# Level 3 NVQ in Community Justice: Work with Offending Behaviour (7432-13)

## Standards and assessment requirements

500/1842/5

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# Contents

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# 1 Introduction

## About this document

This document contains the information that centres need to offer the following National Vocational Qualifications (NVQ)

| Qualification title | City & Guilds qualification number | QCA accreditation number |
|---|---|---|
| Level 3 NVQ in Community Justice: Work with Offending Behaviour | 7432-12 | 500/1842/5 |

This document contains details and guidance on:
- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification standards and specifications
- assessment requirements
- evidence recording forms

# 2 About the qualification

## 2.1 Sector Skills Council and the National Occupational Standards

### Background to the National Occupational Standards (NOS) development

Skills for Justice in conjunction with the Community Justice working groups have undertaken an extensive review of the existing suite of Community Justice NOS in order to ensure their continued suitability for operational/practitioner staff working in the Community Justice sector. As part of this review existing units have been updated, completely new units have been developed and units from other occupational sectors have been imported into the suite where necessary. Skills for Justice Common Standards have also been imported into this qualification in order to contribute to unified service delivery for agencies working across the Justice sector.

### Contacting the Standards Setting Bodies

This qualification is based on the National Occupational Standards (NOS) developed by:

| | |
|---|---|
| **Name of SSC** | Skills for Justice |
| **Address** | 9-11 Riverside Court, Don Road, Sheffield S9 2TJ |
| **Telephone** | 0114 261 1499 |
| **e-mail** | info@skillsforjustice.com |
| **URL** | www.skillsforjustice.com |

### Imported units

The following units in this qualification have been imported from the National Occupational Standards (NOS) developed by other Standards Setting Bodies (SSBs):

| Unit Number | Unit Title | Sector Skills Council |
|---|---|---|
| AB2 | Support individuals to communicate using interpreting and translation services | Skills for care |
| AF1 | Ensure your own actions reduce risks to health and safety | Employment National Training Organisation (ENTO) |
| AF4 | Conduct an assessment of risk in the workplace | Employment National Training Organisation (ENTO) |
| GE1 | Recognise indications of substance misuse and refer individuals to specialists | Skills for Health |
| GE2 | Assess and act upon immediate risk of danger to substance users | Skills for Health |
| GE3 | Raise awareness about substances, their use and effects | Skills for Health |
| GE4 | Test for substance misuse | Skills for Health |
| GE6 | Carry out a comprehensive substance misuse assessment | Skills for Health |
| GE7 | Carry out brief interventions with alcohol users | Skills for Health |
| GE8 | Provide services to those affected by someone else's substance use | Skills for Health |
| GE9 | Contribute to care planning and review | Skills for Health |

| GE10 | Develop and review care plans for individuals | Skills for Health |
| --- | --- | --- |
| GE11 | Support individuals experiencing difficulties | Skills for Health |

| | |
| --- | --- |
| **Name of SSC** | **Employment National Training Organisation (ENTO)** |
| **Address** | Kimberley House, 47 Vaughan Way, Leicester LE1 4SG |
| **Telephone** | 0116 251 7979 |
| **Fax** | 0116 251 1464 |
| **e-mail** | **info@ento.co.uk** |
| **URL** | **www.ento.co.uk** |

| | |
| --- | --- |
| **Name of SSC** | **Skills for Care** |
| **Address** | Albion Court, 5 Albion Place, Leeds LS1 6JL |
| **Telephone** | 0113 245 1716 |
| **Fax** | 0113 253 6417 |
| **e-mail** | **info@skillsforcare.org.uk** |
| **URL** | **www.topssengland.net** |

| | |
| --- | --- |
| **Name of SSC** | **Skills for Health** |
| **Address** | 2$^{nd}$ Floor, Goldsmiths House, Broad Plain, Bristol BSZ 0JP |
| **Telephone** | 0117 922 1155 |
| **Fax** | 0117 925 1800 |
| **e-mail** | **office@skillsforheatlh.org.uk** |
| **URL** | **www.skillsforhealth.org.uk** |

## Apprenticeship frameworks

The Level 3 NVQ in Community Justice: Work with offending behaviour has been approved by the Skills for Justice as part of the Modern Apprenticeship in Community Justice.

Full details of the requirements of the apprenticeship framework for the sector are available from:

| | |
| --- | --- |
| **Name of SSC** | Skills for Justice |
| **Address** | 9-11 Riverside Court, Don Road, Sheffield S9 2TJ |
| **Telephone** | 0114 261 1499 |
| **e-mail** | info@skillsforjustice.com |
| **URL** | www.skillsforjustice.com |

City & Guilds also offers the following Community Justice NVQ qualifications which are also part of the Apprenticeship framework

- City & Guilds Level 3 NVQ in Community Justice: Community safety and crime reduction (7432-11)
- City & Guilds Level 3 NVQ in Youth Justice Services (7498-03)
- City & Guilds Level 3 Certificate in Community Justice (7499)

## Accreditation details

This qualification is

- accredited by the Qualifications and Curriculum Authority as part of the National Qualifications Framework

For further details about accreditation, national qualification frameworks and level descriptors please refer to Appendix 1.

# 2 About the qualification

## 2.2 Publications and sources of information

This document has been designed to be used with the City & Guilds *N/SVQ Guides*:

| Publication | Content | Available from |
|---|---|---|
| *Centre guide* | An overview of N/SVQ assessment, delivery and quality assurance issues. | EN-12-001 |
| *Candidate guide* | An introduction to N/SVQs, candidate responsibilities and an overview of the assessment process. | TS-12-001 |
| *Recording forms* | Forms both centres and candidates may use to record evidence. | TS-33-0001 |

Visit the City & Guilds website (**www.cityandguilds.com**) for the latest versions of these documents.

## Other essential City & Guilds documents

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- ***Providing City & Guilds qualifications – a guide to centre and qualification approval***
  contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification.

- ***Ensuring quality***
  contains updates on City & Guilds assessment and policy issues.

- ***Centre toolkit***
  contains additional information on *Providing City & Guilds qualifications*, in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates. The *Centre Toolkit* is sent to centres when they receive approved centre status. It is also available from to order at an additional cost.

- ***Online Catalogue***
  contains details of general regulations, registration and certification procedures and fees. This information is also available online.

- ***Guidance* Update *to Community & Society centres***
  contains updates on centre management, records, assessment and verification.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

# 3 Candidate entry requirements and progression

## Candidate work role requirements

This NVQ is suitable for people working directly with individuals and groups to address their offending behaviour and reduce the likelihood of re-offending.  This includes those involved with probation, social work or voluntary sector agencies and includes those working in custodial settings, hostel environments and community initiatives.

## Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

## Age restrictions

This NVQ is not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

## Legal considerations

Candidates entering the Community Justice workforce may be legally required to undergo criminal record checks prior to taking up employment / workplacement. Centres, employers and placement providers will need to liaise closely with one another to ensure that any requirements for the particular area of work are fully met.

As the requirements vary between sectors and countries, checks should be made with the appropriate regulatory body and / or government department in the case of any uncertainty

## Progression routes

There are a wide range of qualifications available to candidates who have completed this NVQ. For further information on progression routes please visit the City & Guilds website at **www.cityandguilds.com**

# 4 Centre resource requirements

## 4.1 Centre, qualification and fast track approval

### Centres not yet approved by City & Guilds

To offer this [these] qualification[s], new centres will need to gain both **centre and qualification approval**. *Please refer to the Centre guide* and *Providing City & Guilds Qualifications* for further information.

### Existing City & Guilds centres

To offer this [these] qualification[s], centres already approved to deliver City & Guilds qualifications will need to gain **qualification approval**. *Please refer the Centre guide* and *Providing City & Guilds Qualifications* for further information.

### Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification Level 3 NVQ in Community Justice: Work with offending behaviour (7494-31) may apply for approval for the new Level 3 NVQ in Community Justice: Work with Offending Behaviour (7432-13) using the **fast track form,** available from the regional/national office or City & Guilds website.

Centres may apply to use offer the new qualification[s] using the fast track form
- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

# 4 Centre resource requirements

## 4.2 Centre resources

The NVQ Code of Practice (QCA) makes it explicit that centres must ensure that all sites clearly understand their roles, responsibilities, authorities and accountabilities.  It would therefore be advisable for centres to have documented and signed (partnership) agreements with all assessment sites.  The content of such agreements must be devised on an individual centre basis but consideration should be given to the inclusion of the following areas:

- centre membership requirements/criteria.  By implication this might mean the rejection of some applicants where they cannot or will not meet the centre membership requirements. eg participating in assessment activities including attending standardisation meetings
- commitment to centre policies and practices eg policy for candidate appeals/complaints and access to fair assessment
- access to the workplace and protocols for peripatetic assessors
- responsibilities for establishing and communicating any issues concerning 'fit person' checks are required by the relevant regulator eg criminal records/POVA clearance checks.  These are usually the responsibility of the employer but where centres are placing students in work places they will need to liaise closely with placement providers about this area.  (The appropriate service regulator identifies and 'fit person' criteria, not the Awarding Body)
- responsibilities for ensuring that candidates are operating in a work place where the standards of practice fully support candidates to demonstrate their competence.

This list is not exhaustive but may assist centres in identifying areas which need an explicit statement of commitment for member assessment sites/satellites in order to avoid future problems.

# 4   Centre resource requirements

## 4.3   Registration and certification

**Registration and certification period**

Centres should be aware of time constraints regarding the registration and certification periods for the NVQ, as specified in the City & Guilds *Directory of qualifications*.

Please check the *Directory of qualifications* for the latest information on length of registration and the last registration and certification dates.

Where the period of access to assessment offered by a centre is less than the period covered by the candidates' registration with City & Guilds, centres must ensure that this is understood by the candidates.

# 5 Assessment method requirements

This guidance is based on and amplifies the assessment strategy developed by Skills for Justice for the assessment and quality control of N/SVQs in the Justice Sector in the United Kingdom

## External quality control

External quality control is provided by the usual City & Guilds external verification process which includes the use of the electronically scannable report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

City & Guilds external verifiers will identify a sample of evidence based on the CAMERA model

**C**andidates
**A**ssessors
**M**ethods of assessment
**E**lements within the NVQ
**R**ecords
**A**ssessment sites

City & Guilds also attend an awarding body forum hosted by Skills for Justice at which relevant issues surrounding the assessment and quality control of this qualification are discussed. Where necessary, feedback from this forum will be cascaded to participating City & Guilds centres

## Imported units

The following units in this NVQ have been imported from other qualifications.

| Unit Number | Unit Title | Sector Skills Council |
|---|---|---|
| AB2 | Support individuals to communicate using interpreting and translation services | Skills for care |
| AF1 | Ensure your own actions reduce risks to health and safety | Employment National Training Organisation (ENTO) |
| AF4 | Conduct an assessment of risk in the workplace | Employment National Training Organisation (ENTO) |
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| GE3 | Raise awareness about substances, their use and effects | Skills for Health |
| GE4 | Test for substance misuse | Skills for Health |
| GE6 | Carry out a comprehensive substance misuse assessment | Skills for Health |
| GE7 | Carry out brief interventions with alcohol users | Skills for Health |
| GE8 | Provide services to those affected by someone | Skills for Health |

| | else's substance use | |
|---|---|---|
| GE9 | Contribute to care planning and review | Skills for Health |
| GE10 | Develop and review care plans for individuals | Skills for Health |
| GE11 | Support individuals experiencing difficulties | Skills for Health |

## Accreditation of Prior Experience and Learning (APEL)

Some candidates for this qualification may have undertaken training in the past and will be experienced in Community Justice. Therefore all centres delivering the qualification should provide the opportunity for candidates' prior experience and learning to be assessed and accredited. This should form part of the candidates' initial assessment.

Should any opportunities for APEL be identified it is important that a complete **process** of accreditation of prior experience and learning is undertaken by ensuring that:

- it covers relevant or appropriate experience for previous activities as well as accredited learning and qualifications.
- it is incorporated into the assessment planning with details of how this will take place.
- mapping of prior learning to the National Occupational Standards to identify gaps is documented and auditable.
- assessment methods or processes for accreditation of prior experience and learning are documented and made available to the external verifier.
- the audit trail covers the whole process and methodology of Accreditation of Prior Experience and Learning.
- the authenticity and currency of presented evidence is established by the assessor.
- where observation or expert witness testimony is a unit assessment method requirement, this activity is undertaken after candidate registration for the qualification.

In considering the appropriateness of any single piece of **evidence** the following should be considered:

- **Content** – the degree to which the content of any previous accredited learning meets the requirements of the National Occupational Standards against which it is being presented as evidence.
- **Comprehensiveness of Assessment** – ensure that all leaning derived for the content has been assessed. If only a proportion has been assessed, then the learning for the 'non-tested' areas cannot be assumed.
- **Level** – the degree to which the level of learning offered and tested, related to that required by the Community Justice NVQ.
- **Performance ad Knowledge** – the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case the Accreditation of Prior Learning can only cover this aspect. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.
- **Model of Learning** – difficulties can arise in mapping learning gained form non-competence based learning programmes into competence based models.
- **Relevance of Context** – the degree to which the context of the learning gained and assessed relates to the current context of candidates' work roles. If the context was different, assessors will need to satisfy themselves of candidates' ability to transfer the learning gained into their current setting.
- **Currency** – how recently the learning was gained. Candidates would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc, which may have changes since the previous learning programmes was undertaken.
- **Authenticity** – how the ownership of the evidence is established to ensure it was generated by the candidate.

## Performance evidence requirements

Direct observation by a competent assessor (as outlined in Section 6.1of Skills for Justice Assessment Strategy) or testimony from an Expert Witness (as outlined in Section 6.2 of Skills for Justice Assessment Strategy) is always to be preferred. Expert Witness testimony has parity with assessor observation unless otherwise stated in unit evidence requirements. The Assessor is responsible for making the final judgement in terms of the candidate meeting the evidence requirements for the unit.

Assessments of candidates' performance must take place in a work based situation, except for those units for which simulation has been deemed acceptable (guidance regarding the use of simulation is given in the Simulation Section and also in the Unit Evidence Requirements at the end of each unit.

It is recognised that there are alternative evidence sources which may be used where direct observation is not possible or practical eg. work products, records, reflective accounts, professional discussion etc (guidance on alternative evidence sources is given in the Unit Evidence Requirements at the end of each unit).

## Knowledge evidence requirements

It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

Candidates must be able to apply the specified knowledge and understanding to their work practice and therefore, most usually knowledge and understanding will be apparent in candidates' performance evidence. If the assessor cannot positively infer the knowledge and understanding for candidates' work practice they should question candidates' or, if appropriate, use professional discussion to elicit the required knowledge. Assessors must retain records of questions and answers or the focus and outcomes of professional discussion.

Professional discussion, where used, must be conducted by candidates' assessors and is most appropriately used in the N/SVQs to elicit underpinning knowledge, explain how to deal with contingencies and clarify or expand on evidence presented in portfolios. Professional discussion must be included in candidates' assessment plans and thereby agreed in advance with candidates. The assessor should not use professional discussion merely to ask a set of prescribed knowledge questions.

A summary of the areas covered and the outcomes of the discussion must be recorded. If audio visual recording is used it must be of a good enough quality to be clearly heard/seen. Tapes must be referenced and marked to allow verifiers quick access to the evidence they have planned to sample. The evidence must be trackable and accessible.

## Simulation

The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where:
- there is a high risk to the security or safety of the candidate, individuals, key people in their lives and others
- the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that candidates wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of de-motivating candidates
- there would otherwise be a breach of confidentiality or privacy.

In addition, the use of simulation must adhere to the following guidelines and basic principles:

- a centre's overall strategy for simulation must be examined and approved by the external verifier
- the nature of the contingency and the physical environment for the simulation must be realistic and candidates should be given no indication as to exactly what contingencies they may come across
- where simulations are used they must reflect the requirements of the National Occupational Standards
- the location and environment of simulation must be agreed with the internal verifier prior to taking place and be checked by the external verifier
- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the National Occupational Standard seeks to assess and all simulations should follow these documented plans
- there should be a range of simulations to cover the same aspect of the unit so that the risk of candidates successfully colluding is reduced.

# 6 Roles and occupational expertise requirements

## Assessors

All assessors must:

- be occupationally competent. This means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. They will have gained their occupational competence working within the justice sector or within an appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the candidate they are assessing. However, centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal verification process to minimise the possibility of collusion between candidates and assessors

- have current experience within their occupational roles. Current experience is defined here as having held a relevant post for a minimum of one year within the past two years in a role directly related to the National Occupational Standards they are assessing as an experienced practitioner, manager or trainer

- be familiar with the National Occupational Standards; and must be able to interpret and make judgements on current working practices and technologies within the area of work

- maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the justice sector. These activities may include those offered by City & Guilds, Skills for Justice or other relevant providers in the sector

- hold or be working towards the assessor qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. Approved centres will be required to provide City & Guilds with current evidence of how each assessor meets this requirement; for example, certificates of achievement, testimonials, references or any other relevant records.

Where an assessor is working towards the qualification for assessing NVQs, City & Guilds requires that assessment decisions are countersigned by another assessor who holds the qualification for assessing NVQs. The assessor holding the qualification for assessing NVQs must meet the criteria laid out in the first and second points above.

Where a new NVQ/SVQ is being introduced and there are not sufficient occupationally competent assessors to meet the countersignatory requirements as above, centres may use qualified NVQ/SVQ assessors who are not occupationally competent for up to 18 months from introduction of the NVQ/SVQ.

Any such arrangements should be agreed with the City & Guilds external verifier and be monitored through the external verification process. Co-ordinating assessors

## Expert witnesses

All Expert Witnesses must:

- be occupationally competent. This means that each expert witness must, according to current sector practice, be competent in the functions covered by the units to which they are contributing. They will have gained their occupational competence working within the justice sector or within an appropriate occupational sector

- maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the

changes taking place in the justice sector. These may include those offered by City & Guilds, Skills for Justice or other relevant providers in the sector

- have current experience within their occupational roles. Current experience is defined here as having held a relevant post for a minimum of one year within the past two years in a role directly related to the National Occupational Standards they are witnessing as an experienced practitioner, manager or trainer
- be familiar with the National Occupational Standards; and must be able to interpret current working practices and technologies within the area of work
- have had an appropriate induction to Skills for Justice NVQs/SVQs, the assessment centre and City & Guilds requirements, and have access to ongoing training and updating on current issues relevant to these NVQs/SVQs and NOS.

## Witnesses

 There are no specific occupational expertise requirements for witnesses. Witness testimony can provide evidence to establish consistency in a candidate's practice and/or to evidence events which are difficult to plan to observe. In order that the assessor may make an informed judgement about the contribution of the witness' testimony to the overall evidence presented for a unit or qualification, a statement of the witness' status should be included in the candidate's portfolio of evidence. This can be done by using the Witness Status list (form N/SVQ5) or including it as part of the witness testimony itself. The statement should indicate the relationship between the candidate and the witness and should enable the assessor, by defining the role that the witness has played in the gathering of evidence (ie as colleague, worker from another organisation) to judge the extent of the witness' knowledge of the National Occupational Standards and understanding of the work roles involved.

**NB**: The use of witness testimony from relatives or those with whom the candidate has a significant personal relationship is not acceptable.

## Internal verifier

All internal verifiers must:

- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk critical nature of the work and the legal implications of the assessment process, internal verifiers must understand the nature and context of the assessors' work and that of their candidates. This means that they must have worked closely with staff who carry out the functions covered by the national occupational standards, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the standards. Internal verifiers must also sample the assessment process and resolve differences and conflicts on assessment decisions
- understand the content, structure and assessment requirements for the NVQs/SVQs they are verifying
- maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the justice sector. These activities may include those offered by Skills for Justice or other relevant providers in the sector
- hold or be working towards the internal verifier qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities
- occupy a position in the organisation that gives them the authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessment practice, and carry out all the other important roles of an internal verifier
- have an appropriate induction to Skills for Justice NVQs or SVQs and the standards that they are verifying provided to them by the Centre, and have access to ongoing training and updating on current issues relevant to these NVQs, SVQs and standards. Information on the

induction and continuing professional development of internal verifiers must be made available to the external verifier

- In England, Wales and Northern Ireland, hold or be working towards the internal verifier qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. Where an internal verifier is working towards their internal verifier qualification, Awarding Bodies must require that their internal verification decisions are counter-signed by an internal verifier who holds the qualification for internally verifying NVQs. The internal verifier holding the qualification for internally verifying NVQs may or may not meet the criteria laid down in the first point above. Such arrangements should be agreed with the City & Guilds and be monitored through the external verification process.

## Continuous Professional Development requirements

This may be achieved in a variety of ways such as attendance at conferences; City & Guilds Community and Society Quality Improvement Workshops; Centre updating and standardisation events; reading etc. The centre should maintain records of CPD activity on an individual assessor/internal verifier basis, thereby providing evidence for the external verifier.

# 7 Recording assessment and evidence

## 7.1 Data protection and confidentiality

### Data protection and confidentiality

Data protection and confidentiality must not be overlooked when assessing candidates.

Centres offering this NVQ may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds qualifications*.

### Protecting identity

It is extremely important to protect the Identity of individuals (adults or children) encountered by candidates in the work setting.

Confidential information must not be included in the candidates' portfolios or assessment records.

Confidential information should remain in it usual location and reference should be made to it in the portfolio or assessment records.

Under no circumstances should confidential personal records or photographs, whether anonymous or not, be put in candidates portfolios of evidence.

Further guidance on related issues can be found in the *Guidance updates for City & Guilds Community and Society Centres*.

### Images of minors being used as evidence

If videos or photographs of minors (those under 18) are used as the medium to present evidence as part of the qualification, **both centre and candidate** have responsibilities for meeting child protection legislation.

