

F9E2 04 (GB3) Enable Individuals to Understand and Address their Difficulties

Elements of competence

- GB3.1 Enable Individuals to Understand Their Difficulties and Identify Options for Change
- GB3.2 Enable Individuals to Take Positive Action to Address Their Difficulties

About this Unit

This Unit focuses on helping individuals to understand their difficulties, identify options for change and act upon the choices made. The difficulties may have an emotional, practical, behavioural or social source. Workers will need to recognise and acknowledge the complex range of factors that contribute to individuals' difficulties and support individuals to recognise and address these factors. This involves working with individuals in a holistic way recognising that how individuals behave may reflect the difficulties they are experiencing. 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.

People who may be authorised to have information others relevant and significant to the individual, staff in own agency, other agencies.

Strategies short-term, longer term.

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

Others involved in supporting the individual people in own agency, people in other agencies

Target Group

This Unit is appropriate for all those working with individuals who are experiencing difficulties. It is applicable across the community justice sector. This Unit complements Unit E408 on supporting individuals experiencing difficulties, although E408 is not as comprehensive as it focuses on identifying and making an initial response to individuals.

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:
<ul style="list-style-type: none"> ◆ Simulation is not permitted for any part of this Unit.
The following forms of evidence ARE mandatory:
<ul style="list-style-type: none"> ◆ 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 observation of any meeting held to explore options to address any difficulties the offender is experiencing. This may be with the offender themselves, their family or friends or representatives of other agencies ◆ 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 information gathering process or an account how you monitored or reviewed the offenders progress on short or long term strategies put in place to reduce the risk of re-offending
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<ul style="list-style-type: none"> ◆ 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: 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. ◆ Products: 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
- ◆ 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 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 development and functioning of individuals affects their behaviour and its associated patterns	
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 support to help people explore and manage their difficulties and express and explore their feelings	
5 methods of identifying and exploring obstacles to change and identifying ways of overcoming obstacles	
6 strategies for dealing with difficult situations which have a strong emotional impact and examples of when they have done this	
7 why it is important to maintain personal and professional boundaries with individuals and methods of doing this	
8 methods of handling situations where there is the potential for conflict between different people and examples of when they have done this	
9 how they have applied the principles of equality, diversity and anti-discriminatory practice to their work	
Working within the community justice sector	
10 the specific legislation (national and European) which relates to the work being undertaken - both the context and the individual - and the impact of this on the work	
11 any particular factors relating to the agency’s policies and practices which have affected the work undertaken	
Working to improve individual practice	
12 methods of evaluating their own competence, determining when further support and expertise are needed and the measures taken to improve own competence in this area of work	

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GB3.1 Enable individuals to understand their difficulties and identify options for change

Performance Criteria	DO	RA	EW	Q	P	WT
	1 establish with individuals their respective roles and responsibilities, and the boundaries of the relationship					
2 communicate with people throughout the process in a manner which is appropriate to them (a) encourages an open exchange of views (b) minimises any constraints to communication (c) is free from discrimination and oppression						
3 encourage individuals to (a) value themselves positively (b) recognise their own strengths (c) discuss and explore their difficulties (d) express their feelings and responses to their situation						
4 provide accurate and relevant information to further the individual's understanding of their difficulties and how they might address them						
5 identify with individuals the options which are feasible for them, and the advantages and disadvantages of each of the options						
6 help individuals to identify obstacles to achieving their desired Outcomes and how they can address these constructively						
7 support individuals to come to their own decisions about their courses of action						
8 challenge attitudes and behaviour which are aggressive, abusive or discriminatory while taking account of personal safety						
9 motivate the individual to understand their difficulties through modelling effectively how this can be achieved						
10 complete records accurately and clearly and store them according to agency requirements						
11 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

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GB3.2 Enable Individuals to Take Positive Action to Address Their Difficulties

Performance Criteria	DO	RA	EW	Q	P	WT
1 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						
2 encourage individuals to monitor and review regularly the effectiveness of the strategies they have chosen and the support provided and to make any necessary changes to their approach						
3 support individuals in ways which are consistent with their identified needs						
4 contact others involved in supporting the individual at appropriate times and encourage them to feed back on the effectiveness of the support available						
5 facilitate access to other sources of support to meet the individual's emerging needs						

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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: