



# **Assessment Strategy and Guidance**

## **SVQ in Community Justice: Working with Offending Behaviour at level 3**

**Group Award Code: G9WM 23**

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# General introduction

This document is based on the final assessment strategy which was produced by Skills for Justice.

Skills for Justice is the Sector Skills Council (SSC) covering all employers, employees and volunteers in the criminal justice sector throughout the United Kingdom. This includes:

- 1 the police
- 2 custodial care: including prisons, secure transport and electronic tagging
- 3 community justice: including supervision and rehabilitation of offenders, services for victims, survivors and witnesses and community safety
- 4 court services: including court administration and management, judges and magistrates
- 5 HM Revenue and Customs law enforcement
- 6 prosecution services: including the Crown Prosecution Service in England and Wales, the Crown Office and Procurator Fiscal Service in Scotland and the Public Prosecution Service in Northern Ireland

Skills for Justice have brought together the work of three former National Training Organisations (NTOs), the Police Skills and Standards Organisation, the Custodial Care NTO and the Community Justice NTO. Between them these three NTOs were responsible for four suites of National Occupational Standards: Policing, Custodial Care, Community Justice and Youth Justice. Each of these suites had a related assessment strategy. With the creation of the Sector Skills Council for the justice sector it is appropriate to now bring those four assessment strategies together and to provide a coherent and cohesive approach to assessment across the sector.

## Workplace assessment

Assessments of candidates' performance must take place in a work-based situation, except for those Units for which simulation has been deemed acceptable. In order to ensure that the evidence used to assess candidates against the National Occupational Standards is valid, all centres must demonstrate that the candidates have access to the types of resources commonly in use in the sector and that the pressures and constraints of the workplace are reflected. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence. Skills for Justice believe that direct observation by a competent assessor or testimony from an expert witness is always to be preferred. Expert witness testimony has parity with assessor observation unless otherwise stated in Unit Evidence Requirements. The assessor is responsible for making the final judgement in terms of the candidate meeting the Evidence Requirements for the Unit. Skills for Justice recognises that there are alternative evidence sources, which may be used where direct observation is not possible or practical, eg work products, records, reflective accounts, professional discussion, etc.

## Simulation

Simulations should only be used where stated in the National Occupational Standards and should follow some basic principles:

- ◆ Plans for simulation **MUST** be examined and approved by the External Verifier prior to the simulation.
- ◆ Where **there** are a group of candidates at the same centre/setting there should be a range **of** different simulations to cover the same aspect of the Unit so that the risk of candidate colluding is reduced.

Where simulation can be used within individual Units, it is specified in the Evidence Requirements.

## The SVQ in Community Justice: Working with Offending Behaviour

The SVQ is a nationally recognised award accredited by the Scottish Qualifications Authority (SQA), and is suitable for those working in the community justice sector.

To achieve the SVQ in Community Justice: Working with Offending Behaviour, candidates must achieve **eight** Units in total — **five** mandatory and **three** optional Units.

*The full selection of Units that make up the SVQ in Community Justice: Working with Offending Behaviour level 3 can be found in the SVQ Information Sheet which is published on SQA's website [www.sqa.org.uk](http://www.sqa.org.uk).*

The following pages offer assessment guidance to candidates, assessors, expert witnesses, internal verifiers and External Verifiers — in short — anyone who is involved in the assessment process.

### About SVQs

Scottish Vocational Qualifications (SVQs) are work-based qualifications, which set the level of occupational competence required by workers in their particular field. These are called standards and they have been designed and developed by Sector Skills Councils (SSCs) through consultation with employers and practitioners from across the statutory and voluntary sectors.

SVQs are nationally recognised awards, which cover a wide range of activities. They also have levels assigned to them, which are related to the responsibilities of a person's actual job. In undertaking this SVQ at level 3 — the candidate would be expected to already have some experience and be able to work without direct supervision, and to take some responsibility for supporting offenders serving sentences in the community as well as protecting individuals, their family and the wider community from risk.

To achieve this SVQ, candidates must provide evidence of experience from working within the wider community justice sector, including supervision and rehabilitation of offenders, services for victims survivors and witnesses and community safety

initiatives: youth justice, custodial care, electronic tagging, secure accommodation services.

## What does an SVQ look like?

All SVQs follow the same format. There are:

- ◆ **Units**
- ◆ **Elements**
- ◆ **Performance Criteria**
- ◆ **Scope**
- ◆ **Knowledge Specification**
- ◆ **Evidence Requirements**

**Units** are simply different tasks that are familiar areas of work to all workers employed in community justice and social care sectors.

Each Unit contains **Elements** which describe the activities workers are expected to perform.

**Performance Criteria (PCs)** are built into each Element and are **the standards** against which the work activities should be measured and for which evidence of actual performance must be provided.

**Scope** is a statement to ensure candidates can carry out workplace competences in a variety of contexts and situations. There are suggestions about this in each individual Unit.

**Knowledge Specification** requires that candidates **understand** their actions, and can integrate knowledge and practice.

**Evidence Requirements** are specific to each Unit, and detail what particular evidence is required for the Unit in order for a candidate to meet the Performance Criteria and Knowledge Specification. It is important that these instructions are followed. For example, if it says 'the assessor/expert witness **must** observe the candidate', then observation **must** be done — simulation or witness testimony will not do instead.

## Who is involved in SVQs?

- ◆ **the candidate:** a person who wants to achieve the SVQ (eg an employee). The responsibility of a candidate is to meet with the assessor, plan what Units to complete and then produce evidence to demonstrate their competence.
- ◆ **the assessor:** a person who assesses the candidate and decides if they are competent (eg supervisor), based on a variety of evidence. The assessor is normally (but not always) in the same workplace as the candidate. The assessor has the responsibility to meet with the candidate regularly, to plan, support, judge and give feedback on performance.

- ◆ **the expert witness:** a person who is occupationally competent in the candidate's area of work and who may see the candidate working on a daily basis — more so than the main or 'co-ordinating' assessor. They are able to make a judgement about competence, but it is still the role of the assessor to incorporate these judgements into the final (or summative) assessment decision for the whole SVQ.
- ◆ **the internal verifier:** an individual nominated by the centre (eg a company) who ensures that assessors apply the standards uniformly and consistently (eg supervisor's line manager). This is normally carried out by sampling evidence on a regular basis and by ensuring that candidates are being properly supported to achieve their award.
- ◆ **the External Verifier:** an individual appointed by SQA who ensures that standards are being applied uniformly and consistently across all centres offering the SVQ. Centres are normally visited by an External Verifier twice a year. SQA's External Verifiers (EVs) also meet with EVs from other Awarding Bodies to ensure UK wide standardisation.

## Required expertise of assessors, expert witnesses and internal verifiers

### Assessors

All assessors must:

- ◆ Be occupationally competent. This means that each assessor must, according to current sector practice, be competent in the functions covered by the Units they are assessing. They will have gained their occupational competence working within the justice sector or within an appropriate occupational sector. They would normally occupy a more senior position in the organisation however, this can be someone of a similar designation who holds a relevant qualification at level 3 or above and/or has more practical experience. Centres must be aware of the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal verification process.
- ◆ Be able to demonstrate a current knowledge and understanding of the National Occupational Standards (NOS) as a practitioner, trainer or manager.
- ◆ Be familiar with the NOS and must be able to interpret and make judgments on current working practices and technologies within the area of work.
- ◆ Maintain their occupational competence by actively engaging in Continuous Professional Development (CPD) activities in order to keep up-to-date with developments relating to the changes taking place in the justice sector. These activities may include those offered by the Awarding Body, Skills for Justice or other relevant providers in the sector.
- ◆ Hold or be actively working towards the assessor qualification as approved, and specified by, the regulatory authorities (eg A1/A2). Achievement of the qualification must be within the timescales laid down by the regulatory authorities. Approved centres will be required to provide the Awarding Body with current evidence of how each assessor meets this requirement, for example, certificates of achievement, testimonials, references or any other relevant records. Where an assessor is working towards an assessor qualification for assessing SVQs, Awarding Bodies require that assessment decisions are countersigned by another assessor who holds an assessor qualification. Where a new SVQ, such is the case with Working with Offending Behaviour, is being introduced and there are

not sufficient occupationally competent assessors to meet the counter-signatory requirements as above, centres may use qualified Health and Social Care SVQ assessors who are not occupationally competent for up to 18 months from introduction of this SVQ so they can achieve the necessary experience of assessing within the sector. Any such arrangements should be agreed with the Awarding Body and be monitored through the external verification process.

- ◆ Be able to take the lead role in the assessment of the candidate by observing their practice for the five mandatory Units.

### **Expert witnesses**

All expert witnesses must:

- ◆ Be occupationally competent. This means that each expert witness must, according to current sector practice, be competent in the functions covered by the Units to which they are contributing. They will have gained their occupational competence working within the justice sector or within an appropriate occupational sector.
- ◆ Maintain their occupational competence by actively engaging in CPD activities in order to keep up-to-date with developments relating to the changes taking place in the justice sector. These may include those offered by the Awarding Body, Skills for Justice or other relevant providers in the sector.
- ◆ Be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the NOS that they are witnessing as a practitioner, trainer or manager.
- ◆ Be familiar with the NOS and must be able to interpret current working practices and technologies within the area of work.
- ◆ Have had an appropriate induction to Skills for Justice SVQs, the assessment centre and Awarding Body requirements, and have access to on-going training and updating on current issues relevant to these SVQs and NOS.
- ◆ Should hold either a qualification in assessment of workplace performance or have a professional work role which involves evaluating the practice of staff.

### **Internal verifiers**

All internal verifiers must:

- ◆ Be occupationally knowledgeable across the range of Units for which they are responsible prior to commencing the role. It is crucial that internal verifiers understand the nature and context of the community justice settings due to the critical nature of the work and legal and other implications of the assessment process. Internal verifiers must understand the nature and context of the assessors' work and that of their candidates. This means that they must have worked closely with staff who carry out the functions covered by the NOS, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the NOS. Internal verifiers must also sample the assessment process, closely monitor any peer assessors and resolve differences and conflicts on assessment decisions.
- ◆ Understand the content, structure and assessment requirements for the SVQ they are verifying.

- ◆ Maintain their occupational competence by actively engaging in CPD activities in order to keep up-to-date with developments relating to the changes taking place in the justice sector. These activities may include those offered by the Awarding Body, Skills for Justice or other relevant providers in the sector.
- ◆ Hold or be actively working towards the internal verifier qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the regulatory authorities.
- ◆ Occupy a position in the organisation that gives them the authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessment practice, and carry out all the other important roles of an internal verifier.
- ◆ Have an appropriate induction to Skills for Justice SVQs and the NOS that they are verifying provided to them by the centre, and have access to on-going training and updating on current issues relevant to these SVQs and NOS. Information on the induction and CPD of internal verifiers must be made available to the External Verifier.

## Assessment methods

There are a number of methods of assessing evidence that can be used to demonstrate a candidate's competence. These are:

<b>DO</b>	<b>D</b> irect <b>O</b> bservation by the assessor or expert witness of real work activities. For this SVQ, the assessor must do the observation for the mandatory Units, although the expert witness may provide additional evidence, if required.
<b>RA</b>	<b>R</b> eflective <b>A</b> ccount by the candidate, which is a detailed description of real work activities. Sometimes this reflection on practice can take the form of a professional discussion (which also must be recorded).
<b>EW</b>	Evidence provided by an <b>E</b> xpert <b>W</b> itness — this can be either observation of practice or questioning/professional discussion on a particular area of work. The expert witness could also give a candidate feedback on a reflective account.
<b>P</b>	<b>P</b> roducts — these are usually reports and recordings made by candidates as part of their normal work duties. Projects and assignments from college or in-house courses could also be considered as products, as well as Achievement of Prior Learning (APL).
<b>Q/PD</b>	<b>Q</b> uestioning/ <b>P</b> rofessional <b>D</b> iscussion — can be used to cover some gaps in PCs, for clarification of observed practice or for knowledge.
<b>WT</b>	<b>W</b> itness <b>T</b> estimony — this is a statement or comment by someone who was present while the candidate was carrying out an activity (eg colleague, service-user, carer or other) and can confirm that the candidate's evidence is authentic. Care and sensitivity must be exercised if service-users are providing this.

In addition to the Evidence Requirements for each Unit of the SVQ, SQA from time-to-time issues 'assessment guidance' where it is thought that guidance may assist the process of assessing a candidate. This information is provided on the Care Scotland web pages on the SQA website [www.sqa.org.uk](http://www.sqa.org.uk). In addition, the **Care Scotland Bulletin**, which is published by SQA twice per year, and distributed to all assessment centres, provides the same information.

