

## FR07 04 (ML D8) Help team members address problems affecting their performance

### About this Unit

This Unit is about helping members of your team address problems affecting their performance. These may be work-related problems or problems arising from their personal circumstances.

The unit involves identifying problems affecting people's performance and discussing these in a timely way with the team members concerned to help them find a suitable solution to their problem. Sometimes you may need to refer the team member to specialist support services.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice and conduct applicable to your job, and the NHS Knowledge and Skills Framework. This will relate to your work activities; the job you are doing, and the setting, eg in hospital and community, domiciliary, residential care, and the individuals you are working with.

**Values** — the values underpinning this Unit are embedded within the 2009 NHS Code of Conduct for Health Care Support Workers. These are stated in full within the Assessment Strategy and Guidance document for the awards.

**Key Words and Concepts** — a glossary of definitions, key words and concepts used in this Unit is contained in the Assessment Strategy and Guidance document.

**Skills** — Listed below are the main generic 'skills' that need to be applied in helping team members address problems affecting their performance. These skills are explicit/ implicit in the detailed content of the Unit and are listed here as additional information.

- ◆ acting assertively
- ◆ communicating
- ◆ consulting
- ◆ decision-making
- ◆ empathising
- ◆ information management
- ◆ managing conflict
- ◆ monitoring
- ◆ problem-solving
- ◆ providing feedback
- ◆ reviewing
- ◆ setting objectives
- ◆ team-building
- ◆ valuing and supporting others

In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **You should read the Assessment Strategy and Guidance document before you begin working with the standards and refer to it if you are unsure about anything in the Unit.**

**Specific Evidence Requirements for the Unit**

**It is essential that you adhere to the Evidence Requirements for this Unit**

<b>SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT</b>
<b>Simulation:</b>
<ul style="list-style-type: none"> <li>◆ Simulation is <b>NOT</b> permitted for any part of this Unit.</li> </ul>
<ul style="list-style-type: none"> <li>◆ <b>The following forms of evidence ARE mandatory:</b></li> </ul>
<ul style="list-style-type: none"> <li>◆ <b>Direct Observation:</b> Your assessor or expert witness must observe you in real work activities. Their confirmation of your practice will provide evidence for a significant amount of the performance criteria in this Unit. <b>For example</b>, your assessor could observe you while you discuss the range of alternative courses of action and agree with the team member a timely and effective way of dealing with the problem</li> <li>◆ <b>Professional discussion:</b> Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. <b>For example</b>, the importance of identifying performance issues and bringing these promptly to the attention of the team members concerned</li> </ul>
<b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b>
<ul style="list-style-type: none"> <li>◆ <b>Reflective Account:</b> These are written pieces of work which allow you to reflect on the course of action you took in a specific situation to identify any learning from the piece of work and to describe what you might do differently in the light of your new knowledge.</li> <li>◆ <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 your assessor/mentor or expert witness may also ask questions to clarify aspects of your practice.</li> <li>◆ <b>Expert Witness:</b> A designated expert witness, eg a senior member of staff, may provide a direct observation of your practice, or record a professional discussion they have held with you on a specific piece of practice.</li> <li>◆ <b>Witness Testimony:</b> Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen.</li> <li>◆ <b>Products:</b> These can be any record that you would normally use within your normal role, eg you should not put confidential records in your portfolio; they can remain where they are normally stored and be checked by your assessor and internal verifier.</li> <li>◆ <b>Prior Learning:</b> You may be able to use recorded prior learning from a course of training you have attended within the last two years. Discussion on the relevance of this should form part of your assessment plan for each Unit.</li> <li>◆ <b>Simulation:</b> There may be times when you have to demonstrate you are competent in a situation that does not arise naturally through your work role, eg dealing with violent or abusive behaviour. The Evidence Requirements in each Unit provide specific guidance regarding the use of simulation.</li> </ul>
<b>GENERAL GUIDANCE</b>
<ul style="list-style-type: none"> <li>◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence.</li> <li>◆ Evidence must be provided for ALL of the performance criteria, ALL of the knowledge.</li> <li>◆ The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Health Care sector. This will include the National Service Standards for your areas of work.</li> <li>◆ All evidence must relate to your own work practice.</li> </ul>

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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.**

<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
<b>General knowledge and understanding</b>	
1 The importance in giving team members opportunities to approach you with problems affecting their performance.	
2 How to encourage team members to approach you with problems affecting their performance.	
3 The importance of identifying performance issues and bringing these promptly to the attention of the team members concerned.	
4 The importance of discussing problems with team members at a time and place appropriate to the type, seriousness and complexity of the problem.	
5 How to gather and check the information you need to identify the problem and its cause.	
6 The importance of identifying the problem accurately.	
7 The range of alternative courses of action to deal with the problem.	
8 The importance of discussing and agreeing with the team member a timely and effective way of dealing with the problem.	
9 When to refer the team member to support services or specialists.	
10 The importance of keeping a confidential record of your discussions with team members about problems affecting their performance, and how to do so.	
11 The importance of ensuring your actions are in line with your organisation's policies for managing people and their performance.	
<b>Industry/sector specific knowledge and understanding</b>	
1 Industry/sector requirements for helping team members address problems affecting their performance	
<b>Context specific knowledge and understanding</b>	
1 The types of problems that your team members may encounter which can affect their performance.	
2 Your role, responsibilities and limits of authority when dealing with team members' problems.	
3 The range of support services or specialists that exist inside and outside your organisation.	
4 Your organisation's policies for managing people and their performance.	

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<b>Performance Criteria</b>		<b>DO</b>	<b>RA</b>	<b>EW</b>	<b>Q</b>	<b>P</b>	<b>WT</b>	<b>PD</b>
		1	Give team members opportunities to approach you with problems affecting their performance.					
2	Identify performance issues and bring these promptly to the attention of the team members concerned.							
3	Discuss problems with team members at a time and place appropriate to the type, seriousness and complexity of the problem.							
4	Gather and check information to accurately identify the problem and its cause.							
5	Discuss the range of alternative courses of action and agree with the team member a timely and effective way of dealing with the problem.							
6	Refer the team member to support services or specialists, where necessary.							
7	Keep a confidential record of your discussions with team members about problems affecting their performance.							
8	Ensure your actions are in line with your organisation's policies for managing people.							
<b>Behaviours</b>								
1	You find practical ways to overcome barriers.							
2	You show empathy with others' needs, feelings and motivations and take an active interest in their concerns.							
3	You make time available to support others.							
4	You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.							
5	You show integrity, fairness and consistency in decision making.							
6	You confront performance issues and resolve them directly with the people involved.							
7	You keep confidential information secure.							
8	You check the validity and reliability of information.							
9	You identify the implications or consequences of a situation.							

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Performance Criteria	DO	RA	EW	Q	P	WT	PD
	10 You take timely decisions that are realistic for the situation.						

*DO = Direct Observation*  
*EW = Expert Witness*  
*PD = Professional Discussion*

*RA = Reflective Account*  
*P = Product (Work)*

*Q = Questions*  
*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: .....