the organisation.

Competency Field:

Youth Development Work

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Develop cooperative working relationships and strategic alliances with other organisations	1.1	Information about relevant services, organisations, and key people is gathered and stored so it is up to date and accessible.
		1.2	Information about own service is provided to other organisations on request, and liaison with staff from relevant organisations occurs on a formal and informal basis to optimise client service delivery.
		1.3	Wherever possible, sharing of resources with other organisations to overcome duplication in service delivery is carried out
2	Represent the organisation	2.1	A positive image of the organisation is promoted at every available opportunity.
		2.2	Issues, policies and practices of the organisation are effectively communicated to a range of audiences in an appropriate format.
		2.3	Complaints about services are handled in accordance with the organisation's procedures.
3	Maintain networks	3.1	Networks and other work relationships are maintained to provide identifiable benefits for clients and the organization.
		3.2	Appropriate time and effort is applied to establishing and maintaining networks which assist achievement of work outcomes.
		3.3	Protocols for communication between network participants and services are followed including those relating to confidentiality.
		3.4	Advocacy is provided to develop working relationships between client and other organisations/agencies.
		3.5	Cultural considerations within operation of networks are identified and integrated into communication processes.

## RANGE STATEMENTS

Groups to which the organisation is promoted include:

- internal and external clients
- professional networks
- managers
- funding bodies
- political groups
- community groups and associations

Networks include:

- formal and informal groups which are directly related to work activities or which make a valuable contribution to effective performance
- internal and external to the organisation

Protocols in communicating include as relating to:

- MOU
- Contractual arrangements/agreements
- Confidentiality
- National/international agreements/treaties
- Communication with heads of governments and diplomats
- Policies and procedures of donor agencies

## EVIDENCE GUIDE

### (1) Critical Aspects and Evidence

- Maintaining a network of formal and informal groups relevant to the work situation
- Ability to represent organisation in both formal and informal settings in a positive manner

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- approaches to networking
- relevant organisations and services
- funding bodies and lines of contact
- relevant key bodies/individuals
- marketing techniques applicable to the service or organisation
- communication techniques
- communication and interpersonal
- promotion
- networking
- negotiation
- social capital – theory and practice

Skill

The ability to:

- build trust
- build relationships
- identify cultural considerations within operation of networks
- develop working relationships between client and other organisations/agencies
- follow protocols for communication between network participants and services
- establish and maintain networks
- maintain networks and other work relationships
- handle complaints about services
- communicate issues, policies and practices of the organisation
- promote a positive image of the organisation
- provide information about own service to other organisations on request
- gather and store information about relevant services, organisations, and key people

**(4) Resource Implications**

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment

**(5) Consistency in Performance**

- Assessment may include observations, questioning and evidence gathered from the workplace
- Assessment may be take place on one occasion but must include a range of group settings/networks

**(6) Context of Assessment**

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSSYDW0483A: Arrange for care and protection of at risk youths**

Competency Descriptor :

This unit deals with the skills and knowledge required to identify at risk youths and respond by negotiating and evaluating care and protection interventions to address their needs.

Competency Field:

Youth Development Work

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Identify options to address client needs	1.1	Protection requirements are assessed according to available information.
		1.2	Collection of further information is undertaken as appropriate.
		1.3	Options for the most appropriate course of actions are determined against level of risk before decisions are made.
		1.4	Options for leaving young person within care of significant others and agreement to engaging in a range of programs is negotiated and implemented.
2	Negotiate and evaluate care and protection actions	2.1	Protective actions are based on the interests and needs of at risk children and young people.
		2.2	Range of programs for assistance of significant others to maintain care of child and young person are identified, referral information is provided, and support to access programs negotiated.
		2.3	Information about responsibilities, statutory mandates and consequences of options for removal of child/young person are provided to significant others.
		2.4	Processes for monitoring and evaluation of participation in voluntary programs by significant others are utilised.
		2.5	Where care placements for clients are instigated these are negotiated with relevant agencies and significant others.
		2.6	Cultural implications for use of range of options are assessed and incorporated in planning and negotiating with client and significant others.

## RANGE STATEMENTS

The Range of Variables statements provide details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The contexts for options being identified, negotiated, and assessing care and protection for people in situations of specific need include:

- significant others/clients home
- case conference

Identifying, negotiating and assessing of care and protection for people in situations of specific need will be carried out within requirements established by:

- CARICOM, island legislation
- international conventions relating to the rights of children and young persons
- organisational policy and procedures
- relevant program standards

Assessing level of risks includes:

- taking into consideration a range of information, observations, interviews and assessing these against established criteria for different categories of risk

Categories of risk include:

- neglect
- emotional abuse
- physical abuse
- sexual abuse

Implications include:

- extended family considerations
- cultural/religious family dynamics
- intra and inter family dynamics

Range of voluntary programs for significant others includes:

- parenting skills
- financial management
- counselling or therapy

Arranging of care placements may include:

- contacting care agency
- transporting client to placement
- developing a case plan that includes access arrangements

Arranging of removal includes:

- preparing documentation for court processes
- obtaining a decision from a court process
- use of communication techniques: active listening, reflective, summarising question and statements, gaining agreement on actions
- action planning
- setting of boundaries for roles and actions
- demonstration of empathy and rapport building
- age appropriate language and questioning techniques
- conflict resolution
- managing grief and change processes
- working with adolescents

Agreed outcome:

- agreement by significant others/child/young person on action required that will overcome protective concerns
- identified agreed goals, objectives, tasks, responsibilities, timelines, arrangements for supervision, monitoring and review, placement and/or support services

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to provide for care and protection of at risk children and young people in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- Implements legal requirements
- Assesses client needs
- Resolves at risk situations

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- statutory framework and responsibilities
- indicators of risk situations
- options for resolving risk situations
- cultural environment related to service delivery
- options for development and training of carers and significant others
- relevant child/young people protection theories

#### Skill

The ability to:

- conflict resolution and negotiation
- high level communications skills
- deal with specific communities in own work area
- make decisions based on complex information

### (4) Resource Implications

- Access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

### (5) Method of Assessment

- Assessment may include observations, questioning and evidence gathered from the workplace
- Assessment may take place on one occasion but must include evidence of all aspects of managing research activities
- Competence may be demonstrated working individually or under guidance of or as a member of a team .

### (6) Context of Assessment

- This unit of competence will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>
Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSSYDW0673A: Work with youths with behavioural problems**

## Competency Descriptor:

This unit relates to the application of principles and techniques in dealing with inappropriate behaviours that may be encountered while working with young people.

## Competency Field:

Youth Development Work

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1	Establish consensus on rules and limits for behaviours among youths	1.1	Behaviours deemed acceptable are reflective of norms and established value system of the community.
		1.2	Consensus on appropriate behaviour include contributions from youths and significant others within the community.
		1.3	Rules, limits and sanctions for non-compliance are clearly defined and include the input of all persons involve
2	Promote positive behaviour	2.1	Behaviours of individual youths that are appropriate are identified and highlighted as examples to others.
		2.2	Choice of methods to reinforce positive behaviour is youth sensitive.
		2.3	The sharing of positive aspects of behaviour enhances youths 'self-esteem and promotes positive expectations for future behaviour.
		2.4	Undesirable behaviour is challenged in ways that preserve the integrity of the relationship between youths and the youth worker.
		2.5	Praise is given frequently for appropriate behaviour
		2.6	Youths are encouraged to show sympathy and respect for the rights of others through their behaviour.
		2.7	Co-operation and not competition is emphasised and encouraged in fostering positive behaviour among youths.

