

F9R4 04 (GI1) Prepare and Provide Development Activities for Individuals

Elements of competence

- GI1.1 Agree and prepare development activities for individuals**
- GI1.2 Support individuals in individualised development activities**
- GI1.3 Evaluate development activities with other members of the team**

About this Unit

This Unit is about planning and providing development activities for individuals based upon their identified needs. The activities might be as part of an intervention plan designed to address aspects of an individual's problematic behaviour, and may also be part of a programme entered into voluntarily by the individual. Such activities therefore also include those aimed at the development of the individual, at raising self awareness, and/or with a therapeutic purpose.

Problematic behaviour is that which might be considered to be anti-social, challenging or offending.

Target Group

This Unit applies to those who work closely with individuals to help them to develop their skills and/or address problematic behaviour.

Evidence Requirements for the Unit

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

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Specific Evidence Requirements for this Unit
Simulation:
Simulation is not permitted for 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 your assessor may see you setting up or attending a meeting between yourself and other members of staff from you own as well as other agencies to look at any proposed activities or intervention plans, set up to reduce offending/reoffending behaviour. Reflective Account/professional discussion: These will be an explanation or a description of your practice in particular situations based on current working practices. For example an account of a meeting or any proposed activities drawn up by you to reduce problematic, ie anti-social, challenging or offending behaviour. An account of any difficulties experienced when development activities have been introduced and how you kept your colleagues informed of developments. You could also include an explanation of how legislation, policies and procedures affect your practice.
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 direct 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, undertaking a professional discussion or providing feedback on a reflective account. Working within the Youth Justice field 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: 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 member of their family or circle of friends. Products: These can be anonymised copies of any risk assessment/incident forms, or copies of any information on development programmes/activities you have implemented or intend to introduce. Where products have not been developed or compiled by the candidate you need to provide an explanation of the contribution you made to them or your reasoning for offering them to the staff or other organisations eg brochures and publicity or marketing material. 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 their authenticity by your assessor as well as occasionally by your Verifier. Where records are included great care should be taken to ensure they are anonymised to ensure confidentiality.

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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.
- ◆ 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.
- ◆ The evidence 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 the Youth Justice Sector.
- ◆ ALL evidence must relate to your own work practice.

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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
1 The importance of learning to take place in a context that is meaningful to the individual.	
2 The importance of there being clear links between the individual's needs and the level and intensity of activities planned.	
3 The importance of having clear, prioritised objectives, and why development objectives should be constantly evaluated and reviewed.	
4 Why individuals should be encouraged to participate in planning, and why the individual's views on the effectiveness of the activity are of particular significance.	
5 Where the individual's consent to the activities should be established and the relationship of this to the promotion of individual rights.	
6 Why the individual and their families, relatives and friends should be actively encouraged to become involved, and methods of achieving this.	
7 The reasons why individuals should be given time and space to develop the skills which they possess and to comment constructively on their own progress.	
8 Why difficulties experienced by the individual or adverse reactions to the development activity should be reported to the appropriate person.	
9 The importance of evaluating and where relevant, modifying programmes for individuals, methods for achieving this, and the associated importance of disseminating information on what has worked and why.	
10 Why advice should be sought and acted on as soon as there is doubt about particular programmes for individuals.	
11 The type and form of activities which are suitable for particular individuals and the manner in which activities can be used to increase potential and effectiveness, self-development and personal responsibility.	
12 The ways in which environments can be best adapted for different groups of individuals with differing needs and the special needs of particular individuals or groups of individuals.	
13 Normal patterns of development and the likely progress which individuals will make to the achievement of goals.	
14 The difference between positive and constructive feedback and how this can assist the individual's development.	
15 Methods of providing feedback to individuals in a manner which will assist their development and of providing support to individuals when they experience difficulties or react adversely.	
16 The importance of acting as a role model for the individual.	

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GI1.1 Agree and prepare development activities for individuals

Performance Criteria		DO	RA	EW	Q	P	WT
		1	Identify development activities that address directly the factors contributing to the individual's problematic behaviour and which are consistent with the assessment of the individual's abilities, learning styles and needs, and with the recommendations of the team.				
2	Prepare development activities that are skills based, address problem solving and are appropriate to the individual's age, sensory and general abilities, and which build upon the individual's strengths and interests.						
3	Encourage individuals to participate at a level appropriate to their abilities.						
4	Communicate in a manner, level and pace, appropriate to the individual.						
5	Identify prioritised goals for the individual that are clear and realistic.						
6	Specify clearly how the success of the activity is to be evaluated, in terms of addressing the individual's identified needs.						
7	Arrange the environment in a way which is appropriate for, and encourages the full participation of all involved.						
8	Prepare equipment and materials that are sufficient, safe, ready for use, and place them where individuals can access them easily, prior to the start of the activity.						
9	Enable individuals to participate in the development activity at a sufficient intensity and duration for the activity to achieve its aims.						
10	Minimise avoidable distractions and disturbances.						
11	Ensure that the environment is safe and address any hazards promptly and correctly.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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G11.2 Support individuals in individualised development activities

Performance Criteria		DO	RA	EW	Q	P	WT
		1	Encourage the individual and all involved to participate in assisting the individual's development.				
2	Provide individuals with sufficient information and guidance, at an appropriate level and pace, to enable them to exercise their skills.						
3	Treat individuals in a manner that is likely to promote their well-being, dignity and self-esteem.						
4	Encourage and assist individuals to comment constructively on their experiences using an appropriate means of communication.						
5	Give constructive feedback to individuals in a manner, and at a level and pace, appropriate to them and in a way which encourages their development and participation.						
6	Behave in a manner which provides a role model likely to promote the individual's development.						
7	Give the appropriate support and seek advice from an appropriate person when the individual experiences difficulty or reacts negatively to the programme .						
8	Keep accurate, legible and complete records of the activity.						

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GI1.3 Evaluate development activities with other members of the team

Performance Criteria		DO	RA	EW	Q	P	WT
		1	Identify and discuss with the individual and other members of the team the progress that the individual has made towards the goals set and any problems encountered.				
2	Modify the development activity, after discussion with the individual and the team, where it appears to be inappropriate, or where the resources are unsuitable or inadequate.						
3	Seek the individual's views and concerns about the activities and clarify these with them.						
4	Allow the individual to take responsibility and ownership of their success.						
5	Discuss with other members of the team the individual's and your own views of the development activity and its effectiveness in meeting the agreed goals.						
6	Propose and discuss with the team alternative strategies and methods for promoting individual development where there are difficulties in achieving the agreed goals, and implement them when they have been agreed.						
7	Seek advice from the appropriate members of the team as soon as possible where there are continuing problems with the implementation of the development activity.						
8	Inform relevant parties where the activities have been effective.						

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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: