



Assessment Strategy and Guidance

SVQ in Youth Justice at level 3

Group Award Code: G9YL 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.

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

The SVQ in Youth Justice

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

To achieve the SVQ in Youth Justice, candidates must achieve **seven** Units in total — **four** mandatory and **three** optional Units.

The full selection of Units that make up the SVQ in Youth Justice level 3 can be found in the SVQ Information Sheet which is published on SQA's website 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 of working in the youth justice sector with children and young people who have offended and be able to work without direct supervision.

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 youth justice workers.

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 working with children and young people who have offended or are at risk of offending. In addition, assessors must have had suitable experience in secure environments to assess Units specific to the secure estate. Assessors who work with children and young people in the community will require experience of practice in the community. If, due to exceptional circumstances, these conditions cannot be met the assessment centre must bring this to the attention of the awarding body, and negotiate alternative **temporary**, ie a maximum of twelve months, arrangements that satisfy the External Verifier that the quality of the assessment will be upheld. These arrangements may include the possibility of a qualified assessor working in close liaison with someone who does meet the criteria for occupational competence.
- ◆ 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. The assessor holding the qualification for assessing SVQs must meet the criteria as noted. Where a new SVQ, such as the case with youth justice, 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 four 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. Due to the risk critical nature of the work and the legal implications of the assessment process, Internal Verifiers (IV) 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 national occupational standards, 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 standards. IVs must also sample the assessment process 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:

DO	D irect O 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.
RA	R eflective A 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).
EW	Evidence provided by an E xpert W 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.
P	P 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).
Q/PD	Q uestioning/ P rofessional D iscussion — can be used to cover some gaps in PCs, for clarification of observed practice or for knowledge.
WT	W itness T 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. 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.

Assessment Plan

UNIT(S) TO BE ASSESSED (Insert title(s) and number(s))	Jane is comfortable taking a holistic approach to this assessment so will begin with the activities described below which will provide evidence for Units F79A 04, DR4A 04 and F9PV 04.
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Activities	Date	Assessment method and possible criteria to be covered			
Remember to remove all identifying information in your evidence and use initials rather than full names. A reflective account about the group work with AB and the four females. The evaluation of the group work — this does not need to be included with your portfolio. You should identify which PCs it will cover and I will assess it and return it to the filing cabinet. Observation from the multi-agency conference next week on the K family. A reflective account of the work with P and his mother including how you handled his challenging behaviour during the case conference.	12/08/10 02/08/10	This will cover F9PV 04, DR4A 04 and F79A 04 Product — F9PV 04 and F79A 04 Observation for DR4A 04, F9PT 04 and F79A 04 F79A 04, F9PV 04 and possibly F9R3 04			
Identify any knowledge evidence already achieved	Which course	How will this be used?			
Record of any additional discussion including when there will be a review of the above work Jane will get copies of all her assignments from HNC in Social Care and make use of these where relevant. Include the relevant ones in your portfolio and identify where PCs and knowledge points are covered throughout the assignments.					
Candidate signature	<i>Jane Smith</i>	Assessor signature	<i>Peter Brown</i>	Date	06/08/10

Evidence gathering form		
Evidence no	1	Date 11/08/10
<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	Jane Smith	

Evidence	Unit, Element, PCs	Knowledge
<p>I was asked to co-facilitate a group with an integrated children's services worker, AB, for four girls who live within the same area. All four girls were friends and were putting themselves at risk when out in the community. There were issues for each of them in relation to drinking, using recreational drugs, sexualised behaviour, offending and issues at school.</p> <p>This was to be a time limited piece of work that each week would focus on the issues of concern for these girls.</p> <p>I initially met with AB to plan the group. We discussed the venue, times and which night it should be run. We agreed that each week we would pick up each of the girls from school or the family home, provide dinner for the first hour and use the second hour to focus on the issues. They would be responsible for selecting and assisting in preparing a healthy meal. AB and I then spoke to the Social Workers for each of them to gather up-to-date information in relation to the current issues for all of them at home and in the community. I found out that for each of them, there were welfare issues at home, they had all recently picked up charges in relation to their behaviour in the community and for three of the four there were issues regarding promiscuous behaviour. We then visited each of the girls at home to discuss the group with them and their parents, all four agreed to attend the group. AB and I then met to plan each week, looking at their needs, the materials we would use and organised an outing for one of the sessions. I sent each of the girls a reminder about the group with pick-up times and dates. The first week of the group AB and I collected the girls as agreed and prepared and ate dinner together for the first hour. We used the second hour to discuss with them the reasons for the group, the aims and objectives, the expectations of the girls and agreed some ground rules. I explained to the girls that the situations they were getting into in the community and their risk-taking behaviour had led social work and their parents to become concerned about them. We discussed the topics to be covered each week and planned</p>	<p>F9PV 04/1.4</p> <p>F9PV 04/1.1</p> <p>F9PV 04/2.4 F79A 04/1.8</p> <p>F9PV 04/1.5</p> <p>F79A 04/1.2</p> <p>F9PV 04/2.1</p> <p>F79A 04/2.1</p>	<p>F79A 04/6</p>