## Evidence

- ◆ **Observation:** The assessor/expert witness records judgements of observed practice, showing the skills demonstrated by a candidate, and records how PCs and knowledge have been provided in the candidate's practice. It is not acceptable for candidates to record assessor observations: if this is done, then it has the status of a reflective account.
- ◆ **Reflective account:** Candidates are required to produce reflective accounts that are written in the first person and describe their actions in completing a task. The candidate is expected to indicate the PCs, and knowledge which are demonstrated in the practice. The reflective account should always explicitly focus on the candidate's real work and not on what **might** be done.
- ◆ **The expert witness:** Is a person who is occupationally competent in the candidate's area of work and who may see the candidate working on a daily basis — more so than the main or 'co-ordinating' assessor. They are able to make a judgement about competence, but it is still the role of the assessor to incorporate these judgements into the final (or summative) assessment decision for the whole SVQ. The expert witness can observe and record practice for any of the optional Units, question and record the candidate's answers or give feedback on a reflective account. The candidate should not record the observation done by the expert witness. Who can be an expert witness must be determined and agreed in advance with the SVQ co-ordinator in the centre.
- ◆ **Product:** Any work product that shows how a candidate meets the PCs, and knowledge can be used as evidence. PCs that indicate that the candidate should have recorded information are best met by products. Products should be the candidate's own work, or clearly identify the work of the candidate, eg the contribution made to a case conference, evaluation of a group-work programme. It is not necessary for work products to be actually in the portfolio, as long as the assessor/internal verifier and External Verifier has access to them and there is an audit trail.
- ◆ **Witness testimony:** If someone other than an assessor sees the candidate carry out some work, then the assessor can request confirmation of this from a witness. Whereas a witness can make a qualitative comment on the performance of the candidate, it is the assessor who makes the judgement of the witness testimony matched against the specific PCs and knowledge.
- ◆ **Simulation:** Simulation is used by assessors where the work task is unlikely to occur. An artificial version of the situation is created to allow the candidate to demonstrate performance and possibly knowledge in a given area by simulating the activity and judging how the candidate would deal with the task if it happened, eg dealing with an emergency. Simulation is only permitted if the Evidence Requirements explicitly say so.
- ◆ **Projects and assignments:** Projects and assignments are occasionally set by assessors to allow the candidate to meet some gaps in performance and knowledge evidence. Assignments from college courses can also be used for knowledge evidence.
- ◆ **Accreditation of prior learning (APL):** Prior achievements by the candidate can be used to evidence the PCs, and knowledge, provided there is an audit trail. However, current practice must also be included to show that the candidate still has the skill at the time of completing the qualification. Candidates using work from, eg an HNC assignment, must clearly indicate on the evidence the PCs and knowledge being claimed.

- ◆ **Knowledge Specification:** Each Unit lists the knowledge and understanding that is required to effectively carry out the specific area of work practice. Most of the knowledge should be inherent in the candidate's work and must be explicitly evident in the records of observations, reflective accounts or by answers to questions.

## Further guidance on knowledge evidence

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. When reading the Knowledge Specification for a particular Unit, **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 in every Unit (**NB assessors must be aware of duplication**) and you can claim the knowledge in a number of ways:

- ◆ In reflective accounts and/or in the direct observation — but it needs to be explicit. If not explicit enough, then additional questioning or professional discussion on the practice may be necessary, eg legislation, codes of practice — which must be recorded.
- ◆ On assessed work from courses (eg HNC assignments or similar) — if so, the knowledge evidence numbers should be marked in the relevant sections of the assignment. However, candidates would still have to demonstrate through questioning or discussion with the assessor that they are still able to put this knowledge into practice, especially if the course work was done some time ago.
- ◆ By evidence from in-house courses — provided it is clear how and on what the candidate was assessed. If there was no assessment, then the course content can be used along with additional questioning by the assessor to ascertain application of knowledge — or by the candidate's own comments in reflective accounts showing how they are using the knowledge.
- ◆ Through written and oral questions by the assessor — all of which need to be recorded (if oral, this can be written up either by the assessor or the candidate).

It is essential that knowledge evidence is primarily recorded through reflective accounts and direct observations as only using questions diminishes the importance of the integration of knowledge and practice. Question banks, which have their place are **not** acceptable as the only form of knowledge evidence.

In each case, the evidence number where a particular knowledge point is to be found should be entered into the box beside that knowledge point.

**Remember, the 'amount' and 'depth' of knowledge required should be consistent with your job role.**

**A glossary of terms related to each specific SVQ is included in the candidate guidance and portfolio.**

## How to get started

The guidance and explanations provided should be sufficient to allow an assessment to commence.

The best way to fully understand an SVQ award is **simply to start**.

At the start, the assessor and candidate should meet and draw up an **assessment plan**.

The first assessment plan should contain some general decisions about how often the candidate and assessor will meet, and where. It may be important to agree a place where meetings will not be interrupted. Subsequent plans should be specific about what evidence is suitable for the particular Unit(s) being discussed, when this evidence will be collected and should include review dates.

It is a good idea to make a decision about which Unit will be picked first. It is encouraging to try and start with a familiar area of everyday work, and be very specific about what piece of work the assessor will observe. The candidate, with the help of the assessor, should also leave the planning meeting with a very clear idea of what has to be written for the reflective account. Finally, a date should be agreed when the assessment plan for the Unit (or Units) will be reviewed and a target date set for completion.

At subsequent planning sessions it is recommended that candidates and assessors take a more 'holistic' view of both the job role and the assessment of competence. What this means is that you are encouraged **not** to approach the SVQ on a Unit-by-Unit basis, but to see how normal day-to-day workplace activities will provide evidence of competence for several SVQ Units. This 'holistic approach' may not happen when you start your SVQ as some people may prefer simply to focus on one Unit. However, after this you and your assessor will be more familiar with the standards and should use this more holistic approach to your work.

# Example Forms

The following pages contain some worked examples of how to write evidence of performance and knowledge and how to match it against the Elements, PCs and knowledge of the Unit(s). The examples do not necessarily show all the evidence which would be required to complete a Unit.

We hope you will find the worked examples helpful. Please note, that whilst you are requested to use the SQA recording documentation, it is recognised that candidates and assessors will have different styles describing, explaining and writing about events and incidents. You should do this in the way most suitable to you.





Evidence gathering form		
<b>Evidence no</b>	4	<b>Date</b> 07/03/10
<i>Identify evidence type</i>		
<b>Direct observation</b>	<input checked="" type="checkbox"/>	<b>Reflective account</b> <input type="checkbox"/>
<b>Questions</b>	<input type="checkbox"/>	<b>Expert witness</b> <input type="checkbox"/>
<b>Product</b>	<input type="checkbox"/>	<b>Witness testimony</b> <input type="checkbox"/>
<b>Candidate name</b>	Mary Bloggs	

Evidence	Unit, Element, PCs	Knowledge
<p>I observed Mary's practice in her meeting with K prior to and then at the case conference today. Mary has been working with K for six months now following the recommendations of the Children's Panel. K had four charges of theft and has openly admitted that these were items stolen to order to gain money to buy drugs.</p> <p>Mary had agreed to meet with K prior to the case conference to discuss the process and ensure K was comfortable to talk about the issues, to reiterate the content of Mary's report and to check if she wanted Mary to say anything on her behalf.</p> <p>K was agitated and a little apprehensive and Mary demonstrated good communication skills to help K to relax. She encouraged conversation by talking about topics K is interested in and using open questions.</p> <p>When K was more relaxed Mary spoke about her activities leading up to the offences and the potential danger she was putting herself in through misusing drugs and sexual activity when under the influence. She then encouraged K to reflect on her behaviour over the past few months and identify how she had reduced her use of drugs, had not stolen anything and had reduced her sexual activity. She encouraged K to talk about how these actions had improved her physical and emotional well-being. Mary acknowledged and praised K for the efforts she had made in improving her lifestyle.</p> <p>Mary then encouraged K to think about what her next steps would be. K stated that she didn't think she could stop taking drugs altogether and thought that smoking 'hash' was quite acceptable as all her friends did so and often mixed this with alcohol and other drugs. Mary reminded K of their first meeting where she had stated that she felt unable to control or reduce any of these habits but that since then she had made very good progress.</p> <p>During the case conference Mary was asked to give a verbal report on K's activities. She did this in a professional manner citing examples to emphasise the points she was making.</p>	<p>F29H 04/1.1a F29H 04/1.1c DK4R 04/2.2 F29H 04/1.1b</p> <p>F29H 04/1.2a DK4R 04/2.3 F29H 04/2.6a F29H 04/2.6b F29H 04/2.5</p> <p>F29H 04/2.2a F29H 04/2.2b</p>	<p>DK4R 04/10</p> <p>F29H 04/8</p>

Additional evidence and clarification	Unit, Element, PCs	Knowledge
<p><i>This might be used to record additional questions or the candidate may use it to write an additional paragraph.</i></p>		

Comments/Feedback to candidate
<p>Mary it was obvious from the discussions with K that you have built a very good relationship with her and she trusted you enough to speak openly and honestly with you. Your presentation at the case conference was done in a professional manner covering all required areas.</p> <p><b>If witness testimony used, please state who supplied testimony and relationship to candidate.</b></p>

<b>Expert witness signature</b> <i>(if applicable)</i>	
<b>Candidate signature</b>	<i>Mary Bloggs</i>
<b>Assessor signature</b>	<i>Jack Brown</i>
<b>Date</b>	07/03/10

Evidence gathering form			
Evidence no		Date	
<i>Identify evidence type</i>			
Direct observation	<input type="checkbox"/>	Reflective account	<input type="checkbox"/>
Questions	<input checked="" type="checkbox"/> Professional discussion	Expert witness	<input type="checkbox"/>
Product	<input type="checkbox"/>	Witness testimony	<input type="checkbox"/>
Candidate name	Mary Bloggs		

Evidence	Unit, Element, PCs	Knowledge
<p>Mary had a few parts of PCs as well as knowledge for F29H 04 that were not fully covered in your accounts that I asked her to look at before our planning/feedback meeting today.</p> <p>She gave a good account of Erikson and the age stage approach to development of personality. In the case of both client R and K both had very different but equally chaotic upbringings, each having parents where the culture of drug and alcohol abuse played a part in their early lives. Mary was able to speculate that this was not an excuse but she felt was a factor in explaining the reasons for some of the offending behaviour. She also was able to relate Maslow's theory, particularly with lack of self esteem and belonging as unmet needs for both of them.</p> <p>We also looked in more general on her knowledge of legislation age of Legal Capacity and promotion of children's welfare and a few of her present as well as past clients were under Compulsory Measures as well as Child Protection Orders.</p> <p>I said I would also look at cross referencing to DK4H 04 after our meeting.</p>		

Additional evidence and clarification	Unit, Element, PCs	Knowledge
<p><i>This might be used to record additional questions or the candidate may use it to write an additional paragraph.</i></p>		

**Comments/Feedback to candidate**

Mary it is clear that your agency training as well as knowledge of the legislation is current and up-to-date. Having done the HNC Social Care, you were able to use your knowledge from the Psychology for Social Care Unit to good effect.

**If witness testimony used, please state who supplied testimony and relationship to candidate.**

<b>Expert witness signature</b> <i>(if applicable)</i>	
<b>Candidate signature</b>	<i>Mary Bloggs</i>
<b>Assessor signature</b>	<i>Jack Brown</i>
<b>Date</b>	08/03/10

Evidence gathering form		
<b>Evidence no</b>	1	<b>Date</b> 03/03/10
<i>Identify evidence type</i>		
<b>Direct observation</b>	<input type="checkbox"/>	<b>Reflective account</b> <input checked="" type="checkbox"/>
<b>Questions</b>	<input type="checkbox"/>	<b>Expert witness</b> <input type="checkbox"/>
<b>Product</b>	<input type="checkbox"/>	<b>Witness testimony</b> <input type="checkbox"/>
<b>Candidate name</b>	Mary Bloggs	

Evidence	Unit, Element, PCs	Knowledge
<p>Over a short period of time, R had picked up several charges for assault and so had been referred to the Youth Justice team for support in addressing his offending behaviour. I was asked to do individual work with him on a weekly basis. The first meeting was done jointly with his social worker for introductions and from that I would meet with him each week at the offices where I work. We did not start looking at his offending straight away, but rather, we spent the first couple of weeks getting to know each other and building up a level of trust. Also before beginning any work, between us we agreed on the rules for the time we would meet and the work that would be done. He asked that not all work was done in the office and I stipulated that it would be fine to go elsewhere on occasion but when discussing issues of a sensitive nature then it should be done in the office.</p> <p>We also agreed that we would listen to each other and let the other person have their say and be honest when not agreeing with each other's views. When we initially began the work, we used the Teen Talk programme which looked at the types of offences, ones which he believed to be unacceptable, how those offences impacted on the victim's both in the short and long term, effect for them, properly identify the reasons for that, specific incidents and what happened on the lead up to an incident. I found that I was quite taken aback by some of his responses to certain crimes that he found unacceptable. This was because he almost had a tiered system of offences and the type of person that would do this and reasons for it. Through discussion and sometimes a healthy debate we explored this further. It transpired that such crimes as robbery and theft by whatever means were totally unacceptable to him as he described that only 'black' people do this. When asked what he meant by this he explained that the majority of the people he knows who steal do it in order to fund their addiction and addiction is a road that he will never go down. We discussed how his drinking differed from that of others and behavioural changes when he was under the influence</p>	<p>F29H 04/1.1a F29H 04/1.1b</p> <p>F29H 04/1.2a</p>	<p>F29H 04/4</p>

