

FX0N 04 (EC1) Support and Encourage Individuals in Addressing their Offending Behaviour

Elements of competence

- EC1.1 Help individuals to explore those aspects contributing to their offending behaviour
- EC1.2 Help individuals to address the offending aspects of their behaviour

About this Unit

This standard is about helping individuals who have offended to understand why aspects of their behaviour might be considered offensive, and the benefits of addressing such aspects. This includes challenging individual behaviour and providing support and encouragement for change. You need to recognise the complex range of factors which may have led to offending and be able to help individuals value themselves and others.

Evidence Requirements for the Unit

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

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
◆ Simulation is permitted for this Unit.
The following forms of evidence ARE mandatory:
<ul style="list-style-type: none"> ◆ Direct observation: Your assessor or expert witness must observe you in real work activities that provide a significant amount of the Performance Criteria for most of the Elements in this Unit. For example your assessor may see you during meetings with the offender, obtaining information from them regarding their attitude to their behaviour and willingness/ability to change their offending behaviour. They may also be present when you are encouraging the offender to recognise their strengths and value themselves and others. ◆ 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 a meeting with the offender where you assist and support them to explore the risks associated with their behaviour, the complexity of these and the steps which can be taken to change their behaviour.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<ul style="list-style-type: none"> ◆ Questioning/Professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures that 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. ◆ Expert witness: A designated expert witness may provide direct observation of practice, questioning, undertaking a professional discussion or providing feedback on a reflective account. 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. ◆ Witness testimony: Can be a confirmation or authentication of the activities described in your evidence that your assessor has not seen. A work colleague or another key person could provide this. It is NOT appropriate to use witness testimony from any offenders/member of their family or circle of friends. ◆ Products: These can be risk assessments, incident records, intervention plans, behaviour contracts, and/or any other agency approved forms and records. ◆ 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.

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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 ALL of the knowledge and parts of the range/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.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
<i>Legislative, regulatory and organisational requirements</i>	
1 Legal and organisational requirements which relate to addressing offending behaviour, and their impact for your area of operations.	
2 Legislation, policies and procedures relating to data protection, health and safety, diversity and their impact for your area of operations.	
3 The role of your organisation and the services which it provides in relation to supporting individuals in addressing their offending behaviour.	
4 The 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.	
5 The limits of your authority and responsibility, and the actions to take if these are exceeded.	
<i>Working within the community justice sector</i>	
6 The impact of physical, social, psychological and emotional development upon the behaviour of individuals.	
7 The impact of crime on victims and their need for protection, respect, recognition and information.	
8 Different ways of encouraging individuals to see the need to change their behaviour and develop the motivation to do so.	
9 The obstacles to change which may exist for individuals and methods of overcoming them.	
10 Why it is important to help individuals consider the effects of their choices on others and to have ownership of, and be responsible for, the decisions that they make.	
11 The evidence for the effectiveness of different ways of supporting individuals to change their behaviour.	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
<i>Working within the community justice sector (cont)</i>	
12 The ways in which it is necessary to alter communication when working with different individuals and representatives of different organisations.	
13 The potential ways in which individual's culture and gender might influence your practice.	

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EC1.1 Help individuals to explore those aspects contributing to their offending behaviour

Performance Criteria		DO	RA	EW	Q	P	WT
1	Communicate in a manner appropriate to the individual, and which is free from discrimination and oppression.						
2	Encourage an open exchange of views and information.						
3	Encourage individuals to reflect on their behaviour, to identify the offending aspects and their consequences upon the public, including actual and potential victims.						
4	Encourage individuals to consider the potential impact of their behaviour upon themselves, people significant to the individual, and people working with the individual.						
5	Identify and discuss those aspects of their behaviour which concern them, or other people, and the individual's own priorities in relation to their behaviour.						
6	Explore the advantages of positive change and in a manner which recognises the complexity of the situation.						
7	Explore with the individual their attitudes to offending and their motivation to change.						
8	Challenge constructively attitudes and behaviour which are abusive, aggressive or discriminatory, whilst taking account of personal safety.						
9	Seek advice and support promptly when team discussion and supervision are appropriate.						
10	Maintain accurate and up to date records in line with your organisation's requirements.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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EC1.2 Help individuals to address the offending aspects of their behaviour

Performance Criteria		DO	RA	EW	Q	P	WT
1	Encourage individuals to value themselves positively and to recognise their strengths and ability to change.						
2	Explore with individuals ways to address the offending aspects of their behaviour and the implications of such changes.						
3	Assist individuals to develop realistic and achievable goals, and to identify how and when they should review their progress towards their goals.						
4	Clarify with individuals the support available to them.						
5	Support individuals according to their particular needs, your own role and responsibilities, and statutory requirements and organisational practice.						
6	Provide constructive feedback to individuals and reinforce positive changes in their behaviour.						
7	Assist individuals to reflect on their progress and the factors that have contributed to their change in behaviour.						
8	Communicate all relevant information promptly to all authorised parties.						
9	Maintain accurate and up to date records in line with your organisation's 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: