

F9VA 04 (EC6) Assess Individuals' Needs and Plan Agreed Activities

Elements of competence

- EC6.1 Contribute to the Assessment of Individuals' Abilities and Needs
- EC6.2 Plan Agreed Development Activities for Individuals

About this Unit

This unit is concerned with the worker assessing the individual needs and abilities and planning relevant activities for that individual. Activities may be related to education, employment or skills based training.

Assessment may include using formal as well as informal systems.

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.

Assessment using formal systems, using informal systems.

Target Group

This unit is designed to be applicable to all workers who assess individuals and plan activities. This may include people who work in hostels, unpaid work, community punishment, community service and basic skills

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 permitted for 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 that provide a significant amount of the performance criteria for most of the elements in this unit. For example during the information gathering process when planning your assessment or an observation of a feedback session. ◆ 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 gathered whilst undertaking your initial assessment the goals or objectives set and the rationale behind them.
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 that 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 during a feedback session, questioning of the assessment methods used or adopted. 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 required 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 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 offenders/member of their family or circle of friends. ◆ Products: These can be risk assessments, incident/sentence records, assessment forms or related documentation, 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 their 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
Legislation, policy and good practice	
1 why the reasons for, and the methods and results of, the assessment should be discussed with the individual	
2 why the individual should be as fully involved in the assessment process as possible	
3 why the resources should be prepared ready for use prior to the start	
4 why the results of the assessment should be recorded accurately, legibly and completely and the possible effects if this is not done	
5 why any concerns regarding the assessment should be passed on and the possible effects if this is not done	
6 why there should be clear links between the supervision plan and the activities planned	
7 why development objectives should be constantly evaluated and updated	
8 why individuals should be encouraged to participate in planning	
9 the importance of having clear, prioritised objectives	
10 why the individual's consent to the activities should be established and the relationship of this to the promotion of individual rights	
11 why the individual should be actively encouraged to become involved, if appropriate	
12 the reasons why individuals should be given time and space to exercise and develop the skills which they possess and to comment constructively on their own progress	
13 why difficulties experienced by the individual or adverse reactions to the development activity should be reported to the appropriate person	
14 what actions the worker should take when 'best practice' conflicts with local policy	
15 why the individual's views on the effectiveness of the activity are of particular significance	

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
Legislation, policy and good practice (cont)	
16 why it is necessary to continually evaluate and modify programmes for individuals	
17 why advice should be sought and acted on as soon as there is doubt about particular programmes for individuals	
18 the instructions and guidelines for the particular assessment to be used and the reasons why these should be carried out correctly	
Services and products	
19 sources of information on the assessment to be undertaken	
20 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	
21 the different equipment and materials which may be suitable for differing goals	
Factors which influence what workers do	
22 the purpose of assessment in general and the manner in which it links to individual needs	
23 the forms of assessment which are appropriate for the groups of individuals with which the worker is working and the ways in which these may differ	
24 the purposes of the actual assessment to be undertaken and the role of the worker within it	
25 the assessment methods to be used	
26 the resources required for the assessment and the role which each plays in the overall process	
27 the ways in which personal beliefs and preferences influence communication	
28 the disturbances which might affect the assessment and ways of minimising them	
29 the different concerns which might arise during the assessment or about the assessment for that individual	
30 the ways in which working practices can be best adapted for different groups of individuals with differing needs and the special needs of particular individuals or groups of individuals	
31 the developmental potential of individuals and the factors that affect this	
32 the general factors which may inhibit the achievement of development goals, the specific factors which may affect the individual with whom the worker is working, and the ways in which these factors can be minimised	

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Factors which influence what workers do (cont)	
33	the individual's preferences, strengths and interests and the ways in which these can be incorporated into the development plan
34	the circumstances which may prevent individual involvement in, or require modification to, development activity
35	the developmental potential of particular individuals and the factors which may influence development
36	the difference between positive and constructive feedback and how this can assist the individual's development
37	the difficulties which individuals may experience in the development activities
38	the ways in which individuals may react adversely to the development activities and the possible reasons for this happening
39	the role of the worker in promoting individual development and the way in which this can contribute to the overall quality of care
How to achieve important outcomes	
40	methods of encouraging and assisting individual participation
41	methods of reaching working agreements with individuals (such as through the use of negotiating skills)
42	methods of communicating with individuals
43	how to identify and refine development goals and objectives
44	methods of evaluating whether development objectives have been achieved
45	methods of encouraging the individual to participate to the best of their abilities
46	how and why the worker should act as a role model for the individual
47	methods of providing feedback to individuals in a manner which will assist their development
48	methods of providing support to individuals when they experience difficulties or react adversely
49	methods of evaluating progress towards development goals
50	the different methods and strategies which might be used to promote individual development and how the worker can find out more about these, or users which are relevant to this unit

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EC6.1 Contribute to the Assessment of Individuals' Abilities and Needs

Performance criteria	DO	RA	EW	Q	P	WT
	1 obtain relevant information for the assessment from the appropriate source					
2 collect and prepare for use the necessary resources for the assessment						
3 communicate in a manner, and at a level and pace appropriate to the individual's age, level of understanding and personal beliefs and preferences						
4 discuss the reasons for the assessment , the methods and results in a manner, and at a level and pace, appropriate to the individual						
5 reach a working agreement with the individual about the assessment and the way in which it is to be carried out						
6 encourage individuals to become as fully involved in the assessment as possible						
7 encourage individuals to ask questions and seek clarification and support when they need it						
8 carry out the assessment in the correct form and sequence and for the correct duration						
9 undertake all possible precautions to minimise disturbances and other constraints to the assessment						
10 make records of the assessment which are accurate, legible, complete and in the required format						
11 pass records of the assessment promptly to the people who need them						
12 seek advice from an appropriate person as soon as possible where they have any concerns regarding the method of the assessment						

DO = Direct Observation

RA = Reflective Account

Q = Questions

EW = Expert Witness

P = Product (Work)

WT = Witness Testimony

EC6.2 Plan Agreed Activities for Individuals

Performance criteria	DO	RA	EW	Q	P	WT
1 base activities on the assessment of the individual's abilities and needs consistent with the recommendations of the team						
2 encourage individuals to participate at a level appropriate to their abilities and incorporate the individual's interests and preferences in the plan						
3 communicate in a manner, and at a level and pace, appropriate to the individual						
4 identify in the plan goals which are (a) clear and realistic (b) listed in order of priority (c) achievable within the timescales set (d) use development methods which are appropriate to agreed goals and draw on the individual's strengths and interests						
5 specify clearly in the plan how the success of the activity is to be evaluated and by whom						

DO = Direct Observation RA = Reflective Account Q = Questions
 EW = Expert Witness P = Product (Work) WT = Witness Testimony

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: