

F9PP 04 (BB3) Identify Individuals at Risk of Committing Anti-social Behaviour or Offending

Element of competence

BB3.1 Identify individuals at risk of committing anti-social behaviour or offending

About this Unit

This Unit is about working with colleagues and other agencies to identify individuals at risk of anti-social behaviour and/or offending.

This Unit refers to the problematic behaviour of individuals. Such behaviour is that which might be considered to be anti-social, challenging or offending, and means that the individual is at risk of offending/reoffending.

Where an assessment tool is used, this can be paper-based and/or electronic.

Target Group

This Unit is applicable to those responsible for preventing anti-social behaviour/offending by individuals.

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 NOT permitted for this Unit.
The following forms of evidence ARE mandatory:
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 observe you in a meeting with colleagues and/or other agencies discussing individual(s) at risk of committing anti-social or offending behaviour, identifying and agreeing any actions to be taken and by whom.
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 your actions in liaising with colleagues and other agencies to identify individuals at risk of anti-social or offending behaviour, assessing the level of risk, agreeing a strategy to address the risk and actions to be taken. You could also include an explanation of how legislation, policies and procedures affect your practice.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
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.
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.
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.
Products: These can be anonymised copies of any reports, risk assessments, serious incidents, written agreements or any other agency approved forms. Where products have not been completed by the candidate you need to provide an explanation of the contribution you made, eg a report or assessment where a number of people were involved.
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.

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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 and ALL of the knowledge.
- ◆ 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 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 Legal, regulatory and associated guidelines addressing the prevention of anti-social behaviour/offending, their local, social and political context, and their impact upon your working with other agencies to identify those at risk.	
2 The schools, police and other relevant agencies able to identify those at risk of committing anti-social behaviour or offending.	
3 Indications of problematic behaviour.	
4 Procedures and guidelines for dealing with instances where problematic behaviour is identified.	
5 Factors that might contribute to problematic behaviour and the importance of addressing these effectively.	
6 Sources of information towards exploring the circumstances of individuals exhibiting problematic behaviour.	
7 The importance of differentiating between fact and opinion.	

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Performance Criteria		DO	RA	EW	Q	P	WT
		1	Liaise with identified local schools, police and other relevant agencies to identify individuals with problematic behaviour.				
2	Identify why the agencies consider particular individuals' behaviour to be problematic.						
3	Gather relevant further information from other sources regarding the individuals identified.						
4	Differentiate between information which is factual and that which is opinion.						
5	Assess whether the individual's behaviour is problematic and review their circumstances to identify factors that may be contributing to their behaviour.						
6	Identify those individuals where the risk of their committing anti-social behaviour or offending warrants further assessment, setting out a reasoned justification.						
7	Recommend to the relevant person in your organisation the steps to be taken and agree the way forward.						
8	Ensure that the relevant school, police and other agencies are updated regularly as to your progress.						
9	Maintain accurate and up-to-date records of progress.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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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: