

F9R5 04 (BB2) Model Pro-social Behaviour when Working with Individuals

Elements of competence

- BB2.1 Model pro-social behaviour in establishing working relationships**
- BB2.2 Maintain effective relationships which reinforce pro-social behaviour**

About this Unit

This Unit is about modelling pro-social behaviour when communicating with individuals, as part of a strategy designed to address the problematic behaviour of such individuals. It therefore includes helping individuals to recognise and to take responsibility for their own behaviour and obligations to others.

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

Target Group

This Unit is applicable for those working with individuals at risk of anti-social behaviour and/or offending, or of re-offending.

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 meeting with an individual at risk of anti-social behaviour and/or offending, discussing your role and the purpose of your contact with them. This may include discussion about the particular circumstances that have led to them being at risk, a strategy to address those risks and reviewing progress.</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 establishing and maintaining relationships through encouraging individuals to acknowledge and address attitudes and behaviour which can lead to anti-social behaviour, offending and/or re-offending. 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, incident reports, support plans, written agreements 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 the information, eg an assessment or report provided by others regarding the level of risk of anti-social behaviour, offending or re-offending.</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, guidelines and good practice relating to your work with individuals, and their impact for your work.	
2 The role of your organisation and its services, and how they relate to other organisations and services in the sector.	
3 Your organisation's policy and procedures regarding confidentiality of information and the disclosure of information to third parties, and the specific circumstances under which disclosure may be made.	
4 How to apply the principles of equality, diversity and anti-discriminatory practice.	
5 Physical, social, psychological, emotional and intellectual development of individuals, and the ways in which such development can be affected.	
6 The effect of parenting and families on individuals in relation to their ability to form other relationships.	
7 The influence that peers can have upon the individual.	
8 The impact of the broader social environment on individuals, including areas of material deprivation, crime and the fear of crime, poor housing and poverty.	
9 The effect that being in care has on individuals.	
10 Strategies for encouraging individuals to recognise and take responsibility for their own behaviour and their obligations to others.	
11 The importance of your role as a positive role model to reinforce pro-social behaviour, and ways of monitoring your own effectiveness in this.	
12 Behaviours which demonstrate respect for others and those which do not.	
13 The different forms and range of effective communication, and the effect of culture on communication, including when physical contact is appropriate and when it is not.	
14 How culture, gender and beliefs can affect attitudes and behaviour and how it may be perceived by others.	
15 The impact of crime on victims, survivors and witnesses and their need for protection, respect, recognition, information and confidentiality, and why it is important to recognise the impact on all those affected by crime, whether they are direct victims or indirect victims.	
16 Reactions to the experience of crime, and the factors which affect how individuals react to and recover from their experience.	
17 Your own role and responsibilities and from whom assistance and advice can be sought.	

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AA1.1 Model pro-social behaviour in establishing working relationships

Performance Criteria		DO	RA	EW	Q	P	WT
		1	Obtain and review all relevant and available information, including assessments, regarding individuals ahead of meetings, familiarising yourself with their circumstances, behaviour and identified needs.				
2	Identify any required information that is missing, and take the necessary steps to obtain it.						
3	Explain clearly and accurately your role and responsibilities, and how this relates to the relevant work of others.						
4	Identify any potential issues for your relationship with the individual due to their gender or any other factors, and take the appropriate actions promptly and sensitively.						
5	Explain clearly your objectives and the nature and boundaries of the relationship with the individual, including expectations from the individual.						
6	Explore with individuals what they expect from you and your organisation.						
7	Engage constructively with the individual and model pro-social behaviour, encouraging an open exchange of views, and free from discrimination or oppression.						
8	Communicate in a manner and at a level and pace appropriate for the individual.						
9	Provide constructive feedback to points raised by the individual and behave in a manner which promotes their value as individuals.						
10	Challenge constructively any attitudes and behaviour by the individual which prejudice the rights of others or which are anti-social, whilst taking account of your own personal safety.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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AA1.2 Maintain effective relationships which reinforce pro-social behaviour

Performance Criteria		DO	RA	EW	Q	P	WT
1	Maintain contact with individuals at a frequency and using methods consistent with your role, their needs and organisational and statutory requirements.						
2	Explore and identify the individual's interests, needs and concerns, identifying factors known to cause problematic behaviour.						
3	Challenge constructively prejudice, discrimination and problematic behaviour when it occurs.						
4	Explore constructive ways of changing attitudes and behaviour which promote inclusion and social behaviour.						
5	Agree with individuals relevant and realistic goals, and the actions that they need to take if the goals are to be attained.						
6	Review with individuals their progress towards achieving their goals, exploring with them any barriers, and ways in which these might be overcome.						
7	Offer prompt and constructive feedback to individuals regarding their progress, recognising achievement and encourage them to own their success.						
8	Act as a role model for pro-social behaviour in your workings with individuals.						
9	Where your contact with individuals is to end, summarise clearly and accurately the outcomes achieved.						
10	Assist individuals in finding ways to sustain their behaviour change.						

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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: