

# **F9PX 04 (EA9) Assist in the Assessment of Individuals**

## **Elements of competence**

- EA9.1 Assist in the planning of assessments**
- EA9.2 Assist in reviewing the information obtained**

## **About this Unit**

This Unit is about assisting in the assessment of the likelihood, nature and imminence of risk associated with individuals' problematic behaviour. It involves obtaining and recording relevant information, and assisting in planning for the assessment.

Problematic behaviour is that which might be considered to be anti-social, challenging or offending.

For the purpose of these standards 'risk' is taken to mean, 'the probability that an event or behaviour carrying a possibility of an adverse or negative outcome will occur' (Kemshall, 1998). In addition, within youth justice, the Youth Justice Board defines risk in terms of the risk of:

- 1 Re-offending.
- 2 Harm to others.
- 3 Vulnerability, including the risk of harm to the person by themselves, or from others.

## **Target Group**

This Unit is applicable to those whose responsibilities include assisting in obtaining and reviewing information used when undertaking risk-led assessments of individuals as part of managing their risk of offending/re-offending.

## **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 NOT permitted for this Unit.
<b>The following forms of evidence ARE mandatory:</b>
<p><b>Direct Observation:</b> 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 during contact with colleagues and/or other agencies gathering and verifying information on an individual's problematic behaviour. You could be observed in discussion with your supervisor/line manager in preparation for gathering information where you identify the information required, the sources you will use and how you will verify and corroborate the information gained to assist in the planning and reviewing of assessments.</p> <p><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 actions in preparing to gather information on an individual's problematic behaviour, identify the information required, the sources to use, how to verify and corroborate the information to be used in planning and reviewing the assessment of the individual. You could also include an explanation of how legislation, policies and procedures affect your practice.</p>
<b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b>
<p><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 the assessor/expert witness may also ask questions to clarify aspects of your practice.</p> <p><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.</p> <p>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><b>Witness testimony:</b> 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><b>Products:</b> These can be anonymised copies of any reports, risk assessments, pre-sentence reports, decisions relating to bail, court, panel progress reports 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 how you assisted in planning and reviewing of assessments.</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>

**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.

**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>
1 Legislation, organisational requirements and guides relevant to undertaking risk-led assessment.	
2 The relevant assessment tools used in making assessments of individuals.	
3 The information required towards making an assessment of individuals, appropriate to managing their risk of offending/reoffending.	
4 The principles of risk-led practice based upon specific descriptions of risk in terms of behaviour and circumstances.	
5 Sources of relevant information regarding individuals and how to access these.	
6 Methods for verifying and corroborating the information received.	
7 How to distinguish between directly observed evidence, evidence from reliable sources and hearsay.	
8 How to distinguish between prejudice and opinions that are backed by evidence.	
9 Why it is important to research information efficiently and accurately.	
10 Why it is important to agree aims, objectives and deadlines.	
11 Why you should maintain a record of the sources which you have used and how to do so.	
12 How to organise information in a way that will help you analyse it, and the format required when reporting information.	

**EA9.1 Assist in the planning of assessments**

Performance Criteria		DO	RA	EW	Q	P	WT
1	Obtain all relevant and existing information regarding the individual to be assessed.						
2	Identify correctly the further information required, and the likely sources for this information, confirming this with your line manager.						
3	Agree the timescale and actions appropriate to gathering the information required with your line manager.						
4	Contact the sources agreed with your manager, in line with organisational requirements.						
5	Describe clearly and accurately your role and that of your organisation to those from whom you seek information, describing the information sought and explaining the reasons for seeking it, and with whom it may be shared.						
6	Ensure that your contact is made in a courteous and professional manner, acknowledging the role and expertise of those from whom information is sought.						
7	Make appropriate arrangements, in line with your line manager's requirements, for a meeting with the individual to discuss their circumstances.						
8	Provide the individual with relevant information in preparation for a meeting, including details of its time, location and purpose, in line with your organisation's requirements.						
9	Refer any difficulties in obtaining information, or with arranging a meeting, promptly to your line manager.						
10	Maintain accurate and up-to-date records of the actions taken and information received.						

DO = Direct Observation  
EW = Expert Witness

RA = Reflective Account  
P = Product (Work)

Q = Questions  
WT = Witness Testimony

**EA9.2 Assist in reviewing the information obtained**

Performance Criteria		DO	RA	EW	Q	P	WT
		1	Collate, record and organise the information received clearly and in a way which facilitates its use.				
2	Review the available information, identifying any gaps and address these correctly.						
3	Ensure that the information received is relevant, accurate and current.						
4	Identify key factors regarding the individual, relevant to assessing the likelihood, nature and imminence of risk associated with their problematic behaviour.						
5	Record identified key factors, obtaining verification and/or corroboration for the source information wherever possible.						
6	Make an assessment of the likely significance of the key factors.						
7	Discuss the information with your line manager, presenting it clearly and accurately, setting out the key factors identified and the reasons for your assessment.						
8	Ensure that your assessment is justified and flows logically from the information obtained and your associated findings.						
9	Alert your line manager promptly, where you identify real and particular concerns regarding the risk of harm, including that of self harm or suicide.						
10	Maintain accurate and up-to-date records, in line with your organisation's requirements.						

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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: .....