

F2AC 04 (GC5) Develop Control for People who are a Risk to Themselves or Others

Elements of competence

- GC5.1 Challenge behaviour which creates risk and establish agreed boundaries and expectations**
- GC5.2 Maintain and review agreed boundaries and expectations of behaviour**
- GC5.3 Assist people to develop greater control over their behaviour**

About this Unit

This Unit is about working effectively with people who have behavioural problems that may arise from mental illness. Behaviours may be emotional or racially, physically or sexually abusive. They may in other ways be inappropriate including criminal.

Target Group

This Unit applies to experienced operational staff who work closely with individuals in custody who have significant behavioural problems.

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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Specific Evidence Requirements for this Unit
Simulation:
Simulation is permitted for this Unit.
The following forms of evidence ARE mandatory:
<p>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, your assessor may see you setting up or attending a meeting between yourself and other members of staff, from your own as well as other agencies, to look at any proposed behavioural support programmes, or a meeting held to discuss additional support arrangements in the event that behavioural boundaries or agreements are breached.</p> <p>Reflective Account/professional discussion: These will be an explanation or a description of your practice in particular situations based on current working practices. For example, an account of a meeting or any proposed behavioural support programmes drawn up by you to reduce offending behaviour, or an account of any integration of current research into your practice and how you kept your colleagues informed of the research. You could also include an explanation of how legislation, policies and procedures affect your practice.</p>
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<p>Questioning/professional discussion: 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>Expert witness: A designated expert witness may provide direct observation of practice, questioning, undertaking a professional discussion or providing feedback on a reflective account. Working within the Youth Justice field 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.</p> <p>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 member of their family or circle of friends.</p> <p>Products: These can be anonymised copies of any risk assessment forms, monitoring and evaluation tools, working agreements, incident reports, behaviour support plans or copies of any agency approved forms and protocols. 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.</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.
- ◆ 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 sets 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 the Youth Justice Sector.
- ◆ 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
1 Research on methods of working with people whose behaviour creates difficulties, and the outcomes.	
2 Theories on the causes and origins of violence and aggression.	
3 Approaches to engaging reluctant, aggressive and withdrawn individuals.	
4 The impact of adverse behaviour on self and others.	
5 Methods of challenging behaviour that creates risk, and research on their outcomes.	
6 Techniques and resources to promote learning and alternative behaviour, monitoring change and the participation of individuals and carers in planning and evaluation.	
7 Theories of behaviour and learning.	
8 Group processes and peer support and development.	
9 Statistics on the incidence of violence, aggression, depression and social isolation among different client groups.	
10 Statistics on the incidence of violence, aggression, depression and social isolation among different client groups.	
11 Methods of planning and providing feedback.	
12 Negotiation methods and skills.	
13 Identification of conflict and skills in conciliation.	
14 The rights and responsibilities of individuals.	
15 Methods of setting up boundaries and exercising control, and their effectiveness with different client groups.	
16 Reporting and recording systems for organisations, courts and allied organisations.	
17 Support needs of workers.	
18 The range of support and advocacy services available to individuals whose behaviour causes concern.	
19 The impact of individual and structural discrimination on identity, and approaches to increase options and promote positive identity.	
20 Research and outcomes of intervention and support aimed to reduce risk, and the need to enhance coping skills in different contexts.	
21 Explanations of non-conforming behaviour and research into different forms of intervention or non-intervention, relating to <ul style="list-style-type: none"> ◆ criminal behaviour and re-offending ◆ sexual, physical and racial abuse ◆ self-harm and suicide ◆ anti-social behaviour ◆ mental health 	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
22 How different factors contribute to behaviour, including <ul style="list-style-type: none"> ◆ past history ◆ stress factors ◆ lack of understanding of information ◆ dysfunctional coping mechanisms ◆ prejudice and stereotyping 	
23 Current policies on types of behaviour and groups that present a social risk.	
24 Group work, peer learning and self-help.	
25 The rights and responsibilities of individuals and groups.	

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GC5.1 Challenge behaviour which creates risk and establish agreed boundaries and expectations

Performance Criteria	DO	RA	EW	Q	P	WT
1 Explore and assess aspects of behaviour that create risk to the individual or others.						
2 Take full account of cultural, religious or other factors that may influence the individual's behaviour.						
3 Correctly identify boundaries and expectations that will minimise unwanted behaviour and encourage positive behaviour.						
4 Identify boundaries and expectations of behaviour that are realistic and contribute to safeguarding the individual and others.						
5 Fully discuss boundaries and expectations and their significance with the individual, and encourage their support and agreement.						

GC5.2 Maintain and review agreed boundaries and expectations of behaviour

Performance Criteria	DO	RA	EW	Q	P	WT
1 Identify examples of positive aspects of behaviour that correspond to agreed expectations as they occur, and explain these in a manner which the individual is likely to understand.						
2 Provide positive reinforcement in such a way as to encourage the repetition of positive behaviour.						
3 Correctly identify behaviour that exceeds agreed boundaries and take constructive action to minimise it.						
4 Request an appropriate level of support when maintaining boundaries becomes difficult.						
5 Make interventions that are consistent with the assessment of individual needs and risks involved, in line with agreed procedures and policies.						
6 Take prompt action when necessary to protect yourself and others, and you summon further assistance as soon as practicable.						
7 Take constructive action to defuse behaviour that threatens others.						
8 Record accurately incidents of behaviour exceeding agreed boundaries.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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GC5.3 Assist people to develop greater control over their behaviour

Performance Criteria	DO	RA	EW	Q	P	WT
1 Develop possible explanations about the individual's behaviour and the risk which this causes and test these against research, theory and practice.						
2 Encourage the individual to accept responsibility for their behaviour, to acknowledge the impact it has on others and to face up to the consequences.						
3 Assist the individual to explore and adopt positive alternatives.						
4 Encourage the individual to identify factors contributing to their behaviour patterns.						
5 Take active steps to review these factors and identify appropriate sources of support.						
6 Accurately assess the needs of victims of difficult, dangerous or criminal behaviour and make realistic plans as to how they will be met.						

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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: