

F9PV 04 (EA6) Obtain Information from the Individual Regarding their Behaviour

Elements of competence

- EA6.1 Prepare for a discussion with the individual**
- EA6.2 Obtain information from individuals about their problematic behaviour**
- EA6.3 Close discussions and record information regarding individuals**

About this Unit

This Unit is about obtaining, verifying and recording information from individuals regarding their problematic behaviour. Information needs to focus upon the cause of problematic behaviour, the individual's views of their behaviour, and the consequences of the problematic behaviour. The information obtained needs to be verified towards informing decision-making.

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

Target Group

This Unit is applicable to those with responsibility for obtaining, recording and verifying information from individuals relating to their problematic behaviour. For example, the information may be needed for risk assessment (ie assessing the individuals' risk of offending/re-offending, risk of harming others, and their risk of vulnerability), pre-sentence reports, decisions relating to bail, planning community and custodial sentences, planning other programmes, court and panel reports and progress reports.

Evidence Requirements for the Unit

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

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Specific Evidence Requirements for this Unit
Simulation:
Simulation is NOT permitted for this Unit.
The following forms of evidence ARE mandatory:
<p>Direct Observation: Your assessor or expert witness must observe you in real work activities, which provide a significant amount of the Performance Criteria for most of the Elements in this Unit. For example your assessor may observe you with your supervisor/line manager in preparation for meeting with an individual to gather information on their problematic behaviour. You could be observed in meetings with individual(s) obtaining their views, gathering and verifying relevant information on the individual's circumstances, the causes and consequences of their behaviour.</p> <p>Reflective Account/professional discussion: These will be an explanation or a description of your practice in particular situations based on current working practices. For example an account of your actions in preparing for a meeting with an individual to gather information on their personal circumstances and their views of their problematic behaviour. The communication skills you will use to gain this information and encourage the individual to explore the impact, causes and consequences of their behaviour. When identifying risk factors, explain your judgement on the level of risk. You could also include an explanation of how legislation, policies and procedures affect your practice.</p>
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<p>Questioning/professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures, which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice.</p> <p>Expert witness: A designated expert witness may provide direct observation of practice, questioning, undertaking a professional discussion or providing feedback on a reflective account.</p> <p>Working within the Youth Justice field can pose a number of challenges for Direct Observation of practice by assessors not based in the workplace and it is vital that expert witnesses are identified at the planning stage as they will be required to work closely with your assessor in the evidence gathering process.</p> <p>Witness testimony: Can be a confirmation or authentication of the activities described in your evidence which your assessor has not seen. This could be provided by a work colleague or another key person. It is NOT appropriate to use witness testimony from any member of their family or circle of friends.</p> <p>Products: These can be anonymised copies of any reports, risk assessments, pre-sentence reports, and decisions relating to bail, court, panel progress reports or any other agency approved forms. Where products have not been completed by the candidate you need to provide an explanation of the contribution you made, eg planning community or other programmes where a number of people were involved.</p> <p>Due to the nature of this Unit considerable care should be given to the inclusion of any anonymised records in your portfolio. They should remain where they are normally stored and checked for their authenticity by your assessor as well as occasionally by your Verifier. Where records are included great care should be taken to ensure they are anonymised to ensure confidentiality.</p>

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General guidance

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

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Knowledge Specification for this Unit

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

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

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

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
1 The types of information required towards assessing problematic behaviour and associated risk and protective factors.	
2 The importance of verifying the information received from individuals and methods for doing this.	
3 The difference between fact and opinion, their relative advantages and disadvantages, and the importance of distinguishing between fact and opinion.	
4 The ways in which an individual's culture and gender may influence practice.	
5 How to apply the principles of equality, diversity and anti-discriminatory practice.	
6 The importance of maintaining confidentiality, and relevant legislative and organisational requirements regarding this.	
7 The impact of crime on victims and their need for protection, respect, recognition and information.	
8 Factors which influence an individual's behaviour, including their physical, social, psychological and emotional development.	
9 Relevant research into the relationship between known factors which influence offending behaviour and the evidence of effective practice in tackling these factors.	
10 Current definitions of risk and the purpose of risk assessment and management.	
11 The ways in which stereotyping and discrimination might affect risk assessment and how to guard against this.	
12 The ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies.	
13 What is meant by the concepts of validity, reliability, sufficiency and currency in relation to data collection and analysis and how to use different data collection methods validly and reliably.	
14 Legislation which relates to the work being undertaken and its impact for your work.	
15 Your organisation's policies and practices which affect the work undertaken, including your organisation's requirements for recording information.	
16 The particular confidentiality issues which are likely to arise in the systems and structures for which you are responsible.	
17 Methods of evaluating your own competence, and for determining when further support and expertise are needed and the measures available to improve own competence in this area of work.	

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EA6.1 Prepare for a discussion with the individual

Performance Criteria		DO	RA	EW	Q	P	WT
1	Identify and review the circumstances of the individual, determining their personal circumstances, including any relevant care history, any known or potential risk factors and their likely motivation to provide information.						
2	Identify, where the information is available, the individual's attitude to offending, their motivation to change, self-perception, and their reasoning abilities.						
3	Identify the need for an interpreter, and where necessary, make the relevant arrangements.						
4	Identify the information which needs to be gathered.						
5	Make arrangements for meeting the individual which are consistent with the priority of the situation, and which include the appointment time and length, its location, and identifying and confirming relevant details with others who need to be present.						
6	Make sure that those involved are aware of the nature of the information that you are seeking and your purpose in seeking it.						

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EA6.2 Obtain information from individuals about their problematic behaviour

Performance Criteria		DO	RA	EW	Q	P	WT
1	Explain clearly and accurately your role and responsibility to the individual.						
2	Explain clearly the information being sought and the reasons for seeking it.						
3	Explain what kind of information you may have to share with others and what may happen as a result.						
4	Obtain, where appropriate, the individual's consent to the process.						
5	Communicate throughout the process in a manner which is appropriate to the individual, which encourages an open exchange of views and information, and which is free from discrimination and oppression.						
6	Encourage individuals to explore their behaviour, its impact upon others, and any patterns associated with it, and their beliefs and attitudes about themselves and others.						
7	Identify the individual's personal circumstances, including those people and relationships significant to the individual, details of their accommodation, their educational experience and achievements, their physical and mental health, and the use of drugs and alcohol by the individual.						
8	Identify whether the individual has any experience of violence, discrimination, oppression, abuse or other traumatic events.						
9	Determine, where relevant, the relationship of the individual to their victims.						
10	Challenge attitudes and behaviour which are aggressive, abusive or discriminatory, while taking account of personal safety.						
11	Encourage the individual to take responsibility for their behaviour.						
12	Verify the information provided through corroboration against that available already, identifying and checking any conflicts or anomalies in the information provided.						
13	Identify and address promptly, where relevant, any risk factors identified which require immediate action.						
14	Seek advice and support promptly when team discussion and supervision are appropriate.						

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EA6.3 Close discussions and record information regarding individuals

Performance Criteria		DO	RA	EW	Q	P	WT
		1	Explain to the individual what will happen next and, where possible, obtain their consent to the course of action.				
2	Explain what information will be recorded and with whom it will be shared.						
3	Identify what the individual hopes to achieve in order to reach the best possible and fair conclusion.						
4	Encourage questions, check and confirm understanding.						
5	Record information accurately, promptly and concisely.						
6	Distinguish clearly between facts and opinions.						
7	Structure information in ways which will allow others to use it readily.						
8	Make information available promptly and readily to those who are entitled and need to see it.						
9	Maintain the confidentiality of information, consistent with the requirements of legislation and organisational policy.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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To be completed by the candidate

I submit this as a complete Unit

Candidate's name:

Candidate's signature:

Date:

To be completed by the assessor

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

I certify that sufficient evidence has been produced to meet all the Elements, PCs and Knowledge of this Unit.

Assessor's name:

Assessor's signature:

Date:

Assessor/internal verifier feedback

To be completed by the internal verifier if applicable.

This section only needs to be completed if the Unit is sampled by the internal verifier.

Internal verifier's name:

Internal verifier's signature:

Date: