

**FX18 04 (GG2) Enable Individuals who have Offended or who are Likely to Offend to Maximise their Employment Opportunities**

**Elements of competence**

- GG2.1 Assist individuals to identify potentially suitable employment  
GG2.2 Assist individuals to plan action to maximise their employment opportunities

**About this Unit**

Employment has been identified as one of the major factors in preventing offending and re-offending. This Unit focuses on working with individuals who have offended, or are likely to offend, to maximise their likelihood of securing employment. The worker will need to review with the individual the sorts of employment that they are interested in and those which are closed to them due to the nature of their offence, the relevant skills and knowledge that they currently have and those which they would need to develop in order to maximise their employability. The worker needs to encourage and support the individual to develop and implement an action plan to achieve their goals. The plan may include the need to develop their basic skills (eg literacy and numeracy), interpersonal skills, organisational skills or analytical skills, development of their confidence and presentation/interview skills or other jobseeking skills such as the development of a CV. The plan may involve the development of specific job-related skills, eg learning to use a computer, improving literacy/numeracy through a local programme of vocational training or may involve broader education linked to the achievement of specific qualifications.

The term 'employment opportunities' has been used to indicate the range of ways in which individuals may gain access to employment and improve their employability, including full and part time employment, short term contracts, voluntary work, placement within training schemes and work experience schemes. Individuals' participation may be compulsory (eg as part of a court order or sentence) or may be voluntary.

**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
<b>Simulation:</b>
◆ Simulation is permitted for this Unit.
<b>The following forms of evidence ARE mandatory:</b>
<ul style="list-style-type: none"> <li>◆ <b>Direct observation:</b> 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 your assessor may see you in a meeting with the offender where you assist the individual to identify potentially suitable employment and/or your assessor may be present when you assist individuals to plan action to maximise their employment opportunities.</li> <li>◆ <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 your practice when you have assisted individuals to identify potentially suitable employment and/or action plan to maximise their employment opportunities.</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>Questioning/Professional discussion:</b> May be used to provide evidence of knowledge, legislation, policies and procedures that 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.</li> <li>◆ <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. 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.</li> <li>◆ <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 offenders/member of their family or circle of friends.</li> <li>◆ <b>Products:</b> These can be risk assessments, incident records, intervention plans, behaviour contracts, and/or any other agency approved forms and records.</li> <li>◆ <b>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.</b></li> </ul>

**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 range/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.

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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
<b><i>Working with individuals and groups</i></b>	
1 The importance of employment as a factor in reducing offending and reoffending, ways of maximising individuals' employability and how to access support and services to assist in this; the particular difficulties that those who have offended or are likely to offend may face in seeking employment opportunities, both in terms of employer concerns and their own abilities and confidence; effective ways of motivating individuals.	
2 Relevant research into the relationship between employment and reducing offending and reoffending; evidence of effective practice in maximising employment opportunities for those who have offended or are likely to offend; and how the candidate has applied the evidence in their work.	
3 The range of local employment, training and education opportunities, the forms these take, who may be eligible and how to access them; effective methods of identifying and monitoring potentially relevant opportunities and providers; national and local schemes and agencies (statutory, private and voluntary) which are involved in providing, promoting or creating employment, training and education opportunities, for whom they are designed, how to access them.	
4 The support and resources which may be needed by individuals seeking employment, what is available from the worker's agency and from other agencies, and how to access them.	
5 The offences which might debar individuals from particular employment (eg with children or vulnerable adults), vetting and screening procedures used by employers.	

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
<b><i>Working with individuals and groups (cont)</i></b>	
6 Disclosure of convictions: the meaning of spent and unspent convictions, those convictions and offences which must be disclosed to potential employers by law, the potential risks of disclosing and of not disclosing other convictions and offences and how to discuss these risks with individuals to assist them to make informed decisions on whether to disclose such offences/convictions.	
7 The ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies.	
8 Methods for assessing and managing risk of harm within the agency context.	
<b><i>Working within the community justice sector</i></b>	
9 How to use legislation, guidelines of good practice, charters and service standards to promote employment, training and education for those who have offended or who are likely to offend.	
<b><i>Working to improve agency practice</i></b>	
10 The role of the agency and its services and how they relate to other agencies and services in the community justice sector.	
11 The agency'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.	
<b><i>Working to improve individual practice</i></b>	
12 Own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure.	
13 How the worker has applied the principles of equality, diversity and anti-discriminatory practice to their work.	
14 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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**GG2.1 Assist individuals to identify potentially suitable employment**

Performance Criteria		DO	RA	EW	Q	P	WT
1	Gather relevant information about the individual's <b>personal circumstances</b> and their offending behaviour and patterns associated with it.						
2	Explain clearly and accurately to individuals: <ul style="list-style-type: none"> <li>◆ the range of services available from the worker's own agency</li> <li>◆ the individual's role and responsibilities</li> <li>◆ the statutory requirements for enforcing any orders and licences that apply to their contact with the worker and agency, and the actions which will be taken if they fail to comply</li> <li>◆ legislation and good practice in relation to the disclosure of convictions to prospective employers and providers of education and training and confirm individuals' agreement to proceed on this basis</li> </ul>						
3	Encourage individuals to: <ul style="list-style-type: none"> <li>◆ recognise the consequences of their behaviour and how it may be viewed by others</li> <li>◆ recognise the advantages of changing their behaviour and the positive alternatives that employment opportunities offer to them</li> <li>◆ review their motivation in seeking employment opportunities</li> <li>◆ recognise their strengths and ability to change</li> <li>◆ value themselves positively</li> </ul>						
4	Make an accurate and realistic assessment of the <b>risk of harm</b> associated with the individuals' behaviour, the extent to which this might limit the opportunities available to them and the steps that may be needed to manage risk.						

*DO = Direct Observation*  
*EW = Expert Witness*

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

*Q = Questions*  
*WT = Witness Testimony*

Performance Criteria		DO	RA	EW	Q	P	WT
5	<p>Encourage individuals to realistically assess employment opportunities in which they are interested, and provide accurate and relevant information to them regarding:</p> <ul style="list-style-type: none"> <li>◆ anything in their offence history which may debar them from certain kinds of work</li> <li>◆ aspects of their behaviour which a prospective employer has a right to know and on which they may give or withhold an offer of employment</li> <li>◆ their responsibilities regarding disclosure of convictions and their options regarding disclosure of spent convictions</li> <li>◆ the difficulties they may find in gaining employment</li> </ul>						
6	<p>Identify with individuals the employment options which are suitable for and open to them, and the advantages and disadvantages of each of the options.</p>						

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**GG2.2 Assist individuals to plan action to maximise their employment opportunities**

Performance Criteria		DO	RA	EW	Q	P	WT
1	Assist individuals to assess realistically: <ul style="list-style-type: none"> <li>◆ the skills, knowledge and experience which are likely to be required in the employment opportunities they have selected</li> <li>◆ their current skills, knowledge and experience</li> <li>◆ the match between the two</li> </ul>						
2	Encourage individuals to explore: <ul style="list-style-type: none"> <li>◆ obstacles to them accessing employment opportunities</li> <li>◆ how the obstacles can be addressed constructively with individuals and others</li> </ul>						
3	Identify with individuals a range of strategies for increasing their employability which are consistent with: <ul style="list-style-type: none"> <li>◆ their <b>personal circumstances</b></li> <li>◆ their motivation for change</li> <li>◆ the <b>risk of harm</b> associated with their behaviour</li> <li>◆ evidence of effective practice in helping people maximise their employment opportunities</li> </ul>						
4	Encourage individuals to draw up a realistic and achievable plan for implementing the strategies which identifies: <ul style="list-style-type: none"> <li>◆ realistic and achievable goals</li> <li>◆ the actions that they will take</li> <li>◆ the <b>resources</b> they will need</li> <li>◆ the <b>resources</b> they will need</li> <li>◆ individuals and agencies from whom they will seek <b>resources</b></li> <li>◆ timescales</li> <li>◆ how and when they will review their progress towards their goals</li> </ul>						
5	Assist individuals to access and use relevant sources of support and <b>resources</b> in a manner which maximises their independence.						

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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: .....