

F9R7 04 (GB14) Provide Support and Care to Individuals

Elements of competence

GB14.1 Assist in the prevention of distress

GB14.2 Support individuals in maintaining social contact

About this Unit

This Unit is about working with those individuals who require support and care, due to their being distressed, and/or in potentially isolating situations, and may require support towards maintaining contact with others.

Target Group

This Unit is applicable to those working with individuals who require such support.

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 colleagues to look at any proposed forms of support that you can offer or where you feel that you are unable to continue offering support a meeting to discuss your available options. |
| 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 any proposed support programmes drawn up by yourself or an account of any ongoing support 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 forms or incident reports, or copies of any agency approved forms. 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 individual, 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 Legislative requirements affecting your role and how you interact with individuals in your care. | |
| 2 Indicators of stress in individuals. | |
| 3 The importance of taking action promptly to address stress and the range of actions and support available, including how these might be accessed. | |
| 4 Causes of stress and how these might be addressed. | |
| 5 The importance of dealing with individuals exhibiting stress in a supportive manner, and how to do this. | |
| 6 Signs that indicate distress in changing to more complicated emotions such as aggression. | |
| 7 The importance of social contacts, and why it might be appropriate to encourage and develop these. | |
| 8 The importance of encouraging individuals to be self-managing, wherever possible. | |
| 9 The particular confidentiality issues that are likely to arise and how to ensure that confidentiality is maintained appropriately. | |
| 10 The different forms of assistance, support and companionship available, and how to access these. | |
| 11 Your own levels of authority and responsibility, and to whom to refer should these be exceeded. | |
| 12 How to ensure that your own actions and behaviour are consistent with anti-discriminatory practice. | |

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GB14.1 Assist in the prevention of distress

| Performance Criteria | | DO | RA | EW | Q | P | WT |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------------------------------------------------------------------------------------------------|----|---|---|----|
| | | 1 | Offer support to individuals showing signs of distress, or where their circumstances might be potentially distressing. | | | | |
| 2 | Allow individuals to discuss or disclose information of their own volition, ensuring that they do not feel pressurised. | | | | | | |
| 3 | Demonstrate empathy, responding supportively to expressed feelings, needs or problems. | | | | | | |
| 4 | Communicate in a caring manner which is appropriate to the individual, which encourages an open exchange of views and information, and which is free from discrimination or oppression. | | | | | | |
| 5 | Establish the individual's circumstances and feelings. | | | | | | |
| 6 | Provide appropriate support promptly and correctly. | | | | | | |
| 7 | Advise individuals who indicate that they might harm themselves of the action that you may or will have to take. | | | | | | |
| 8 | Monitor the ongoing condition of individuals displaying signs of distress, and take the appropriate action promptly should their condition change for the worse. | | | | | | |
| 9 | Seek advice and support promptly where you are unsure of your ability to deal with an individual's distress. | | | | | | |
| 10 | Maintain accurate and up-to-date records, ensuring that appropriate parties are informed. | | | | | | |

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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GB14.2 Support individuals in maintaining social contact

| Performance Criteria | | DO | RA | EW | Q | P | WT |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------------------------------------------------------------|----|---|---|----|
| | | 1 | Encourage individuals to express their interest in maintaining social contacts. | | | | |
| 2 | Explore appropriate opportunities with those seeking to maintain social contact. | | | | | | |
| 3 | Provide relevant and appropriate support to individuals to help them in maintaining their contacts. | | | | | | |
| 4 | Ensure that the support that you provide is consistent with the individual's circumstances and any associated development plans, their needs and your authority. | | | | | | |
| 5 | Seek to promote the individual's broader interests where they appear to be losing interest in areas out of their immediate environment. | | | | | | |
| 6 | Inform the relevant person promptly where individuals are at risk of losing a sense of purpose or interest. | | | | | | |

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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: