

# **F9G1 04 (GK104) Empower Victims/Survivors of Domestic and/or Sexual Abuse/Violence to Recover and to Regain Control of Their Lives**

## **Element of competence**

**GK104.1 Empower victims/survivors of domestic and/or sexual abuse/violence to recover and to regain control of their lives**

## **About this Unit**

This Unit is about working with victims/survivors of domestic and/or sexual abuse/violence to assist them in recognising the causes of abuse, and supporting them in dealing with abuse and empowering them in living a life without abuse. It includes assisting them to build their confidence and to take control of their lives.

It is recognised that abuse can occur without physical violence, yet can be equally damaging to those affected. Throughout this standard, where the term 'abuse' is used it is taken to include instances also involving physical violence.

## **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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<b>Specific Evidence Requirements for this Unit</b>
<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 example your assessor may see you at a meeting. For example at team meeting sharing information as relating to working with others such as authorities to provide protection for victim/survivor after a disclosure of abuse.</p> <p><b>Reflective Account/professional discussion:</b> These will be a description of your practice in particular situations based on working practices. For example how you supported a victim/survivor identify options open to them. How to access support and evaluate progress with them. You should refer to legislation and best practice as well as organisational policies and procedures guiding 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 with victims survivors and witnesses 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 that your assessor has not seen. A work colleague or another key person could provide this. 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 referral or initial assessments records, records of any meetings, agency approved forms and records. Any materials you gather for the service user in terms of support materials for the victim/survivor can also be used. 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 service user(s), eg brochures and application forms.</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.
- ◆ Candidates must comply with any local Child or Adult Protection Guidelines in relation to reporting and recording procedures at all times.
- ◆ 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 victims, survivors and witnesses.
- ◆ ALL evidence must relate to your own work practice.

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## Knowledge Specification for the 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.**

<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
<b>Legislative, regulatory and organisational requirements</b>	
1 Legal and organisational requirements of relevance to your role in empowering victims/survivors to recover and to regain control of their lives, and their impact for your area of operations.	
2 Legislation, policies and procedures relating to data protection, health and safety, diversity and their impact for your area of operations.	
3 Your organisation's policy and procedures regarding confidentiality of information and the disclosure of information to third parties, and the specific circumstances under which disclosure may be made.	
4 The role of your organisation and its services relating to tackling domestic and/or sexual abuse, including the provision of support to victims/survivors.	
5 The limits of your authority and responsibility, and the actions to take if these are exceeded.	
<b>Key, general requirements in addressing domestic/sexual abuse/violence</b>	
6 What constitutes domestic and/or sexual abuse/violence, and its prevalence in the community.	
7 Signs of abuse and the methods used by abusers to gain power and control.	
8 The impact upon all of those affected by domestic and/or sexual abuse, including victims/survivors and children.	
9 How children may be used by abusers as part of their abuse.	
10 Typical types of information and areas of support sought by those affected by domestic and/or sexual abuse, and the sources of information available to them.	
11 How cultural, societal and gender related aspects impact upon domestic and/or sexual abuse.	
12 The role of the principal external support agencies, and multi-agency arrangements towards providing support and interventions for victims/survivors in your area.	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
<b>Requirements particular to empowering victims/survivors</b>	
13 The range of support groups and services available locally, sources of further information about them and what they do, and how they can be accessed.	
14 The range of legal options available to victims/survivors of domestic and/or sexual abuse according to their different circumstances, how these can be accessed and the timescales involved.	
15 How to access legal support and advice according to the needs and circumstances of victims/survivors of domestic and/or sexual abuse.	
16 The role of the principal legal agencies involved in providing protection to victims /survivors of domestic and/or sexual abuse.	
17 The nature of the health and social care sector and the roles and functions of the principal agencies within it, how to access such services, including registration with general practitioners.	
18 Referral routes between different parts of the healthcare sector and between different practitioners, and when these can be challenged and altered in the interests of victims/survivors.	
19 The range of assessment methods which may be applicable for assessing the victim/survivor's needs.	
20 The different fears and concerns which individuals may have about social work and healthcare services and how to recognise and respect these, whilst at the same time being honest and open with those concerned.	
21 Strategies for encouraging individuals to discuss issues openly and honestly, how to respect and acknowledge others' priorities in relation to their health and social well-being and their right to refuse advice and information.	
22 The providers of accommodation and associated services which can help to address the needs of victims/survivors and how to access such services.	
23 The different types of accommodation that are available and the forms of support which they offer to victims/survivors.	
24 Factors impacting upon the vulnerability of victims/survivors of domestic and/or sexual abuse.	
25 Types of vulnerability, or levels of harm, used when assessing risk, their indicators and how to determine these.	
26 Why it is important for the individual to control the progress and content of discussions and how to make suggestions and offer advice in a manner that is supportive and non-directive.	
27 Why it is important to be non-judgmental about the ways that individuals choose to live and the choices that they have made, and of not blaming the victim/survivor for the abuse which they have suffered.	
<b>Requirements relating to communicating with victims/survivors</b>	
28 The importance of building trust and empathy with victims/survivors and methods for achieving this.	
29 Different styles and forms of communication that may be appropriate when talking to victims/survivors and the importance of non-verbal communication, such as body language, and how different cultures use and interpret body language in different ways.	
30 Possible barriers to communication, their causes, and way to overcome them, including the feelings and reactions which victims/survivors may have that hinder their ability to disclose abuse.	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
<b>Requirements relating to communicating with victims/survivors (cont)</b>	
31 Limits of confidentiality applying to your job role and the circumstances when it is necessary to go against a victim/survivor's expressed wishes, and in such cases, the importance of ensuring that they understand what is happening and why.	
32 The importance of being aware of your own values and beliefs, and their impact upon your ability to challenge discriminatory or potential damaging attitudes and behaviour.	

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Performance Criteria		DO	RA	EW	Q	P	WT
1	Gather and assess relevant available information regarding the victim/survivor's circumstances, health and wellbeing, the nature and history of the abuse suffered, including the outcomes of any risk assessment.						
2	Explore with the victim/survivor their circumstances and the nature of the abuse suffered, and the consequent impact on their safety, health and wellbeing.						
3	Identify signs of distress in victims/survivors, and respond to these promptly, sensitively and correctly, in line with your organisation's procedures.						
4	Identify and agree those aspects to be addressed in enhancing the safety, health and well-being of the victim/survivor, and encourage the person to recognise the likely benefits.						
5	Explore with the victim/survivor options towards addressing their agreed needs, ensuring that these are relevant and feasible for them, and also that these take note of the person's age, level of maturity, sexual orientation, gender, social, ethnic and cultural background, and if relevant, their family.						
6	Explore the options in a manner which encourages the victim/survivor to consider the impact on their daily life, and identify correctly any concerns or potential obstacles in progressing the options, assessing constructively and realistically how these might be addressed.						
7	Encourage and allow the victim/survivor to make an informed choice of the option(s) preferred, ensuring that the option is capable of being implemented and that the person is committed to its realisation.						
8	Work with the victim/survivor to identify sources of support and actions which they can take to address the abuse and associated risks.						
9	Assist the victim/survivor to develop healthy coping strategies for addressing their emotional distress.						

DO = Direct Observation  
EW = Expert Witness

RA = Reflective Account  
P = Product (Work)

Q = Questions  
WT = Witness Testimony

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Performance Criteria (cont)		DO	RA	EW	Q	P	WT
10	Assist victims/survivors to access appropriate support, and to progress agreed activities, and in a manner which maximises their independence.						
11	Maintain contact with victims/survivors to a level which offers the amount of support agreed and which is necessary.						
12	Encourage victims/survivors to evaluate and to provide feedback upon their progress, recognising achievements and addressing any setbacks constructively.						
13	Communicate in a manner, and at a pace, appropriate to the victim/survivor, encouraging questions and checking for understanding, promoting openness and trust.						
14	Maintain accurate and up to date records of your findings and your discussions, maintaining confidentiality in line with your organisation's procedures.						

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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: .....