F2AW 04 (GB2) Support Individuals Experiencing Difficulties

Elements of competence

GB2.1	Identify Factors Contributing to Individuals' Difficulties
GB2.2	Assist Individuals Experiencing Difficulties

About this Unit
This Unit focuses on identifying and making a response to individuals experiencing difficulties. Workers need to make an initial response appropriate to the individual and find out what is causing the individual's difficulties and then provide the kind of support required by the individual, in line with what is known about their needs and circumstances. The worker needs to deal with the potentially volatile nature of such situations and seek help if it is required. Individuals' difficulties may be expressed in different ways such as through distress, grief, anger or fear. The individuals with whom the worker is involved may have offended, be at risk of offending, be the victims of offending behaviour, or be family or friends of such individuals.

Scope
The scope is here to give you guidance on possible areas to be covered in this Unit. The terms in this section give you a list of options linked with items in the Performance Criteria. You need to provide evidence for any option related to your work area.

Communicate through speech and language, actions, gestures and body language, space and position

Encourage individuals through listening actively, reflecting back, questioning, summarising.

In meeting the national standard of work you must show that you can work effectively with people affected by two of the following types of difficulty Drugs and alcohol, Mental health, Disability, Learning, Physical health, Other

Supporting individuals through information and advice, resources, referral and access to other services.

Target Group
This Unit is applicable across the community justice sector to a wide variety of workers. This Unit complements Unit E409 which is a more complex Unit in which workers are required to work with individuals to help them choose ways of overcoming their difficulties, and support them as they put these choices into action.

Evidence Requirements for the Unit
It is essential that you adhere to the Evidence Requirements for this Unit – please see details overleaf.

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
♦ Simulation is not permitted for any part of this Unit.
The following forms of evidence ARE mandatory:
♦ **Direct Observation:** Your assessor or expert witness must observe you in real work activities, which provide a significant amount of the Performance Criteria for most of the elements in this Unit. For example an observation of the candidate's involvement in the referral process to another agency seeking advice or support for their client ♦ **Reflective Account/professional discussion:** These will be a description of your practice in particular situations based on working practices. For example an account of the support offered to an individual, or their family and friends experiencing difficulty and in danger of re-offending. An account of the information gathering process and the advice given to other people involved with the offender
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
♦ **Questioning/professional discussion:** may be used to provide evidence of knowledge, legislation, policies and procedures, which cannot be fully evidenced through observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice ♦ **Expert Witness:** A designated expert witness may provide direct observation of practice, questioning. Working with offending behaviour can pose a number of challenges for Direct Observation of practice by Assessors not based in the Workplace and it is vital that Expert Witnesses are identified at the Planning stage as they will be require to work closely with your Assessor in the Evidence gathering process ♦ **Witness testimony:** Products: can be a confirmation or authentication of the activities described in your evidence which your assessor has not seen. This could be provided by a work colleague or another key person. It is NOT appropriate to use witness testimony from any offenders/member of their family or circle of friends. ♦ These can be risk assessments, incident/sentence records, agency approved forms and records ♦ **Due to the nature of this Unit considerable care should be given to the inclusion of any anonymised records in your Portfolio. They should remain where they are normally stored and checked for there authenticity by your Assessor as well as occasionally by your Verifier. Where records are included care should be taken to ensure they are anonymised to ensure confidentiality**

GENERAL GUIDANCE
♦ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods (including potential products) and the tasks you will be undertaking to demonstrate your competence ♦ Evidence must be provided for ALL of the Performance Criteria ALL of the knowledge and parts of the scope that are relevant to your job ♦ The evidence m Candidates and Assessors should ensure that knowledge evidence should be **integrated** into the reflective accounts, direct observations and if appropriate in professional discussions. Care should be taken to **avoid** assessment of knowledge through set or banks of questions as they generally do not reflect real work practice. ♦ Must reflect the policies and procedures of your workplace and be linked to the current legislation, values and principles of best practice within the Community Justice Sector and in particular those staff working with Offenders ♦ ALL evidence must relate to your own work practice

KNOWLEDGE SPECIFICATION FOR THIS UNIT

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role**.

You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the 'knowledge evidence' section of the Assessment Guidance.

You need to show that you know, understand and can apply in practice:	**Enter Evidence Numbers**
Working with individuals and groups	
1 the ways in which the physical, social, psychological and emotional functioning of individuals affects their behaviour	
2 factors which may be relevant to an individual's difficulties	
3 how personal beliefs, preferences and cultural background affect behaviour	
4 different ways of providing appropriate support	
5 the purpose and impact of allowing individuals to make their own decisions	
6 the implications of the information and advice given to individuals	
7 strategies for dealing with difficult situations which have a strong emotional impact	
8 why it is important to maintain personal and professional boundaries with individuals and methods of doing this	
9 the ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies	
10 how they have applied the principles of equality, diversity and anti-discriminatory practice to their work	
Working within the community justice sector	
11 the specific legislation (national and European) which relates to the work they undertake and how they have taken this into account in their work	
12 any particular factors relating to the agency's policies and practices which have affected the work undertaken	
Working to improve individual practice	
13 how they evaluate their own competence when at work and decide when further support and expertise are needed	

GB2.1 Identify Factors Contributing to Individuals' Difficulties

Performance Criteria	DO	RA	EW	Q	P	WT
1 respond promptly to individuals' difficulties in a manner which (a) is consistent with the individual's personal beliefs and preferences (b) is supportive						
2 communicate with individuals throughout the process in a manner which (a) is appropriate to them (b) encourages an open exchange of views and information (c) minimises any constraints to communication (d) is free from discrimination and oppression						
3 advise other appropriate people about the difficulties of the individual						
4 address constructively any abusive, aggressive and discriminatory behaviour						
5 encourage individuals to (a) identify their difficulties (b) identify factors contributing to their difficulties (c) consider how they might address their difficulties						
6 review available information on individuals' difficulties and discuss this sensitively with individuals						
7 seek advice and support promptly when team discussion and supervision are appropriate						
8 complete records accurately and clearly and store them according to agency requirements						
9 communicate information to people who are authorised to have it						

DO = Direct Observation *RA = Reflective Account* *Q = Questions*
EW = Expert Witness *P = Product (Work)* *WT = Witness Testimony*

GB2.2 Assist Individuals Experiencing Difficulties

Performance Criteria	DO	RA	EW	Q	P	WT
1 establish with the individual their respective roles and responsibilities, and the boundaries of the relationship						
2 communicate with individuals throughout the process in a manner which (a) is appropriate to them (b) encourages an open exchange of views and information (c) minimises any constraints to communication (d) is free from discrimination and oppression						
3 challenge constructively any abusive, aggressive and discriminatory behaviour						
4 **encourage individuals** to think through their difficulties and identify their need for support to address them						
5 support individuals in ways that are consistent with their identified needs and are consistent with agency policy						
6 complete records accurately and clearly and store them according to agency requirements						
7 **communicate** information to people who are authorised to have it						

DO = Direct Observation *RA = Reflective Account* *Q = Questions*
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To be completed by the Candidate
I SUBMIT THIS AS A COMPLETE UNIT

Candidate's name: ……

Candidate's signature: ……..

Date: ……..

To be completed by the Assessor
It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.

I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.

Assessor's name: …….

Assessor's signature: ……....

Date: ……..

Assessor/Internal Verifier Feedback

To be completed by the Internal Verifier if applicable
This section only needs to be completed if the Unit is sampled by the Internal Verifier

Internal Verifier's name: ……

Internal Verifier's signature: ……..

Date: ……..……..