<p>and whether that then led to offences he was picking up.</p> <p>As the weeks went on and we would look at specific offences and what happened on the lead up to the accident, nine times out of 10 it came from difficulties R was experiencing at home. I found that when he talked about living with Dad he would become quite angry and agitated and regularly spoke about his feelings for this man and hatred he felt for him.</p> <p>I could see that there was a definite link between R's offending behaviour and the difficulties he was having at home. He was living 50% of his time with his mother and the other 50% with his father. Through supervision, I discussed this with my manager and explained that I felt the focus of work with R had to change from looking at his offending behaviour to looking at his home life and the difficulties there. My manager agreed with this and suggested using materials such as ECO map, exploring the positives and negatives within each household, etc.</p> <p>When I next met with R, I discussed with him the focus of the work changing and why I believed this should be the case, I also explained that I would not force him to talk about anything that he wasn't comfortable with and that everything would be done at his pace. As the weeks progressed, I discovered that R felt that he did not belong in either household and he did not know how to fit into two polar settings, as in one there were no rules and boundaries and in the other there were very strict rules and boundaries. His mother and father also had a very acrimonious relationship and R found himself regularly caught in the middle. He also felt that there were a lot of family secrets that he had never been told about but that some people in the community were making fun of him because of his family history. This was then leading to certain offences. He was also asking me questions about his family history that I did not have the answers to. I felt that he needed support from a counselling resource in order to explore a lot of historical issues that have contributed to his current situation. I discussed with my manager that I felt I could only go so far with him and that he needed more specialist support than I could offer.</p> <p>I explained that I was worried that I was opening a 'can of worms' and that I was not equipped to see him through it. She advised that she felt that I was doing the work well and not to put myself down in my abilities but that counselling would be appropriate for him. A referral would be made for counselling and that I would continue to work with R in relation to anger management in the meantime. I asked for the opportunity to attend a counselling course as I felt that this would not only help me in my work with R but it would be useful in the future. My manager agreed and nominated</p>	<p>F29H 04/1.7</p> <p>F29H 04/1.3c</p> <p>DK57 04/1.3d</p> <p>DK57 04/2.2 F29H 04/2.5</p>	<p>F29H 04/1</p> <p>F29H 04/13</p>
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<p>me for the next available course.</p> <p>As this work progressed we had explored and agreed on strategies for dealing with what was going on at home and we found to an extent he was able to make some changes. Throughout all the work done I congratulated him in his openness, honesty, the changes he was able to implement in to his life and also challenged through discussion some of his views. I also explained how this would help with his relationship with Dad. With R, the focus of work that I had initially set out to do completely changed and on several occasions made me look at my own practice and prompted me to seek advice from my colleagues and manager at times when I doubted myself. I also ensured that I regularly shared the progress with his social worker.</p> <p>I felt it was a piece of work that prompted many emotions within me. I became regularly frustrated as I realised that things would never be completely settled for him at home but rather the most I would be able to do was to help give him coping strategies for dealing with it. I was also angry that the Childrens Panel didn't at any point take his wishes into account when considering where he should live between two parents who have such an acrimonious relationship. Given that this was a very difficult situation for R to be in, I had to be very conscious not to be favouring or showing preference to any particular parent as it could have not only affected our relationship but damaged any relationship he had or was building on.</p>	<p>F29H 04/2.8</p> <p>DK57 04/1.2b</p>	
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<b>Additional evidence and clarification</b>	<b>Unit, Element, PCs</b>	<b>Knowledge</b>
<p><i>This might be used to record additional questions or the candidate may use it to write an additional paragraph.</i></p> <p>Q Did you consider taking any action regarding the decision of the Children's Panel that R should live part of the week with his father?</p> <p>A I explored this issue with R and advised that he has the right to ask for another panel but he felt unable to do this as it would be hurtful to his father. We agreed that it might be easier for him to speak directly to his father to try and explain how he was feeling but again R did not feel able to do so at this point. I advised him that if he wished at any time in the future to broach this, then we could spend time preparing what he might say. I felt a bit frustrated by this and had to be very careful that I didn't show this to R as, any discussion with his father, needed to be his decision.</p>		

**Comments/Feedback to candidate**

Mary this is very good for your first reflective account and meets all the claims you've made. You could have added more detail about the work you completed with R in terms of the coping strategies that you agreed this would have covered more of Element 2 but I'm sure as you progress with your award this will become easier for you.

If witness testimony used, please state who supplied testimony and relationship to candidate.

<b>Expert witness signature</b> <i>(if applicable)</i>	
<b>Candidate signature</b>	<i>Mary Bloggs</i>
<b>Assessor signature</b>	<i>Jack Brown</i>
<b>Date</b>	01/03/10

Evidence gathering form			
Evidence no	2	Date	05/03/10
<i>Identify evidence type</i>			
Direct observation	<input type="checkbox"/>	Reflective account	<input checked="" type="checkbox"/>
Questions	<input type="checkbox"/>	Expert witness	<input type="checkbox"/>
Product	<input type="checkbox"/>	Witness testimony	<input type="checkbox"/>
Candidate name	Mary Bloggs		

Evidence	Unit, Element, PCs	Knowledge
<p>I had been allocated to undertake a short term piece of work with S in relation to his offending behaviour. He is 15 years old and had two charges in relation to theft and breach of the peace. He has also been getting into trouble at school for fighting. He was not a persistent offender and so I saw the work that I would be doing as early intervention to prevent him from getting into any more trouble.</p> <p>I spent the first few visits to S explaining who I was, what my role was and the work I was hoping to do with him. From that I used the visits to explore his charges, looking at each in turn and the lead up to him being charged.</p> <p>Each time I met with him at his home address, he always presented as a polite, articulate and at times shy young man. He at times struggled to make eye contact and in the beginning looked to his mother for support. I found out quickly that speaking to him calmly and at times using humour helped to ease his anxieties and through time he was quite happy to meet with me on his own.</p> <p>I know that I can be quite animated when speaking to young people and was very conscious that given how he presented this was something I had to tone down, as not to make him more anxious.</p> <p>As we met each week, S opened up about his charges and was willing to do whatever it took to make amends for any harm he had caused.</p> <p>We initially looked at the trouble he was getting into at school and discussed specific incidents. There were a couple of boys who were making fun of him due to him having red hair and after a period of trying to ignore this, he had lost his temper and retaliated. I explored with him ways for him to deal with this, looking at some anger management techniques and also some work in relation to self esteem as he had coloured his hair to try to deal with this. This was also the reason he had been charged with breach of the peace.</p> <p>I then explained to him the legalities of him having charges</p>	F29H 04/1.2b	

<p>and what could entail in the future for him.</p> <p>I used the Teen Talk programme to get him to reflect on how his behaviours impacted on those around him including his family and the victims of his offences.</p> <p>With regards to his charge of theft, he has stolen a bottle of vodka from a local supermarket. In agreement with S, I arranged with the store manager to take him for a visit. The purpose of this was for S to hear from the manager the consequences of his actions on others and for him to apologise for what he had done.</p> <p>I gave him the choice of whether he wished for me to be there for support and he said that he would prefer this as he did not feel confident enough to do this on his own.</p> <p>During the work I had been doing with S, he spoke of wanting to join the police force when he was older, I arranged for him to meet with the local community police to discuss not only the consequences for him should he continue to offend but also more positively what he can do just now to help him achieve the goals he has for his future.</p> <p>I congratulated S on the growing confidence he had shown during my involvement and praised him for facing up to what he had done by meeting with the manager of the store.</p> <p>Towards the end of the work I had done with S, I used one of the sessions discussing the progress he had made. He was able to reflect on what he had done, how this impacted in not only him, but others around him. He was also able to recognise how his actions now could affect goals he had set for his own future. He said that it was helpful to him meeting with the community police and how he was scared at the prospect of facing the store manager, but glad that he had done this. He also commented that showing aggression can affect relationships with not only peers but that his teachers could label his as a trouble maker.</p> <p>I believe that the work done with S was successful and to date he has not offended again. Given how shy he was when I initially started working with him, I was a bit wary of organising the visit to the store in case I totally crushed any confidence he had. However, on reflection I am glad that I did do it as I feel that it was beneficial for him to face up to what he had done and something that he learned a valuable lesson from.</p> <p>As each visit was done, I recorded the information in accordance with my employer's guidelines. The records were completed as soon as possible within the timescales then placed in a file and stored within my office to ensure confidentiality.</p> <p>When working with S, my safety was not at risk, although this may not always be the case. I understand that I should</p>	<p>F29H 04/1.3a</p> <p>F29H 04/1.5</p> <p>F29H 04/2.6a</p> <p>F29H 04/2.6b</p> <p>F29H 04/1.6 F29H 04/2.7</p> <p>DK4K 04/1.2 DK4K 04/2.7</p>	<p>F29H 04/6</p> <p>F29H 04/3</p>
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always take measures to keep myself safe during visits. I am aware of where I sit on visits in relation to the nearest exit and will leave if at any time I feel unsafe.		
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<b>Additional evidence and clarification</b>	<b>Unit, Element, PCs</b>	<b>Knowledge</b>
<i>This might be used to record additional questions or the candidate may use it to write an additional paragraph.</i>		

<b>Comments/feedback to candidate</b>
<p>If witness testimony used, please state who supplied testimony and relationship to candidate.</p>

<b>Expert witness signature</b> <i>(if applicable)</i>	
<b>Candidate signature</b>	<i>Mary Bloggs</i>
<b>Assessor signature</b>	<i>Jack Brown</i>
<b>Date</b>	05/03/10