- 3. Respond to inappropriate behaviour
  - 3.1 Where applicable, rules and limits are consistently maintained and reasons explained in simple language.
  - 3.2 Incidents of inappropriate behaviour are handled in calm and controlled ways and in accordance with agreed procedures.
  - 3.3 Effort is made to involve the wider group in deciding on disciplinary actions.
  - 3.4 Firm but friendly techniques, for example, reminding, persuading are used when rules are violated.
  - 3.5 The application of sanctions is consistent with youth's rights, and clearly distinguishes disapproval of the behaviour from rejection of the person.
  - 3.6 Advice is sought in dealing with persistent inappropriate behaviour.
  - 3.7 Likely confrontations between youths are anticipated and averted, using appropriate strategies.
  - 3.8 Relevant specialist advice is sought, or referrals made to specialist agencies to assist with management of persistent problem behaviours
  - 3.9 Behaviour management techniques are age appropriate.

## RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences in varying situations/work contexts, including practices, knowledge and requirements. The Range statement also provides a focus for assessment and relates to the unit as a whole.

Dimensions of behaviour include but not limited to:

- social
- social behaviour
- physical behaviour
- verbal behaviour
- behaviour in relation to tasks
- behaviour in relation to others
- behaviour in relation to self
- non-compliant
- disruptive/destructive/damaging to
- directly challenging to youth worker

Characteristics of youths may include those with: special educational needs e.g. autism

- pervasive behavioural disorders
- communication difficulties
- excess motor activity
- attention deficit disorder etc.
- normal behavioural patterns

Techniques of behaviour management include:

- persuasion
- reminding
- ignoring
- withdrawal of privileges
- group dynamics/group think

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to deal with inappropriate behaviors while working with young people in accordance with the performance criteria and the range listed within the Range Statement.

### (1) Critical Aspects of Evidence

Demonstrate the ability to:

- handle incidents of inappropriate behaviour among youths
- use firm but friendly techniques
- anticipate and avert confrontations between youths
- match guidance practices to youths' personalities and developmental levels

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- the importance of encouraging the choice and use of positive behaviour options
- the concept of socially acceptable/desirable behaviour and how this may vary in different cultures
- the impact of child rearing practices on youth behaviour and why it is important to promote positive aspects of behaviour during the early years of life.
- the rationale behind offering explanations and discussions of socially desirable behaviour to youths
- specific strategies for promoting positive behaviours among youths
- the factors and circumstances which may encourage or provoke youths to display difficult or negative behaviour
- the reasons why a calm and controlled manner is important
- the basic principles of behaviour modification and how they can be used to manage inappropriate behaviour among youths
- the importance of setting limits and consistency of application by significant others including Youth Worker
- principles for selecting reward system to be used when dealing with problem behaviour
- the importance of not using negative methods of behaviour control e.g. shouting, shaming, threatening etc.
- the implications of the UN Convention on the Rights of the Child in relation to behaviour management and modification
- effects of mood state on behaviour
- peer effects
- the extent of media influence
- possible reasons for rebellion against status quo and authority figures

Skills

The ability to:

- demonstrate the capacity to communicate respect, love and warmth in dealing with young people
- show consideration for the feelings, desires and interests of young people
- demonstrate knowledge of youth's developmental stages
- demonstrate the capacity to convey to youths both acceptance of and interest in their culture
- handle incidents of inappropriate behaviour
- use firm but friendly techniques
- anticipate and avert confrontations between youths
- match guidance practices to youths' personalities and developmental levels

**(4) Resource Implications**

- access to a relevant or an appropriately simulated environment where assessment may take place

**(5) Method of Assessment**

Assessment should include practical demonstration either in the workplace or through simulation. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. A range of methods to assess underpinning knowledge should support this. The assessment should include comprehensive theory tests or questioning, case studies and/or projects in order to assess underpinning knowledge

**(6) Context of Assessment**

Evidence will be determined by selection from the Range Statement, justified in terms of situational requirements, work roles and responsibilities and occupational specialisations.

Evidence for assessment of competence may be gathered by appropriate combination of the following:

- Demonstration of competency within the working environment in planning and coordinating a range of services to address behaviour problems among youths
- Where there is not an opportunity to cover all of the Range Statement in the work environment, the remainder should be assessed through simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- Observation of processes and procedures, oral and/or written questions on underpinning knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, youths who have benefited or other appropriate persons
- Review of any documentation produced by the candidate related to the planning and coordination of a range of programs to address behaviour problems.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.