



## Statement of participation

# Amanda George

has completed the free course including any mandatory tests for:

---

### **Working with young people: Roles and responsibilities**

This 12-hour free course explored the roles and responsibilities that are taken by professionals when working with young people.

---

**Issue date:** 3 April 2018

[www.open.edu/openlearn](http://www.open.edu/openlearn)

This statement does not imply the award of credit points nor the conferment of a University Qualification. This statement confirms that this free course and all mandatory tests were passed by the learner. Please go to the course on OpenLearn for full details:  
<http://www.open.edu/openlearn/education/professional-development-education/working-young-people-roles-and-responsibilities/content-section-0>

COURSE CODE: E131\_1

---

## Working with young people: Roles and responsibilities

---

<http://www.open.edu/openlearn/education/professional-development-education/working-young-people-roles-and-responsibilities/content-section-0>

---

### Course summary

In this free course, Working with young people: Roles and responsibilities, we look at the roles that are taken when working with young people. We focus on what those working with young people actually do, starting with some analysis of roles. We show that, in the context of work with young people, the term is more than simply a statement about who does what: it also says something about the kinds of relationships we form with young people and the values we bring to our work. We then move on to discuss roles in relation to the 'bigger picture' of organisations and projects that are concerned with young people.

### Learning outcomes

By completing this course, the learner should be able to:

- describe and analyse interventions by practitioners working with young people
- describe the key responsibilities of practitioners working with young people.

### Completed study

The learner has completed the following:

#### Section 1

: Thinking about roles

#### Section 2

: Roles in a wider context