<p>the menu for the following week.</p> <p>We then agreed and wrote out the group rules which included:</p> <ul style="list-style-type: none"> ◆ The issues discussed at the group are not passed on to friends outside. ◆ They attend each week. ◆ No smoking during the group or attending under the influence of alcohol or drugs. ◆ They participate in group discussions and share only what they are comfortable with. ◆ They listen to others and don't interrupt or dismiss other opinions and views. <p>During this time we sat around the same table we ate at, so that the girls felt comfortable and we were facing one another. I spoke calmly, maintaining eye contact and used humour to help put them at ease and help build a relationship with them. I explained that they would not be lectured but rather they would be actively involved in the discussions each week. I advised that, if there was something they weren't comfortable sharing with the group that they could talk to either AB or myself separately. I also explained that the issues discussed would remain confidential within the group however, if they spoke of anything which meant they or others were at risk of harm that this may need to be shared with their Social Worker. I explained that, at times, we would challenge them during discussions but that they were also able to challenge anything we said if they disagreed.</p> <p>When I was first asked to facilitate this group I wasn't apprehensive about the content of the discussions but wondered whether we would be able to affect any changes in the girls' behaviour. The reason for this was the seriousness of the issues to be addressed and the group was only running for nine weeks. I thought that the most we could achieve with them would be providing them with a safe place to go once a week and a healthy home cooked meal.</p> <p>I was a bit cynical in the beginning and when I met them I thought that having all four together would be, at least, challenging if not unmanageable. We did not affect much of a change for two of the girls but one in particular did make some longer term positive changes in her life and really benefitted from attending the group.</p>	<p>F9PV 04/2.3</p>	<p>F79A 04/24</p>
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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> <p>What were the benefits from working with AB and how did you decide the part you would play at each of the sessions?</p> <p>The benefits of working with AB were that she had first-hand knowledge of the attendance and behaviour of the girls at school. She met frequently with their teachers in a couple of different forums and was kept informed by them of any issues or concerns they had about the girls' behaviour.</p> <p>When we discussed who would lead the different parts of each session we talked honestly about our strengths and weaknesses. AB was not comfortable talking about the sexualised behaviour the girls were displaying whereas I had already worked on several occasions with groups of girls on this topic. AB had access to a variety of materials she had used previously to encourage discussion on self-esteem and healthy relationships so she led on these sessions. I think it was essential that two of us were involved with the group because any one person would have difficulty managing four. I also think we benefitted from discussion at the end of each session. We noted the difference in the dynamics of the group when one girl didn't attend — the others were more co-operative on the evenings she wasn't there.</p>		<p>DR4A 04/6</p> <p>DR4A 04/9</p>

Comments/Feedback to candidate
<p>Jane, this is very good for your first reflective account. You have provided a good explanation of your practice and reflected well on your feelings about the outcomes of the short-term group work. You completed an evaluation of the group sessions — you can use this as a product for GA7 as it gives further explanation of the content of the programme and details of the levels of participation and an assessment of the benefits for each of the girls.</p> <p>If witness testimony used, please state who supplied testimony and relationship to candidate.</p>

Expert witness signature <i>(if applicable)</i>	
Candidate signature	<i>Jane Smith</i>
Assessor signature	<i>Peter Brown</i>
Date	11/08/10

Evidence gathering form			
Evidence no	2	Date	12/08/10
<i>Identify evidence type</i>			
Direct observation	<input checked="" type="checkbox"/>	Reflective account	<input type="checkbox"/>
Questions	<input type="checkbox"/>	Expert witness	<input type="checkbox"/>
Product	<input type="checkbox"/>	Witness testimony	<input type="checkbox"/>
Candidate name	Jane Smith		

Evidence	Unit, Element, PCs	Knowledge
<p>Jane had been invited to attend a large multi-agency Case Conference in respect of the K family. The purpose of the meeting was to discuss ongoing concerns regarding this family in respect of parenting, substance misuse, child welfare and protection. Additional discussion would take place regarding short and long term care planning and the potential consequences for family members if the situation continued to deteriorate including the risk of antisocial and re-offending behaviour. Jane had previously discussed the nature of the meeting with Ms K and advised that I had been invited in my role as the Parent Development Officer but also that I would be observing Jane's practice. Ms K was aware that there would be a number of people attending the meeting and raised no objections to my attendance.</p> <p>Given the complexity and nature of the meeting Jane recognised that this would be a difficult meeting for Ms K and in order to provide some moral support Jane sat next to her throughout.</p> <p>Following several communications from Education, Police and Residential staff Jane was requested by the chair to give a verbal account of her involvement. Subsequently, Jane communicated her role, the purpose of her involvement, frequency of visits to the family home and the level of progress to date.</p> <p>Throughout Jane highlighted that she worked jointly with a Family Support Worker from Circle and the attempts they had made to formulate an assessment of Ms K's needs and level of motivation. Jane communicated that, given the family's current situation, the difficulties this posed for both workers to begin any therapeutic interventions at this time. Consequently Jane was able to express her concerns regarding Ms K's, and the whole family, level of vulnerability and high level of need. Jane was able to highlight some positives regarding Ms K's level of engagement and motivation and showed empathy with the</p>	<p>F9PV 04/1.6</p> <p>F79A 04/3.5 F9PT 04/2.2</p>	<p>F9PT 04/1</p>

<p>difficulties in focussing on the tasks given the external influences and environmental factors. Jane discussed Ms K's goal of remaining at home and addressing her current drug use and lifestyle.</p> <p>Throughout the meeting Jane presented herself in a professional manner. She communicated effectively with the representatives from the other agencies and gave a balanced account of the family's needs whilst recognising the number of concerns regarding protection and welfare. In turn, Jane was able to develop clear action plans with the other professionals whilst being clear about her role and responsibilities within this process.</p>	DR4A 04/1.9	
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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> <p>See Evidence 4 regarding the principles and benefits of joint working.</p>		DR4A 04/2 (part)

Comments/Feedback to candidate
<p>Jane, you presented in a professional manner and communicated effectively with all involved. You provided an honest and balanced account of Ms K's and the family's needs and raised concerns about the current situation whilst showing respect for the difficulties Ms K is dealing with.</p> <p>If witness testimony used, please state who supplied testimony and relationship to candidate.</p>

Expert witness signature <i>(if applicable)</i>	
Candidate signature	<i>Jane Smith</i>
Assessor signature	<i>Peter Brown</i>
Date	12/08/10

Evidence gathering form			
Evidence no	4	Date	12/08/10
<i>Identify evidence type</i>			
Direct observation	<input type="checkbox"/>	Reflective account	<input type="checkbox"/>
Questions	<input checked="" type="checkbox"/>	Expert witness	<input type="checkbox"/>
Product	<input type="checkbox"/>	Witness testimony	<input type="checkbox"/>
Candidate name	Jane Smith		

Evidence	Unit, Element, PCs	Knowledge
<p>Q What are the principles and benefits of joint working and the importance of clarifying roles and responsibilities?</p> <p>In Social Work Practice — An Introduction, Veronica Coulshed writes, ‘Multi-disciplinary teams consist of a number of different disciplines, whether or not in the same building, sharing their knowledge and expertise about a specific service user with the objective of identifying and using those services which effectively meet assessed needs.’</p> <p>I often work with a number of different agencies and if I relate some of the fundamental principles of joint working to the K family (Evidence 2) these are:</p> <ul style="list-style-type: none"> ◆ Partnership — there are various agencies working with the K’s and in order to ensure we were working cohesively together it is important to ensure that everyone agreed on their roles and the tasks for which they were responsible. This would help ensure that all needs were being met and there was no duplication. ◆ Negotiation — it is essential that everyone has the opportunity to voice their views and opinions so that any disagreements can be aired and, where appropriate, compromises made. ◆ Communication — good communication in all forms — verbal, non-verbal and written is important to ensure roles are clear and all information is passed on. This also involved regular meetings to share information. ◆ Networking — is important to ensure the proper resources have been identified to meet the needs of the service user. 		DR4A 04/2 (part)

<ul style="list-style-type: none"> ◆ Flexibility — when things aren't working you need to adapt practice and understand capabilities. ◆ Evaluation — reflecting and evaluating services and practice so that changes can be made and new goals set. <p>The benefits of joint working are that no one person has all the skills that are needed to meet the needs of the service user or, as with the K's, the whole family. When specialist services come together there are many skills and strengths that each worker can offer the family. If this is to work effectively, roles need to be clarified to ensure that no work is duplicated, the family is not being overloaded with visits and that all workers are clear about what they are there to do and what their responsibilities are.</p>		
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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>This is well answered, Jane. It is useful that you are showing your knowledge and where you gained it from and essential that you link this to your practice. I know this related to an observation but you should try to include some knowledge like this within your reflective accounts.</p> <p>If witness testimony used, please state who supplied testimony and relationship to candidate.</p>

Expert witness signature <i>(if applicable)</i>	
Candidate signature	<i>Jane Smith</i>
Assessor signature	<i>Peter Brown</i>
Date	12/08/10

Evidence gathering form			
Evidence no	5	Date	02/08/10
<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	Jane Smith		

Evidence	Unit, Element, PCs	Knowledge
<p>I am working with a family whose 15-year-old son, P, was in a secure unit. He had been there for 18 months following a Children's Hearing due to the problematic behaviour he was displaying within the community. He had not attended school for almost a year, and was increasingly becoming involved in anti-social behaviour, substance misuse and offending. There was a planned transition to return him to the family home and he had been spending weekends at home for the past few months. P's mother advised me that she was wary of him coming home for good. When I asked why, she stated that he often returns very drunk and aggressive when he's been out with friends. She said that his younger brothers and sister were terrified of him and her 13-year-old son, T was being encouraged by P to join in some of the anti-social behaviour. She felt that T was frightened to say no to him and was worried that he would follow in his footsteps. When P wasn't around T's behaviour was much better and he did what she asked of him. I advised her that it would have been better if she had been honest about P's behaviour at the weekends when it first started and that I would need to discuss this with my senior.</p> <p>When I discussed the situation with my senior we concluded that a case conference should be called to discuss the situation and acknowledged that it may be beneficial for P to move to a local Children's Unit as an interim step to moving back home.</p> <p>I had visited P at the secure unit on a few occasions and had been in regular contact with them, and the reports about his behaviour there were very positive. He was a model pupil, built good relationships with staff and other boys and thrived within the structured environment.</p> <p>At the case conference P very quickly became verbally aggressive and directed this anger at his mother saying it was her fault for telling stories about his behaviour at home. After about 10 minutes P stormed out of the</p>		F9R2 04/8

Comments/Feedback to candidate

Jane, this is a good, clear account of your practice and you've managed to demonstrate your knowledge from TCI training, although I do think you can be a bit hard on yourself at times.

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

Expert witness signature (if applicable)	
Candidate signature	<i>Jane Smith</i>
Assessor signature	<i>Peter Brown</i>
Date	02/08/10

Evidence gathering form			
Evidence no	6	Date	31/08/10
<i>Identify evidence type</i>			
Direct observation	<input type="checkbox"/>	Reflective account	<input type="checkbox"/>
Questions	<input type="checkbox"/>	Expert witness	<input type="checkbox"/>
Product	<input type="checkbox"/>	Witness testimony	<input type="checkbox"/>
Candidate name	Jane Smith		

Evidence	Unit, Element, PCs	Knowledge
<p>I asked the candidate at our last planning session in August to go and look at the New Criminal Justice and Licensing (Scotland) Bill that had just received the Royal Assent and was in a few of the newspapers. I suggested she go on the Scottish Government website and do some research and we could discuss what, if any, effects she saw for her present and future work.</p> <p>It was clear that she was aware that the Scottish Government's presumption against prison sentences of less than three months less for low level offenders — in favour of tough, community-based punishments could mean an increase in the numbers of young people serving their sentences in the community and hopefully there may be more funding for extra support staff. She also mentioned that the government was also seeking to amend existing proposals for a presumption against jail terms of six months or less, in order to secure the widest possible Parliamentary backing.</p> <p>She also had read up on the intention to have more support for the victims of crime and we discussed the various ways in which victims support was changing.</p> <p>I was clear that the shorter sentences in the community as an alternative to Prison and Young Offenders Units — Community Payback, Compensation and Harassment orders would all have an effect on the work of her service.</p>		F9PV 04/14 F9PT 04/15

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>Jane you have done some good research here that I am sure we can track to the Core Unit on professional development as well as matching some knowledge for your current Unit.</p> <p>If witness testimony used, please state who supplied testimony and relationship to candidate.</p>

Expert witness signature <i>(if applicable)</i>	
Candidate signature	<i>Jane Smith</i>
Assessor signature	<i>Peter Brown</i>
Date	31/08/10