

FX0V 04 (EA1) Obtain Information from Offenders regarding their Behaviour

Elements of competence

- EA1.1 Prepare for a discussion with the individual
- EA1.2 Obtain and verify information about the individual's offending behaviour
- EA1.3 Obtain information from individuals about their offending behaviour
- EA1.4 Close discussions and record information regarding individuals

About this Unit

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

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:
<ul style="list-style-type: none"> ◆ 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 which provide a significant amount of the Performance Criteria for most of the elements in this Unit. For example your assessor may see you obtaining and verifying information from the offender and/or others involved. The information may be needed for risk assessment, pre-sentence reports, and decisions relating to bail, assessing the risk of harm and re-offending and planning appropriate interventions. ◆ 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 and/or others involved. An account of how you have gained the information and from whom you have obtained this information, the communication skills used and the process of assessing and evaluating the information. You should also demonstrate knowledge of your own agency policies and procedures and that of others providing planned interventions.
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 required 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 records and reports you have produced for, eg risk assessments, incident records, court orders and/or any 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.

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) including any court records, assessment 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 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 obtaining and verifying information from offenders regarding their 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 assessing the behaviour of offenders.	
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 types of information required towards assessing offending behaviour and associated risk and protective factors.	
7 The importance of verifying the information received from individuals and methods for doing this.	
8 The difference between fact and opinion, their relative advantages and disadvantages, and the importance of distinguishing between fact and opinion.	
9 The ways in which an individual's culture and gender may influence practice.	
10 The impact of crime on victims and their need for protection, respect, recognition and information.	
11 Factors which influence an individual's behaviour, including their physical, social, psychological and emotional development.	

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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 Relevant research into the relationship between known factors which influence offending behaviour and the evidence of effective practice in tackling these factors.	
13 Current definitions of risk and the purpose of risk assessment and management.	
14 The ways in which stereotyping and discrimination might affect risk assessment and how to guard against this.	
15 The ways in which it is necessary to alter communication when working with different individuals and representatives of different organisations.	

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EA1.1 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	Establish, 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.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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EA1.2 Obtain and verify information about the individuals' offending behaviour

Performance Criteria		DO	RA	EW	Q	P	WT
1	Seek information relevant to the individual's offending behaviour, including their personal circumstances, motivation, reasoning skills, and the impact of the behaviour upon the individual and others.						
2	Explain clearly and accurately your role and responsibility to those from whom you wish to obtain the information.						
3	Explain clearly the information which is sought, the reasons for the request and how it will be used, including who will have access to it, taking into account requirements for confidentiality.						
4	Communicate in a manner which encourages an open exchange of views and information, and which is designed to develop rapport and which acknowledges their role, and area of expertise.						
5	Summarise the information obtained, confirming that it is relevant, accurate and current, and that you have interpreted it correctly.						
6	Agree a schedule for the provision of any further information required.						
7	Verify information provided through corroboration against other available sources, identifying any conflicts or anomalies in the information provided.						
8	Address correctly and promptly any conflicts or anomalies in the information provided.						
9	Seek advice and support promptly, where appropriate.						

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EA1.3 Obtain information from individuals about their offending 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	Advise 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	Instruct the individual to take responsibility for their behaviour.						

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Performance Criteria	DO	RA	EW	Q	P	WT
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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EA1.4 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	Distinguish clearly between facts and opinions.						
6	Structure information in ways which will allow others to use it readily.						
7	Maintain accurate and up to date records, in line with your organisation's requirements.						
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.						

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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: