

F9PW 04 (EA8) Assess Individuals for the Principal Types and Levels of Risk Associated with their Problematic Behaviour

Elements of competence

- EA8.1 Gather information regarding the individual and their circumstances**
- EA8.2 Assess the information, identifying risk and protective factors**
- EA8.3 Agree the individual's needs from appropriate interventions**

About this Unit

This Unit is about assessing the risks associated with an individual's problematic behaviour as part of managing these risks in preventing the offending and/or re-offending of individuals. It includes involving the individual, wherever possible, in the assessment, and in agreeing the consequent factors and needs to be addressed.

Where an assessment tool is used, this can be paper-based and/or electronic. For the purposes of these standards 'risk' is taken to mean, 'the probability that an event or behaviour carrying the possibility of an adverse or negative outcome will occur', (Kemshall, 1998). In addition, within youth justice, the Youth Justice Board defines risk in terms of the risk of:

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

The resultant outcomes will then inform the development and implementation of appropriate intervention plans, activities which are addressed in related units of National Occupational Standards.

Target Group

This Unit is applicable to those with responsibility for undertaking risk-led assessments of individuals as part of managing their risk of offending/reoffending.

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 in a meeting with colleagues and/or other agencies gathering and verifying information on an individual's problematic behaviour. You could also be observed during the assessment process with the individual(s) explaining your role, gathering information on their personal circumstances, attitudes and views of their behaviour including its impact on themselves and others.</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 gathering information on an individual's problematic behaviour, identify the information required, the sources to use and how to verify the information. You could explain the assessment process and the communication skills used to encourage the individual to actively participate, including identifying triggers, areas of risk and the objectives of the subsequent intervention plan. 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, 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 or how you used these as part of the risk-led assessment, eg reports provided by colleagues and/or other agencies.</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 Legislation, organisational requirements and guides relevant to undertaking risk-led assessment.	
2 The relevant assessment tool(s) and how to complete these.	
3 The information required towards making an assessment of individuals, appropriate to managing their risk of offending/reoffending.	
4 The principles of risk-led practice based upon specific descriptions of risk in terms of behaviour and circumstances.	
5 Approaches to risk assessment, how to use these and their relative advantages and disadvantages.	
6 Sources of relevant information regarding individuals and how to access these.	
7 Methods of verifying and corroborating the information required.	
8 How to distinguish between directly observed evidence, evidence from reliable sources and hearsay.	
9 How to distinguish between prejudice and opinions that are backed by evidence.	
10 Factors influencing the vulnerability of individuals.	
11 Types of vulnerability, or levels of harm, used in assessing risk, their indicators and how to determine these.	
12 Key risk factors for serious offending, including the number of previous convictions, the nature of any current offence, patterns of harmful behaviour, and drug/alcohol abuse.	
13 Circumstances requiring additional assessments and how to arrange these.	
14 Circumstances where cases are considered to be of a very high risk, requiring a structured and detailed risk management plan, and how to progress such a plan.	
15 Multi-agency arrangements including their definitions and associated actions.	

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EA8.1 Gather information regarding the individual and their circumstances

Performance Criteria		DO	RA	EW	Q	P	WT
		1	Describe clearly and accurately your role and responsibility to the individual, explaining the information being sought, the reasons for seeking it, and with whom it may be shared.				
2	Identify the individual's relevant circumstances, including their living arrangements and environment, family and personal situation, education/employment situation, physical and mental health, and their attitudes, beliefs and motivation.						
3	Explore the individual's own perception regarding their situation and behaviour, including its impact for themselves and others.						
4	Collect available information regarding the individual, their circumstances and behaviour, from a variety of sources, including factual and clinical data wherever possible.						
5	Obtain verification and/or corroboration for the information, wherever possible.						
6	Communicate in a manner, and at a pace, appropriate to the individual, and which is free from discrimination and oppression.						
7	Maintain clear and accurate records, setting out details of the individual's relevant circumstances, patterns of behaviour, and possible key triggers of their risk-related behaviour.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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EA8.2 Assess the information, identifying risk and protective factors

Performance Criteria	DO	RA	EW	Q	P	WT
1 Determine the rating of potential risk factors from the assessment tool, providing evidence to show the basis for your decision, and to explain the strength and nature of the link between a factor and the likelihood of offending/reoffending.						
2 Assess the relevant factors, including the individual's living arrangements and environment, family and personal situation, education/employment situation, physical and mental health, and their attitudes, beliefs and motivation.						
3 Use your professional judgement to assess the significance of both the total score to determine the likelihood of offending/reoffending, and of scores for particular sections, to identify priority areas for interventions.						
4 Identify correctly the nature of the individual's potential risk of harm to others, or to themselves.						
5 Determine correctly the likely outcome(s) of the risks identified, including whether there is a likelihood of offending/reoffending, whether the individual is vulnerable to harm, and/or there is a risk of serious harm to others.						
6 Determine the factors likely to be contributing to the causes of the individual's problematic behaviour.						
7 Identify the factors that may trigger the problematic behaviour.						
8 Determine those factors that might help to reduce, or prevent the problematic behaviour.						
9 Identify any life events, or circumstances which may mean that the individual is particularly vulnerable.						
10 Identify correctly where additional assessments are required, and make the appropriate arrangements promptly, recording your reasons for the additional requirement clearly.						
11 Ensure that your risk assessment is placed in the context of the individual's circumstances, and is defensible.						
12 Complete the appropriate assessment tool fully and correctly, maintaining clear and accurate records, setting out the risks and protective factors identified, the likelihood of the behaviour/situation recurring and the likely imminence of such an event.						

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EA8.3 Agree the individual's needs from appropriate interventions

Performance Criteria		DO	RA	EW	Q	P	WT
1	Involve the individual in the risk assessment, explaining the tool used and the rationale for the resultant ratings.						
2	Explain clearly to the individual the impact of the risk and protective factors identified on their problematic behaviour.						
3	Explain the identified triggers of their problematic behaviour, and actions that might be appropriate towards addressing these.						
4	Identify and agree with the individual those areas of risk to be targeted, and agree objectives to be addressed in a subsequent intervention plan.						
5	Identify and record any external and internal controls that need to be implemented.						
6	Identify and agree those protective factors to be strengthened.						
7	Ensure that your analysis is justified and defensible, with a clear rationale for your conclusions, associated recommendations and subsequent plans.						
8	Ensure that procedures are in place to monitor and review the assessed risk, with a frequency appropriate to the level of risk identified.						
9	Alert relevant persons promptly where you identify real and particular concerns regarding the risk of harm by the individual to others and/or themselves.						
10	Provide your report, including all relevant information, promptly to the relevant person(s).						

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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: