**Student Assignment Submission and Declaration**

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| **Student name: Test** | | **Assessor name: TEst** | |
| **IQA Name:** | | | |
| **Issue date:** | **Submission date (Due date):** | | **Submitted on:** |
| **Programme:** NCFE CACHE Level 2 Award in Support Work in Schools and Colleges (603/2478/8) | | | |
| **Unit Number and Title:** T/616/5427 SWSC3: Understand Communication and Professional Relationships with Children, Young People and Adults | | | |
| **Task/s:** | | | |

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| I certify that the assignment submission is entirely my own work and I fully understand the consequences of plagiarism. I understand that making a false declaration is a form of malpractice.  **Student signature (Type Name for E-Submissions**): Adebola Adeyemi Moses  **Date: 11/02/2025s** |

**Glossary of Terms**

**This glossary explains how the terms used in the unit content are applied to these qualifications.**

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| Apply | Explain how existing knowledge can be linked to new or different situations in practice. |
| Analyse | Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis |
| Clarify | Explain the information in a clear, concise way |
| Classify | Organise according to specific criteria. |
| Collate | Collect and present information arranged in sequence or logical order. |
| Compare | Examine the subjects in detail and consider the similarities and differences. |
| Critically compare | This is a development of compare where the learner considers the positive aspects and limitations of the subject. |
| Consider | Consider Think carefully and write about a problem, action or decision. |
| Demonstrate | Show an understanding by describing, explaining or illustrating using examples. |
| Describe | Write about the subject giving detailed information in a logical way. |
| Develop (a plan/idea which..) | Expand a plan or idea. |
| Diagnose | Identify the cause based on valid evidence. |
| Differentiate | Identify the differences between two or more things. |
| Discuss | Write a detailed account giving a range of views or opinions. |
| Distinguish | Explain the difference between two or more items, resources, pieces of information. |
| Draw conclusions (which..) | Make a final decision or judgment based on reasons. |
| Estimate | Form an approximate opinion or judgment using previous knowledge or considering other information. |
| Evaluate | Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation. |
| Explain | Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons |
| Extrapolate | Use existing knowledge to predict possible outcomes which might be outside the norm |
| Identify | Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking). |
| Implement | Explain how to put an idea or plan into action. |
| Interpret | Explain the meaning of something |
| Judge | Form an opinion or make a decision. |
| Justify | Give a satisfactory explanation for actions or decisions. |
| Perform | Carry out a task or process to meet the requirements of the question. |
| Plan | Think about and organise information in a logical way using an appropriate format. |
| Provide | Identify and give relevant and detailed information in relation to the subject. |
| Reflect | Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development. |
| Review and revise | Look back over the subject and make corrections or changes. |
| Select | Make an informed choice for a specific purpose. |
| Show | Supply evidence to demonstrate accurate knowledge and understanding. |
| State | Give the main points clearly in sentences or paragraphs. |
| Summarise | Give the main ideas or facts in a concise way. |

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| **Unit** | SWSC3: Understand Communication and Professional Relationships with Children, Young People and Adults |
| **Unit Reference** | T/616/5427 |
| **Unit Level** | 2 |
| **Credits** | 1 |
| **GLH** | 10 |
| **Aim** | This unit provides the knowledge and understanding that underpins effective communication and professional relationships with children, young people and adults. |
| **Additional unit assessment guidance** | **Communication needs**  Additional resources that some children or young people may require in order to communicate. |

**LO1. Understand how to develop professional relationships with children and young people.**

1.1 Explain why effective communication is important in developing positive relationships with children and young people.

It is important to establishing and maintain positive relationships. Which happens by listening, questioning, understanding and responding to match everyone’s stage of development, their age and needs. It is important for the communication to be on the same level as the person you are speaking to so that neither person seems to have more power than the other. Good communication is not just about listening and speaking, it is also about watching and feeling. Excellent communication builds trust in relationships

1.2 Describe how to establish rapport and build respectful, trusting relationships with children and young people.

it very important to show interest in peoples thoughts, feeling and expressions. Creating a positive welcoming and happy environment where they would feel comfortable and valued. Listening actively and paying attention to what they are saying, showing understanding and validating their emotions. Respecting boundaries and privacy, avid prying into their personal matters unless there choose to open and be consistent and reliable in your action’s words. Keep your promises and reliable so that they can trust you, empower their voice and choices by allowing them to make their choices and express their own thoughts and opinions. show empathy and support toward their feelings and support them through challenges or difficulties they may face. communicate effectively and use clear age-appropriate language when communicating ask open ended questions. Recognize their achievements furthers reinforces positive relationships.

1.3 Explain how being an effective role model can contribute to the development of professional relationships with children and young people.

.Children and young people are far more likely to trust adults who show good values like honesty in the way they behave. When a role model acts withintegrity and other good values, it builds respect and creates a safe space where young people feel seen, heard, and appreciated for being there. These adults naturally set an example for how to behave and communicate, helping young people understand what’s expected of them from society and people around them. By demonstrating good values, role models provide a clear, honest and wonderful example for children to follow, which helps shape how they interact with others and respond to their own emotions.

Seeing positive behaviours can leave a lasting impact. When a young person watches someone they look up to handle challenges with patience, respect,and a calm demeanor they’re more likely to mirror that in their own lives. With the hope of trying to be like the person. With time, this kind of guidance helps build strong, positive relationships and a good learning environment where young people feel confident to take risks, explore their interests, and grow into their best selves.

**LO2. Understand how to communicate with children and young people.**

2.1 Identify different methods of communication to meet the needs of children and young people.

Verbal communication: Speaking directly to children and young people in a clear and concise manner can help them understand information more easily. Using simple language and avoiding jargon can make it easier for children to understand complex concepts.

Visual communication: Using visual aids such as pictures, diagrams, and videos can help children and young people better understand information. Visual communication can also be used to support children with learning disabilities or language barriers.

Written communication: Providing written instructions, handouts, or notes can help children and young people remember important information and instructions. Written communication can also be used to reinforce verbal communication and provide a reference for children to refer to later.

Non-verbal communication: Body language, facial expressions, and gestures can all convey important messages to children and young people. Paying attention to non-verbal cues can help you understand how a child is feeling and respond appropriately.

Interactive communication: Engaging children and young people in conversation, asking open-ended questions, and actively listening to their responses can help build rapport and encourage participation. Interactive communication can also help children feel more comfortable sharing their thoughts and feelings.

2.2 Explain how to adapt communication with children and young people for:

• the age and stage of development of the child or young person

• the context of the communication

• **communication needs.**

Younger children entering school will need a lot of assistance and reassurance to become used to a school setting and gain independence. Children of different ages will have various levels of attention and requirements than older children. through motivating them to form bonds with other kids or remaining at eye level with smaller children and using simple instructions that are divided into manageable parts are essential while speaking to them. It could be necessary to use different ways of communicating with some kids to develop their hand gestures, drawings, or symbols. An older child still needs a lot of support, recognition, and affirmation to develop their social skills. It's important that older kids know that you are interested in what they have to say, therefore we must also allow them time to chat and share their thoughts. An older kid still has to learn about demands for behaviour and boundaries, as well as how to handle more responsibility.

The relationship context: When speaking with children or young people, verbal communication must be adjusted to the environment and the situation at hand. The tone can be more casual and friendly if we are working in a more social setting at school, like the playground or an outdoor space. This allows us to establish relationships with the kids, but we should still speak to them in a way that maintains the professional caregiver-to-child role.communicating with the kids in a professional and competent manner would be very good for school setting.

Communication differences: We must be patient and understanding when working with children or young people who have communication challenges because they will need more time and a relaxed environment when communicating. A child with an issue with speech, like a stammer, may experience worry or discomfort while attempting to talk. Therefore, it is crucial that we avoid speaking for them or assuming they are trying to say anything, since this may worsen their fear. Some children may not be given the opportunity to communicate which makes them worried and anxious so giving these children the confidence to speak up will be beneficial for both the child and adult.

**LO3. Understand how to develop professional relationships with adults.**

3.1 Describe how to establish rapport and professional relationships with adults.

To establish rapport and professional relationships with adults you k need to know yourself by knowing your own strengths and weaknesses. You will need to be an active listener as you can create meaningful connections. This will help you better understand the adults around you. When you are listening, you could nod to show you are paying attention to what is being told to you, you make encouraging sounds and gestures as the adult is speaking, use your facial expression eg smiling and making eye contact. A Good way of getting to know someone is to try and find a common interest or hobby as a way in or to get someone to talk.To help build trust and rapport over time you need to be consistent in your words and actions. Also you need to allow your empathy to grow so you can be empathetic with different people from different backgrounds. You should ask open ended questions using the 5 W: what,when,where,who and why. You have to be able to change your approach to find any situations.

Overall you need to show good self-awareness, take note of no-verbal and verbal cues, ask open ended questions and to be consistent in everything you do.

**3.2 Explain strategies and techniques to promote understanding and trust in communication with**

**adults.**

Strategies and techniques to promote understanding and trust in communication with adults can be done in the following ways: IF you make a commitment to someone, make sure you fulfil that commitment, by doing this you are building trust and respect. You will need to learn a good role model as a person will learn from your example and try to implement what they have seen you do into their own behaviour. You should ask open ended questions as you remain unbiased. One of the most important skills you can have to promote understanding with adults is to be an active listener. The ways you can be a good listener are you need to pay attention to verbal and non-verbale. When a person is talking, use your body language, facial expressions to help you display your own thoughts, feelings and to convey your intentions. You should try not to insure the person talking as you could make them feel uncomfortable. You need to focus on what is being said to you so you can understand their point of views. When you answer the person back, try to use some of their point of view in your response to show you were listening and you were paying attention to them. When you give feedback make sure it is constructive criticism to help the person improve, learn and grow in the future.Finally, you should try to see yourself in the same situation as the person who is talking to you. You need to think about how you would think and feel in the same situation. THis will help you have empathy with the person.

A few other ways you could help people who have learning difficulties are: To help with the communication needs in adults you could make sure documents are in braille for people with sight loss or have the documents in a larger font size and on different coloured paper if people have some sight loss. If people have hearing difficulties, you talk to them in a quiet room with as few background noises as possible, you can put instructions on a hearing loop or you could get someone who knows sign language. If English is not a person's first language you could have a translator/interpreter on stand by.