

## **F9E3 04 (GC4) Assess Risk of Harm and the Need for Intervention**

### **Elements of competence**

- GC4.1 Identify the Risk of Harm Indicators  
GC4.2 Identify, Monitor and Review the Need for Intervention

### **About this Unit**

This Unit focuses on identifying situations where there is a risk of harm to self or others. The worker identifies the potential risks to individuals and others and then screens the evidence for intervening in the situation. The worker is required to identify and assess the risk indicators relating to physical, sexual or emotional harm. An awareness of, and ability to work within the limits of, their own authority, agency policies and procedures is critical as well as communicating and referring appropriately.

### **Scope**

The scope is here to give you guidance on possible areas to be covered in this Unit. The terms in this section give you a list of options linked with items in the Performance Criteria. You need to provide evidence for any option related to your work area.

**Methods of collecting information**, meetings with the individual their family\* and friends, meetings with other workers, telephone and correspondence, case reviews and conferences.

**Individual's condition and behaviour**, current, over a period of time preceding the evaluation.

**Assessed in relation to** level of risk, likely pattern of events if intervention does not take place, known evidence for the success of intervening.

**Those involved** other works, which may include the line managers, other agencies, individuals and those in their network.

\* **The reference to 'family' includes partners where they exist**

### **Target Group**

This Unit is applicable across the community justice sector. It is relevant to all those who work with individuals (who contribute to public protection and safety who may pose a risk of harm and abuse).

### **Evidence Requirements for the Unit**

**It is essential that you adhere to the Evidence Requirements for this Unit — please see details overleaf.**

<b>SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT</b>
<b>Simulation:</b>
<ul style="list-style-type: none"> <li>◆ Simulation is not permitted for any part of this Unit.</li> </ul>
<b>The following forms of evidence ARE mandatory:</b>
<ul style="list-style-type: none"> <li>◆ <b>Direct Observation:</b> Your assessor or expert witness must observe you in real work activities which provide a significant amount of the Performance Criteria for most of the elements in this Unit. For example methods and tools used for screening the risk of harm to self or others</li> <li>◆ <b>Reflective Account/professional discussion:</b> These will be a description of your practice in particular situations based on working practices. For example evidence gathering techniques, screening tools risk assessments carried out whilst working in partnership with others</li> </ul>
<b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b>
<ul style="list-style-type: none"> <li>◆ <b>Questioning/professional discussion:</b> may be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice</li> <li>◆ <b>Expert Witness:</b> A designated expert witness may provide direct observation of practice, questioning. Working with offending behaviour can pose a number of challenges for Direct Observation of practice by Assessors not based in the Workplace and it is vital that Expert Witnesses are identified at the Planning stage as they will be require to work closely with your Assessor in the Evidence gathering process</li> <li>◆ <b>Witness testimony:</b> can be a confirmation or authentication of the activities described in your evidence which your assessor has not seen. This could be provided by a work colleague or another key person. It is NOT appropriate to use witness testimony from any offenders/member of their family or circle of friends.</li> <li>◆ <b>Products:</b> These can be risk assessments, incident/forms, agency approved forms and records. Candidates should also be familiar with the purpose and usage of harm indicator or risk assessment screening tools specifically designed to reduce physical sexual or emotional harm</li> </ul>

**GENERAL GUIDANCE**

- ◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods (including potential products such as screening tools) and the tasks you will be undertaking to demonstrate your competence
- ◆ Evidence must be provided for ALL of the Performance Criteria ALL of the knowledge and parts of the scope that are relevant to your job
- ◆ Candidates and Assessors should ensure that knowledge evidence should be **integrated** into the reflective accounts, direct observations and if appropriate in professional discussions. Care should be taken to **avoid** assessment of knowledge through set or banks of questions as they generally do not reflect real work practice.
- ◆ The evidence must reflect the policies and procedures of your workplace and be linked to the current legislation, values and principles of best practice within the Community Justice Sector and in particular those staff working with Offenders
- ◆ ALL evidence must relate to your own work practice

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### KNOWLEDGE SPECIFICATION FOR THIS UNIT

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

**You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the ‘knowledge evidence’ section of the Assessment Guidance.**

<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
<b>Legislation, policy and good practice</b>	
1 how statutory frameworks define the rights, powers and duties of the worker to identify potential risk of harm, abuse and failure to protect	
2 individuals rights to know that an investigation is taking place, what information is being collected and why, under statute or agency polices	
3 procedures for recording, storing and sharing information and the legislation related to this	
4 why it is essential to verify information once it has been received	
5 the importance of ensuring clarity regarding the workers role, rights and powers and that of others in the individual’s network	
6 why the worker needs to be aware of their own culture and social background and the importance of ensuring personal belief and prejudice do not have an impact on the evaluation of risk	
7 why it is important to focus on the strengths and resources of the individual, significant others and local community	
8 why it is important for all workers involved to be clear about their lines of accountability in relation to this type of work	
<b>Factors which influence what workers do</b>	
9 the likelihood and degree of risk, acceptable and unacceptable risk, the range and source of risk and its potential impact on individuals and others significant to them	
10 sources of prejudice and the differing forms this may take in relation to allegations of abuse, harm or failure to protect (for example, prejudice related to age, class, caste, creed, culture, gender, health status, relationship status, mental ability, mental health, offending background, physical ability, place of origin, political beliefs, race, religion, responsibility for dependants, sensory ability, sexuality)	
11 signs and symptoms of harm, abuse and failure to protect	
12 the impact that the assessment and decision making process may have on individuals, their family and friends	

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13 How and why risk factors may change with time	
14 the range of options for intervention	
15 the unintended consequences which may result from intervention, such as when the intervention may reduce one form of abuse only to introduce new or different risks	
16 understand the principles of resources following risk	
<b>How to achieve important Outcomes</b>	
17 how to prioritise risk	
18 how to collect, collate and evaluate different types of information	
19 how to distinguish between directly observed evidence, evidence from reliable sources and hearsay	
20 how to distinguish between prejudice and opinions that are backed by evidence	
21 why it is important to take into account all relevant views	
22 how to undertake a risk assessment	
23 methods of giving feedback	
24 report writing and presentation skills	

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### GC4.1 Identify the Risk of Harm Indicators

Performance Criteria	DO	RA	EW	Q	P	WT
	1 collect information using <b>methods</b> and tools which are appropriate to the purpose of the investigation and consistent with agency procedures					
2 explain accurately the purpose of collecting and compiling information to people who need to know in a manner appropriate to their needs and understanding						
3 collect information concerning the <b>individual's history and current behaviour</b> and confirm its accuracy						
4 check carefully the reliability of sources of information						
5 distinguish between opinion, unsubstantiated information and reliable information						
6 identify correctly from the available information, factors which suggest that individuals are at risk						
7 communicate information to those involved about risks to individuals using agreed procedures						
8 continuously review levels of risk and take the necessary action to ensure that risk is managed						
9 make complete and accurate, up to date records which conform to statutory and agency guidelines						

*DO = Direct Observation*

*RA = Reflective Account*

*Q = Questions*

*EW = Expert Witness*

*P = Product (Work)*

*WT = Witness Testimony*

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**GC4.2 Identify, Monitor And Review the Need For Intervention**

<b>Performance Criteria</b>	<b>DO</b>	<b>RA</b>	<b>EW</b>	<b>Q</b>	<b>P</b>	<b>WT</b>
1 screen for level of risk of harm to self and others						
2 take action to protect individuals which is consistent with agency requirements						
3 continuously review and screen for risk of harm indicators using relevant risk of harm assessment tools						
4 ensure screening takes account of: (a) accurate information available (b) the views from all others involved with the individual (c) the worker's own knowledge of the source and level of risk						
5 take account, in the evaluation the possibility of change in the factors affecting risk and the implications of this for intervention						
6 fully inform all those involved of changed risk concerns and record raised risk indicators						
7 make sure that their records comply with national, agency and legislative requirements						

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*To be completed by the Candidate*

**I SUBMIT THIS AS A COMPLETE UNIT**

Candidate's name: .....

Candidate's signature: .....

Date: .....

*To be completed by the Assessor*

*It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.*

**I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.**

Assessor's name: .....

Assessor's signature: .....

Date: .....

**Assessor/Internal Verifier Feedback**

*To be completed by the Internal Verifier if applicable*

***This section only needs to be completed if the Unit is sampled by the Internal Verifier***

Internal Verifier's name: .....

Internal Verifier's signature: .....

Date: .....