

# **F9R9 04 (GA8) Assist Individuals to use Agencies and Services**

## **Elements of competence**

- GA8.1 Support individuals in identifying available services**
- GA8.2 Enable individuals to access relevant services**

## **About this Unit**

This Unit is about assisting individuals to find out about, and to use, relevant services with the aim of promoting and supporting their independence.

## **Target Group**

This Unit is applicable to those whose responsibilities include supporting and assisting individuals in identifying and accessing appropriate services designed to address their needs.

## **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
<b>Simulation:</b>
Simulation is not permitted for this Unit.
<b>The following forms of evidence ARE mandatory:</b>
<p><b>Direct Observation:</b> 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/services/programmes the candidate can make available to the individual, to reduce offending/reoffending behaviour.</p> <p><b>Reflective Account/professional discussion:</b> 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 or support drawn up by yourself to support individual's offending behaviour. Where the service user is being transferred to another service, an account of any transfer of information regarding the service(s) you have provided for the individual and how you kept your colleagues other agencies informed. You could also include an explanation of how legislation, policies and procedures affect your practice.</p>
<b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b>
<p><b>Questioning/professional discussion:</b> 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</p> <p><b>Expert witness:</b> A designated expert witness may provide direct observation of practice, questioning, undertaking a professional discussion or providing feedback on a reflective account.</p> <p>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.</p> <p><b>Witness testimony:</b> 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.</p> <p><b>Products:</b> These can be anonymised copies of any agency approved forms, risk assessment forms, assessment monitoring and evaluation tools or copies of any programmes or activities you have provided. 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.</p> <p>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.</p>

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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 Sources of information about different services relevant to your area of operations.	
2 The range of relevant organisations available, the particular types of support or service that they provide.	
3 The support available to tackle problems of access to services and facilities.	
4 Why individuals should be as self-managing as possible.	
5 The importance of respecting individuals' wishes about the services they choose to access.	
6 Why individuals' rights must be respected even if they do not wish to take up available benefits and services.	
7 The individuals' right to confidentiality regarding the services which they choose to access and ways of maintaining or enhancing this.	
8 Why individuals may need to be supported in the early stages of using services and facilities and how this support should be gradually withdrawn as the individual becomes increasingly self-managing and independent.	
9 Factors which affect access to services and facilities.	
10 The particular difficulties and risks which individuals may experience when using services and facilities.	
11 The risks which there may be to those providing the support.	
12 How to ensure that your own actions and behaviour are consistent with anti-discriminatory practice.	

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## GA8.1 Support individuals in identifying available services

Performance Criteria		DO	RA	EW	Q	P	WT
		1	Encourage individuals to express their needs for information and assistance, providing sufficient time and opportunity .				
2	Review assessment documentation and any relevant plans relating to individuals, to identify their needs.						
3	Discuss the suitability and types of services and facilities available, relating them to the individual's requirements.						
4	Encourage individuals to access appropriate information for themselves, and to be as self-managing as possible.						
5	Assist individuals, where necessary, in accessing information regarding the services provided by other organisations, identifying appropriate points and means of contact.						
6	Communicate in a manner, and at a pace, appropriate for the individual, encouraging questions and checking for understanding, whilst free from discrimination and oppression.						
7	Provide accurate and up-to-date information which is relevant to the needs of the individual.						
8	Maintain accurate and up-to-date records of the support provided.						

DO = Direct Observation  
EW = Expert Witness

RA = Reflective Account  
P = Product (Work)

Q = Questions  
WT = Witness Testimony

# F9R9 04 (GA8) Assist Individuals to use Agencies and Services

## GA8.2 Enable individuals to access relevant services

Performance Criteria		DO	RA	EW	Q	P	WT
		1	Offer appropriate support to individuals in accessing relevant services, whilst respecting their rights and encouraging them to be as self-managing as possible.				
2	Agree with individuals the assistance which they require.						
3	Encourage individuals to use relevant services and facilities at a time likely to achieve the best outcome.						
4	Identify and discuss with individuals any difficulties which they have in accessing relevant services, and take agreed actions to address these, within your scope of responsibility.						
5	Assist and encourage individuals to develop their independence and confidence.						
6	Where individuals transfer between organisations, and the services which they supply, provide the individuals with appropriate support, and ensure that all relevant parties are provided with all relevant information.						
7	Arrange appropriate support from others as required by individuals.						
8	Maintain confidentiality in line with statutory and organisational requirements.						
9	Maintain accurate and up-to-date records.						

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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: .....