It is the responsibility of the centre to inform the candidate of the
- need to obtain permission from the minor's parent/guardian prior to collecting the evidence
- reasons and restrictions for using photographs or video recordings as evidence
- period of time for which the photographs or video recordings may be kept
- obligation to keep photographs or video recordings secure from unauthorised access
- secure electronic storage requirements of photographs or video recordings associated child protection legislation.

# 7 Recording assessment and evidence

## 7.2 Recording forms to use

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate (see *NVQ Guide **for centres and candidates - Recording forms**,* available on the City & Guilds website.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by N/SVQ candidates and assessors at the centre. City & Guilds also endorses the electronic recording systems *Quick Step* and *Paper Free*.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.

# 8 The qualification structure

## Qualification structure

To achieve the level 3 NVQ in Work with Offending Behaviour candidates must complete 6 mandatory units and 4 optional units

| QCA unit reference | City & Guilds Unit no | Community Justice reference number | Unit title |
|---|---|---|---|
| **Candidates must complete 6 mandatory units** | | | |
| D/103/9138 | 001 | AA1 | Promote equality and value diversity |
| L/103/9734 | 006 | AC1 | Contribute to the quality of team working |
| H/103/9139 | 007 | AD1 | Develop and sustain effective working relationships with staff in other agencies |
| Y/103/9719 | 010 | AE1 | Maintain and develop your own knowledge, skills and competence |
| U1051123 | 046 | EC1 | Help individuals address their offending behaviour |
| L/101/5496 | 065 | GC7 | Contribute to the prevention and management of abusive and aggressive behaviour |
| **And any 4 optional units from the following** | | | |
| D/103/9737 | 004 | AB1 | Communicate effectively with people |
| A/103/9793 | 005 | AB2 | Support individuals to communicate using interpreting and translation services |
| Y/104/0028 | 011 | AF1 | Ensure your own actions reduce risks to health and safety |

| Y/103/5282 | 014 | AF4 | Conduct an assessment of risk in the workplace |
|---|---|---|---|
| U1050863 | 034 | DA1 | Provide and obtain information at courts and formal hearings |
| U1050872 | 035 | DA2 | Represent the agency in courts and formal hearings |
| J/103/9697 | 041 | EA1 | Assess individuals' offending behaviour and plan provision |
| U1050865 | 042 | EA2 | Process information relating to individuals offending behaviour |
| L/103/9698 | 101 | EA3 | Assess individuals' offending behaviour and prepare reports |
| R/103/9699 | 044 | EB1 | Supervise, enforce and review low to medium risk offenders serving sentences in the community |
| U1054566 | 047 | EC4 | Prepare, implement and evaluate group activities |
| Y/104/0126 | 048 | EC6 | Assess individuals needs and plan agreed activities |
| U1054567 | 049 | EC7 | Reinforce positive behavioural goals during relationships with individuals |
| A/103/9700 | 050 | ED1 | Plan, monitor and review, integrated packages of interventions to address individuals offending behaviour |
| R/104/0125 | 051 | ED4 | Deliver accredited programmes |
| U1050857 | 055 | GB2 | Support individuals experiencing difficulties |
| U1050867 | 056 | GB3 | Enable individuals to understand and address their difficulties |

| U1028739 | 061 | GC1 | Contribute to the protection of individuals from abuse |
|---|---|---|---|
| U1054549 | 062 | GC2 | Contribute to the protection of children from abuse |
| J/103/9702 | 064 | GC4 | Assess risk of harm and the need for intervention |
| H/103/9738 | 066 | GE1 | Recognise indications of substance misuse and refer individuals to specialists |
| K/103/9739 | 067 | GE2 | Assess and act upon immediate risk of danger to substance users |
| H/103/9741 | 068 | GE3 | Raise awareness about substances, their use and effects |
| K/103/9742 | 069 | GE4 | Test for substance use |
| M/103/9743 | 070 | GE6 | Carry out a comprehensive substance misuse assessment |
| A/103/9745 | 071 | GE7 | Carry out brief interventions with alcohol users |
| D/103/9740 | 072 | GE8 | Provide services to those affected by someone else's substance use |
| T/103/9744 | 073 | GE9 | Contribute to care planning and review |
| F/103/9746 | 074 | GE10 | Develop, implement and review care plans for individuals |
| D/104/0127 | 075 | GE11 | Support individuals who are substance users |
| Y/103/9736 | 076 | GJ1 | Provide and evaluate agreed activities for individuals |

# 9  Relationships to other qualifications

## 9.1   Relationship to previous versions of the qualification

This qualification replaces the existing Level 3 Community Justice: Work with Offending Behaviour (7494-31) qualification. There are no opportunities for direct transfer of units from the existing to the new award. Centres must use the APEL assessment method to confirm the transferability of any existing evidence to units in the new award.

# 9   Relationships to other qualifications

## 9.2   Key skills

This qualification includes opportunities to develop and practise many of the underlying skills and techniques described in Part A of the standard for each key skills qualification in England, Northern Ireland and Wales.

Where candidates are working towards any key skills alongside this qualification they will need to be registered with City & Guilds for the key skills qualifications.

Skills for Justice have prepared a Key/Core Skills mapping document which covers the entire suite of Community Justice/Community Justice National Occupational Standards.  This can be found in Appendix 3.

The 'signposts' in Appendix 3 identify the **potential** for key skills portfolio evidence gathering that can be naturally incorporated into the completion of each unit. Any key skills evidence needs to be separately assessed and must meet the relevant standard defined in the QCA document 'Key skills qualifications standards and guidance'.

# 10 About the National Occupational Standards (NOS)

## 10.1 Availability of the NOS

### Availability of standards

The units for the qualification follow.

They may also be obtained from the centre resources section of the City & Guilds website at **www.cityandguilds.com**

# 11  The units

# Unit AA1     Promote equality and value diversity

## Summary

This unit is about promoting equality and valuing the diversity of people. This is an essential aspect of all jobs in the justice sector and is appropriate to people working at all levels and in all posts. It should form the basis of everything that any worker in the sector does.

The term 'people' is used broadly to cover any child, adult, group, community or agency that workers come into contact with, either directly or indirectly. It includes members of the public, individuals who are clients of the justice sector, and colleagues in the workplace.

There is one element
### AA1.1    Promote equality and value diversity

### Target group
The unit is designed to be applicable to everyone who works in the justice sector at every level of work.

### Linked units
This unit is designed to underpin all other units as promoting equality and valuing diversity is an essential component of all actions in the sector.

### Place in qualifications
It is proposed that this unit should be an integral part of all qualifications in the justice sector.

# Unit AA1 Promote equality and value diversity

## Element AA1.1 Promote equality and value diversity

### Performance criteria

To meet the standard, you

1    act in accordance with relevant legislation, employment regulations and policies, and codes of practice related to promoting equality and valuing diversity

2    act in ways that:

- acknowledge and recognise individuals' background and beliefs

- respect diversity

- value people as individuals

- do not discriminate against people

3    provide individuals with the information they need to make informed decisions about exercising their rights

4    provide information in a format appropriate to the individual

5    take account of how your behaviour affects individuals and their experience of your organisation's culture and approach

6    seek feedback from individuals on your behaviour and use this to improve what you do in the future

7    challenge people when they are not promoting equality and valuing diversity

8    actively **help others** to promote equality and value diversity

9    seek support from appropriate sources when you are having difficulty understanding how to promote equality and value diversity.

### Range

**1    Help others by**

a    supporting them when they are promoting equality and valuing diversity

b    sharing information about how to promote equality and value diversity.

### Explanatory notes

In performance criteria 1 and 2 'act' might relate to direct or indirect interactions with people.

In performance criterion 1. legislation, employment regulations and policies, and codes of practice will include:

- age

- employment

- dependents – people who have caring responsibilities and those who do not

- disability

- gender and transgender

- human rights (including those of children)
- language
- learning disabilities
- marital status / civil partnership
- mental health / illness
- political opinion
- racial group
- religious belief and non-belief
- sexual orientation
- Welsh language

In performance criterion 2, this would include:
- how you interact with people
- when you interact
- why you interact
- what is the nature of the interaction
- what information you record and how you record it

In performance criterion 9, an appropriate source for support might be:
- colleagues
- external agencies, associations and groups with a focus on equality and diversity
- learning and development opportunities
- line manager
- specific support services arranged within the organisation
- staff association / trade union
- written / electronic materials

# Unit AA1 Promote equality and value diversity

Knowledge and understanding

To meet the standard, you need to know and understand:

1    the relevant legislation, employment regulations and policies, and codes of practice that apply to the promotion of equality and diversity and how you need to apply these

2    the benefits of diversity and the promotion of equality

3    the wide variety of forms that discrimination may take and how these manifest themselves

4    how inequality and discrimination affects individuals, groups and communities and society as a whole

5    why the promotion of equality and valuing of diversity is of vital importance if you are to work effectively in the justice sector

6    what the promotion of equality and valuing of diversity means for you in your day-to-day work

7    how you can promote equality and diversity whilst protecting people from the risk of harm

8    your own areas for personal growth in relation to promoting equality and valuing diversity and how this will benefit you as an individual

9    the effect of cultural differences on verbal and non-verbal communication

10   how to behave and communicate in ways that:

    a    support equality and diversity

    b    do not exclude or offend people

    c    challenge discrimination effectively

    d    respect individuals' differences

    e    do not abuse the status and power that you have

    f    recognise the difficulties in communication and language in your area of work

11   how your behaviour contributes to your organisation's culture and your responsibility for developing a positive culture for all

12   how joint working with other agencies and workers can help in the promotion of diversity

13   how to provide the information that individuals are entitled to receive and ensure it is clear and helpful

14   the actions (yours and other's) that undermine equality and diversity and what to do about this (including when these people are senior to you)

15   what to do about systems and structures when they do not promote equality and value diversity

16   the actions you can take to help other people promote equality and value diversity and how to do this effectively

17   the actions you can take to value the people you are interacting with and enable them to interact with you

18   why you should seek support when you are having difficulty promoting equality and valuing diversity, where this support can be gained and how to use it effectively.

# Unit AA1     Promote equality and value diversity
Unit evidence requirements

To achieve this unit you must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation is **not permitted** for this unit

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the **preferred** assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records e.g. Case records, Court reports.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid e.g. Diversity training. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the benefits of diversity and the promotion of equality. Assignments could include academic assignments or for this unit development material such as *Valuing Diversity*. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/reflective account to provide some of the performance evidence for this unit e.g. how you have taken account of how your own behaviour affects individuals and their experience of your organisation's culture and approach.

# Unit AC1    Contribute to the quality of team working

## Summary

This unit is about the role that an individual has in contributing to the quality of team working. This is an essential aspect of all jobs in the justice sector.

This unit covers the individual contributing to the ongoing work of the team and also the development of the team so that it can improve its effectiveness and respond to changes in legislation, policies and practice.

There are two elements

**AC1.1    Contribute to effective team working**

**AC1.2    Contribute to the development of team working**

## Target group

The unit is designed to be applicable to everyone who works in the justice sector.

## Linked units

This unit is designed to underpin all other units as effective team working is an essential component of all actions in the sector.

## Place in qualifications

It is proposed that this unit should be an integral part of all qualifications in the justice sector

# Unit AC1    Contribute to the quality of team working
## Element AC1.1    Contribute to effective team working

## Performance criteria

To meet the standard, you

1    act in accordance with relevant legislation, policies, procedures and other quality approaches

2    work

- within your own competence

- within levels of responsibility and accountability in the work team and organisation

- as agreed with the team

- in a way that promotes the equality and values the diversity of everyone in the work team

3    organise your own work to meet work priorities

4    use and maintain resources efficiently and effectively

5    act in a way that enables other team members to undertake their work effectively

6    monitor the quality of work and alert others to quality issues

7    work with other team members to evaluate and review the team's work

## Range

1    **Enable other team members** through

a    communicating effectively

b    maintaining good work relationships

c    offering support

d    acting constructively when there are any issues in the team.

## Explanatory notes
In performance criterion 1, legislation, policies and procedures may relate to a number of different aspects such as:
- accident / incident reporting
- equality and diversity
- employment
- harassment and bullying
- the management of risk.

In performance criterion 4, resources will include: your own and other's time, equipment, materials, facilities, and finance.

In performance criterion 6, quality issues might relate to: complaints, gaps, incidents, lack of knowledge and skills, mistakes and errors, poor communication, resourcing, team working, workload (individual and team).

In performance criterion 7, evaluation and review of the team's work might include: auditing, appraising own and team's practice in the light of research exercises, benchmarking, surveys – staff and user.

# Unit AC1     Contribute to the quality of team working

Element AC1.2   Contribute to the development of team working

## Performance criteria

To meet the standard, you

1      make constructive suggestions as to how your own work and the work of the team can be improved

2      alert the relevant people to any issues in policies and procedures which are affecting the effectiveness of services and team working

3      discuss and agree with the work team any **changes** that need to be made and how these will be done

4      make agreed changes to own work in a constructive manner and within the agreed timescales

5      seek support when you are unsure how to change your own practice

**Range**

**1      Changes**

      a      to your own work

      b      to the work of the team.

# Unit AC1    Contribute to the quality of team working
## Knowledge and understanding

To meet the standard, you need to know and understand:

1    the legislation, policies and procedures that apply to the work of your team, the overall purpose of your work and the services that you offer

2    how the legislation, policies and procedures that apply to your work are changing and how this will affect your own work

3    the nature and limits of your own job and how it relates to the work of others in the team and the wider organisation

4    your own knowledge, skills and competence and the limits of these

5    the contributions that others make to the overall work of the team and how to value and respect this

6    how to organise your own work so that you can do your own work effectively

7    how to use the resources for which you have responsibility efficiently and effectively

8    the reasons why efficient and effective resource use is important for the effective delivery of services

9    the different ways in which you can help other team members to work effectively and make changes in their practice, and why different methods might be appropriate at different times and with different people

10    the issues in team working and team practice that are likely to affect the quality of work and how to address these

11    the reasons for you taking an active part in evaluating and reviewing the team's work, and contributing to the changes that need to be made

12    how to think about and identify the implications for team practice due to changes in legislation, policies, procedures and structures

13    the reasons for seeking support when you are unsure of how to change your practice

14    why it is important for you to offer suggestions on how services can be improved and alert people to issues in policies, procedures and structures

# Unit AC1        Contribute to the quality of team working
## Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation is **not permitted** for this unit

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the **preferred** assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**
Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio; they must remain in their usual location and be referred to in the assessment records.

- **Work products:** These are non-confidential records made, or contributed to, by you e.g. minutes of team meetings.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice; policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the relevant legislation, organisational policies and procedures that apply to the work of your team. Assignments could include academic assignments. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you have used and maintained resources efficiently and effectively.

# Unit AD1   Develop and sustain effective working with staff from other agencies

## Summary

This unit is about developing and sustaining effective working relationships with staff in other agencies. This is an essential aspect of most jobs in the justice sector where it is vital that work is coordinated across agencies.

There are two elements

**AD1.1   Develop effective working with staff in other agencies**

**AD1.2   Sustain effective working with staff in other agencies**

## Target group

The unit is designed to be applicable to most people who work in the justice sector and who routinely work with people from other agencies.

## Linked units

This unit is designed to relate to other units where joint working is an essential component of work.

# Unit AD1 Develop and sustain effective working with staff from other agencies

## Element AD1.1 Develop effective working with staff in other agencies

### Performance criteria

To meet the standard, you

1    need to understand the **roles and responsibilities** of the different people and agencies you will be working with

2    agree and record arrangements for joint working that are

   •    appropriate to the nature and purpose of the work

   •    likely to be effective in achieving their aims

3    agree the information that needs to be shared, the reasons for this and how to maintain the security of information

4    discuss and agree how and when the joint work will be monitored and reviewed

### Range

**1    Roles and responsibilities** of

   a    the worker in the joint working

   b    individuals with whom the arrangements are being made

   c    other people within the agencies involved in the joint working.

# Unit AD1 Develop and sustain effective working with staff from other agencies

## Element AD1.2 Sustain effective working with staff in other agencies

## Performance criteria

To meet the standard, you

1  **undertake your role in the joint working** in a way that is consistent with agreements made, your own job role and relevant policies and standards

2  interact with people in the other agency in ways which

   • encourage effective relationships and participation

   • respect their views, roles and responsibilities

   • promote equality and value diversity

   • acknowledge the value of joint working

3  represent your agency's views and policies in a clear and constructive way

4  identify any tensions and issues in the joint working and seek to address them with the people involved

5  seek appropriate support when you are having difficulty working effectively with staff in other agencies

## Range

**1  Undertake your role in the joint working**

   a  providing information

   b   acting on information received

   c  time commitments

   d  achieving agreed objectives

## Explanatory notes

In performance criterion 4, tensions and issues might relate to: differing views of people and agencies involved in the joint working, resourcing, levels of motivation and commitment, capabilities of those involved, difficulties in communication and information flow, the effect of change and uncertainty on people. The ways that these are addressed might be between the individuals involved or if necessary through the involvement of others.

In performance criterion 5, the worker might need to seek support due to their own level of knowledge and skills, or because of issues in the other agency.

# Unit AD1 Develop and sustain effective working with staff from other agencies

## Knowledge and understanding

To meet the standard, you need to know and understand:

1 the relevant legislation, organisational policies and procedures that apply to joint working and how they must affect what you need to do

2 the nature and purpose of the sector

3 the roles and functions of the main agencies within the sector and their broad structures, methods of communication and decision making processes

4 how agency structure and culture can affect joint working

5 the principles and benefits of joint working between different agencies

6 the factors likely to hinder joint working (such as stereotyping, discrimination)

7 the reasons for reaching agreement on how joint working is to take place when different individuals become involved and in clarifying roles and responsibilities

8 effective methods of identifying and resolving tensions and issues

9 methods of reviewing the effectiveness of joint working relationships

10 your own competence in joint working and when to seek further support.

## Unit AD1     Develop and sustain effective working with staff from other agencies

Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation is **not permitted** for this unit

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the **preferred** assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio; they must remain in their usual location and be referred to in the assessment records e.g. agreement with other agency outlining details of joint working arrangements.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid e.g. Certificate in Community Justice. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the principles and benefits of joint working between different agencies and how agency structure and culture can affect joint working. Assignments could include academic assignments. Occasionally because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. the roles and responsibilities of the different people and agencies you will be working with.

# Unit AE1    Maintain and develop your own knowledge, skills and competence

## Summary

This unit is about the duty of every individual in the justice sector to keep their knowledge, skills and competence up-to-date and develop them to meet the demands of their employment. The standard recognises that everyone has their own learning and development needs as well as broader learning and development interests which might directly relate to their job or career but also be about wider personal development. This commitment by individuals needs to be matched by employers valuing the learning and development of staff.

This is an essential aspect of all jobs in the justice sector. It relates to the commitment to lifelong learning for all in the sector and the value that learning can bring to the work of the sector.

There is one element
**AE1.1  Maintain and develop your own knowledge, skills and competence.**

**Target group**
The unit is designed to be applicable to everyone who works in the justice sector.

**Linked units**
This unit is designed to underpin all other units as the maintenance and development of your own knowledge, skills and competence is essential to achieving work objectives.

**Place in qualifications**
It is proposed that this unit should be an integral part of all qualifications in the justice sector.

# Unit AE1 Maintain and develop your own knowledge, skills and competence

## Element AE1.1 Maintain and develop your own knowledge, skills and competence

### Performance criteria

To meet the standard, you

1 seek **feedback from others** to help you assess your knowledge, skills and competence

2 review how well you carry out your own work

3 identify and record

- your development needs and interests

- the priorities for your learning and development

- possible learning and development methods for those needs and interests

- where you need help to support your learning and development

- your learning and development

4 take responsibility for your own learning and development

5 evaluate what you have learnt and identify how you might use your learning in the future

6 apply your new knowledge, skills and competence to improve your work

7 keep records of your learning and development for later use.

### Range

**1 Feedback from others**

a informal

b formal during appraisals.

### Explanatory notes

In performance criterion 2, reviewing how well you carry out your own work might relate to: the level of knowledge and skills that you have and how you apply these at work; your overall competence to undertake your job; your values, interests, priorities and life experiences and how these affect your work.

In performance criterion 3, development needs and interests might be in relation to:

- your current post

- career planning

- sideways moves in your career

- wider interests and aims

- maintaining interest and motivation.

In performance criterion 3, where you need help to support your learning and development might relate to: help in reviewing your needs and/or interests, in identifying the best ways of learning for you in meeting those learning needs and interests, in identifying the opportunities available etc.

# Unit AE1 Maintain and develop your own knowledge, skills and competence

## Knowledge and understanding

To meet the standard, you need to know and understand:

1       why maintaining and developing your knowledge, skills and competence is important for you in your role and to you as an individual

2       that having learning and development needs is normal for everyone and the value of having learning and development interests

3       the purpose of having appraisals and how these contribute to your development as an individual

4       why it is helpful to get other people's views on your knowledge, skills and competence

5       the methods you can use to review how well you do your work

6       why it is important to think about how your role and the organisation that you work in will change and the relationship of this to learning and development

7       the different methods of finding out about changes at work

8       the learning and development methods and opportunities that have helped you learn in the past

9       where you can go for support in self-assessment, planning your learning and to help you learn, and the benefits of the different forms of support

10      why you need to take responsibility for your own learning and development

11      how you can evaluate your learning and apply it (or not) at work

12      the reasons for keeping records of learning and development.

# Unit AE1       Maintain and develop your own knowledge, skills and competence

## Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation is **not permitted** for this unit
The nature of this unit means that **all** of your evidence must come from real work activities

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the **preferred** assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio; they must remain in their usual location and be referred to in the assessment records.

- **Work products:** These are non-confidential records made, or contributed to, by you e.g. appraisals, continuing professional development records.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice; policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation eg, why you need to take responsibility for your own learning and development and how you have used the CPD process in this regard. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit.

# Unit EC1    Help individuals address their offending behaviour

## Summary

This unit is about helping individuals who have offended, or are likely to offend, to understand and change their behaviour positively. The worker needs to challenge individuals' behaviour and provide support and encouragement for change. They need to recognise the complex range of factors which may lead to offending and be able to help individuals value themselves and others. Such work may take place opportunistically during ongoing contact with the individual or occur during more formal interventions.

There are two elements:

**EC1.1    Help individuals to understand their offending behaviour and associated risks**
**EC1.2    Help individuals to change their behaviour positively**

## Target group

This unit is applicable across the community justice sector. It is relevant to all workers who help individuals to address their behaviour and the risks of offending, but who do not hold case management responsibility.

# Unit EC1 Help individuals address their offending behaviour

## Element EC1.1 Help individuals to understand their offending behaviour and associated risks

**Performance criteria**

To meet the standard, you

1    **communicate** with individuals throughout the process in a manner which

- is appropriate to them

- encourages an open exchange of views and information

- minimises any constraints to communication

- is free from discrimination and oppression

2    encourage individuals to

- reflect on their behaviour, its consequences and the **risks** associated with it

- talk about those aspects of their behaviour which concern them

- ask any necessary questions

- identify their own priorities in relation to their behaviour

- recognise their potential for change

3    offer information and advice

- on the advantages of positive change

- which is relevant to the individuals' interests

- in a manner which recognises the complexity of the situation

4    challenge constructively attitudes and behaviour which are abusive, aggressive or discriminatory while taking account of personal safety

5    give immediate, focused and constructive feedback to individuals on positive changes in their attitudes and behaviour

6    complete records accurately and clearly and store them according to agency requirements

7    seek advice and **support** promptly when team discussion and supervision are appropriate.

# Unit EC1 Help individuals address their offending behaviour

## Element EC1.2 Help individuals to change their behaviour positively

## Performance criteria

To meet the standard, you

1    explore with individuals the ways in which they can make positive changes in their behaviour and the implications of such changes

2    encourage individuals to

 • value themselves positively

 • recognise their strengths and ability to change

 • select options which they are able to put into practice and to which they are committed

 • develop realistic and achievable goals

 • identify how and when they should review their progress towards their goals

3    clarify with individuals the **support** available to them

4    **support** individuals in a manner which is consistent with

 • the individual's needs

 • the worker's role and responsibilities

 • statutory requirements and agency practice

5    provide constructive feedback to individuals and reinforce positive changes in their behaviour

6    assist individuals to

 • reflect on their progress and the factors that have contributed to their behaviour change

 • learn from what has happened

7    complete records accurately and clearly and store them according to agency requirements

8    **communicate** information to people who are authorised to have it.

# Unit EC1     Help individuals address their offending behaviour

**Range**

**1**     **Communicate** through

       a        speech and language

       b        actions, gestures and body language

       c        space and position.

2     **Risks** to

       a        the public, including actual and potential victims of crime and people significant to the individual

       b        people working with the individual

       c        the individual him/herself

       d        property.

3     **Support** may be

       a        formal

       b        informal.

# Unit EC1        Help individuals address their offending behaviour

Knowledge and understanding

To meet the standard, you need to know and understand:

**Working with offending behaviour**

1      The ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns

2      How equality and inequality can affect people

3      The impact of crime on victims and their need for protection, respect, recognition and information

4      Different ways of encouraging individuals to see the need to change their behaviour and develop the motivation to do so

5      The obstacles to change which may exist for individuals and methods of overcoming them

6      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

7      The evidence for the effectiveness of different ways of supporting individuals to change their behaviour and how they determined that which was most appropriate to use for different individuals

8      The ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies

9      The ways in which individual's culture and gender influence the worker's practice

10     How they have applied the principles of equality, diversity and anti-discriminatory practice to their work

**Working within the community justice sector**

11     The specific legislation (national and European) which relates to the work they undertake and how they have taken this into account in their work

12     Any particular factors relating to the agency's policies and practices which have affected the work undertaken

**Working to improve individual practice**

13     How they evaluate their own competence when at work and decide when further support and expertise are needed.

# Unit EC1 Help individuals address their offending behaviour

## Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation **is** permitted for this unit

The nature of this unit means that most of your evidence must come from real work activities. However, simulation may only be used so long as it meets the criteria for its use. You will find this in the assessment guidance for this qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the preferred assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and official visitors may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records e.g. case records and sentence plans.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the ways in which an individual's culture and gender may influence a worker's practice and how you have applied the principles of equality, diversity and anti discriminatory practice to your work. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you have challenged constructively attitudes and behaviour which are abusive, aggressive or discriminatory.

# Unit GC7 Contribute to the prevention and management of abusive and aggressive behaviour

## Summary

This unit is about contributing to the prevention and management of abusive and aggressive behaviour. Abusive and aggressive behaviour may be verbal or non-verbal and be social, physical, sexual or emotional in nature. The unit includes seeking to prevent abusive and aggressive behaviour through the development of relationships and environments which are conducive to constructive behaviour. When abusive and aggressive behaviour occurs, the worker needs to deal with, and help in the review of, incidents within statutory and agency frameworks.

There are three elements:

**GC7.1** **Contribute to preventing abusive and aggressive behaviour**
**GC7.2** **Deal with incidents of abusive and aggressive behaviour**
**GC7.3** **Contribute to reviewing incidents of abusive and aggressive behaviour**

## Target group
This unit is applicable across the community justice sector.

## Unit GC7 Contribute to the prevention and management of abusive and aggressive behaviour

### Element GC7.1 Contribute to preventing abusive and aggressive behaviour

**Performance criteria**

To meet the standard, you

1 **communicate** with others in a manner which:

- is appropriate to them
- encourages an open exchange of views and information
- minimises any constraints to communication
- is free from discrimination and oppression
- acknowledges the rights of everyone present and is supportive of those rights

2 maintain the environment in a way which encourages meaningful interactions

3 take **actions to maintain calmness and safety** in a manner which minimises any restriction of movement and which does not deny people's rights

4 take appropriate action to prevent **triggers to abusive or aggressive behaviour** occurring and to enable individuals to find alternative ways of expressing their feelings

5 protect potential victims at whom the behaviour may be directed

6 share information appropriately when others are at **risk of harm**.

# Unit GC7 Contribute to the prevention and management of abusive and aggressive behaviour

## Element GC7.2 Deal with incidents of abusive and aggressive behaviour

### Performance criteria

To meet the standard, you

1 take constructive action to minimise identified abusive and aggressive behaviour which is consistent with:

  • any inherent risks

  • the maintenance of effective working relationships

  • agency policy and procedures

  • evidence of effective practice

2 acknowledge opposing interests and take constructive action to address them

3 take prompt action to protect those at whom the abusive and aggressive behaviour is directed

4 take constructive action to defuse abusive and aggressive behaviour

5 call for any necessary assistance and support to manage the aggressive and abusive behaviour safely without delay

6 act in a manner which is likely to promote calm and reassurance and make this clear to all involved

7 manage physically aggressive behaviour in ways which are consistent with statutory and agency requirements and use the safest possible methods for:

  • the individual

  • the worker

  • others

8 complete records accurately and clearly and store them according to agency requirements.

# Unit GC7 Contribute to the prevention and management of abusive and aggressive behaviour

## Element GC7.3 Contribute to reviewing incidents of abusive and aggressive behaviour

## Performance criteria

To meet the standard, you

1  encourage **those involved in incidents** to contribute to reviewing the incident

2  offer time, space and support so that everyone involved can express their feelings and examine their behaviour

3  explore constructively with everyone involved the reasons for, and consequences of, the abusive and aggressive behaviour

4  make referrals to the appropriate people if specialist help is required

5  make clear and constructive contributions to team discussions about incidents of abusive and aggressive behaviour and agency practice in dealing with them

6  manage your own feelings, aroused by the incident in a way which recognises YOUR right to have such feelings and recognises that not all incidents are capable of prevention

7  complete records accurately and clearly and store them according to agency requirements

8  provide accurate and clear information to others so that issues and needs can be addressed.

## Unit GC7 Contribute to the prevention and management of abusive and aggressive behaviour

**Range**

**1** **Communication**

    a      language and speech

    b      actions, gestures and body language

    c      space and position.

**2** **Actions taken to maintain calmness and safety**

    a      explain their actions to individuals even when individuals do not appear to understand the explanations or be listening to them

    b      divert the individual(s) to other activities

    c      preventive action to stop the individual when there is direct risk

    d      seek help from other workers.

**3** **Triggers to abusive or aggressive behaviour**

    a      interactions between individuals

    b      behaviours towards or in the vicinity of the individual

    c      environmental factors

    d      personal or social aspects of the individual's life.

**4** **Those involved in incidents** may be

    a      the individual

    b      the people who were the targets of the aggressive and abusive behaviour

    c      other people who are significant to the individual

    d      other workers.

**5** **Risk of harm**

    a      the public, including actual and potential victims of crime and people significant to the individual

    b      people working with the individual

    c      the individual him/herself.

# Unit GC7 Contribute to the prevention and management of abusive and aggressive behaviour

Knowledge and understanding

To meet the standard, you need to know and understand:

**Working with individuals and groups**

1    the ways in which people communicate by behaviour as well as through language and how different forms of behaviour can be interpreted

2    constraints to effective communication (interpersonal, physical and environmental)

3    methods of establishing contact which are likely to maximise productive engagement with individuals and minimise unproductive interventions

4    the ways in which feelings of anger and frustration can be displaced from their original source to those in authority and how the worker can deal with this

5    the ways in which stereotyping and discrimination might affect risk assessment and how to guard against this

6    the difference between aggression and assertiveness

7    the possible reasons for different sorts of behaviour occurring, especially those which may be viewed as aggressive or abusive

8    the effects which the worker's own behaviour may have on others

9    the ways in which individual's culture and gender influence the worker's practice

10   how they have applied the principles of equality, diversity and anti-discriminatory practice to their work

**Working within the community justice sector**

11   the specific legislation (national and European) which relates to the work they undertake and how they have taken this into account in their work

12   the agency's policies with relation to risk assessment and management

13   any particular factors relating to the agency's policies and practices which have affected the work undertaken

**Working to improve individual practice**

14   how they evaluate their own competence when at work and decide when further support and expertise are needed.

# Unit GC7 Contribute to the prevention and management of abusive and aggressive behaviour

## Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation **is** permitted for this unit
The nature of this unit means that most of your evidence must come from real work activities. However, simulation may only be used so long as it meets the criteria for its use. You will find this in the assessment guidance for this qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the preferred assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records e.g. Incident report form.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. your legal responsibilities on yourself and others for ensuring your well-being, safety and health in the workplace. Assignments could include academic assignments. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you have considered the implications of your organisation's risk assessment and your own risk assessment relevant to your activities and have assessed their adequacy for dealing with similar incidents in the future.

# Unit AB1 Communicate effectively with people

## Summary

This unit is about communicating effectively with people – orally, in writing, using electronic and/or telecommunication and using non-verbal forms of communication. This is an essential aspect of all jobs in the justice sector.

The term 'people' is used broadly to cover any child, adult, group, community or agency that workers come into contact with, either directly or indirectly. It includes members of the public, individuals who are clients of the justice sector, and colleagues in the workplace.

There are two elements

**AB1.1 Develop and maintain communication with people**

**AB1.2 Maintain the security of information**

## Target group

The unit is designed to be applicable to everyone who works in the justice sector.

## Linked units

This unit is designed to underpin all other standards as effective communication is an essential component of all actions in the sector.

## Place in qualifications

It is proposed that this unit should be an integral part of all qualifications in the justice sector.

## Unit AB1 Communicate effectively with people

## Element AB1.1 Develop and maintain communication with people

### Performance criteria

To meet the standard, you

1    communicate in a manner that is consistent with relevant legislation, policies and procedures

2    communicate with people in a form and manner and using language that:

- is open and respectful of them as individuals

- is consistent with their level of understanding, culture, background and preferred ways of communicating

- is appropriate to the context in which the **communication** is taking place

- promotes equality and values diversity

3    give people opportunities to check their understanding of the information you have given to them and ask questions

4    take the appropriate action to reduce any **barriers** to effective communication

5    make records that

- are accurate, legible and complete

- contain only the information necessary for the record's purpose

- are free from labelling and discrimination

6    seek support when you are having difficulty communicating effectively.

### Range

**1    Communication**

a    non-verbal

b    oral

c    written

d    electronic and telecommunication.

**2    Barriers to effective communication**

a    environmental (eg noise, lack of privacy)

b    personal (eg language differences, gender differences, ethnic differences, age differences, religious beliefs, health and wellbeing of the individuals involved, literacy levels, personal experiences etc)

c    social (eg violent and abusive situations).

### Explanatory notes

In performance criterion 1, relevant legislation, policies and procedures may relate to:
- confidentiality
- data protection

- diversity
- equality
- freedom of information
- human rights
- information and related technology.

In performance criterion 4, taking action to reduce barriers to communication might include: seeking help from someone else (eg an interpreter, a colleague), changing the context of the communication (eg moving to somewhere quieter, shutting windows), delaying the communication, modifying the way in which you are communicating yourself.

# Unit AB1 Communicate effectively with people

Element AB1.2 Maintain the security of information

## Performance criteria

To meet the standard, you

1    comply with relevant legislation, policies and procedures related to the security of information

2    disclose information only to those who have the right and need to know it

3    take the **appropriate precautions** when communicating confidential or sensitive information

4    maintain the security of records when handling and storing them

5    alert the appropriate person when you think the security of information is not being maintained or information is being misused.

## Range

1    **Appropriate precautions** in relation to

   a    who might overhear or oversee the information

   b    who might access the information.

## Explanatory Notes

In performance criterion 1, relevant legislation, policies and procedures may relate to:
•       confidentiality
•       data protection
•       freedom of information
•       human rights
•       information and related technology.

In performance criterion 3, 'appropriate precautions' will depend on a number of factors such as how the information is being communicated, the setting, who else is or may be present, who else accesses the setting at other times.

In performance criterion 5, the appropriate person might be: the worker's line manager, the person in the organisation responsible for IT etc.

# Unit AB1        Communicate effectively with people
Knowledge and understanding

To meet the standard, you need to know and understand:

1        the legislation, policies and procedures that apply to communication and particularly the security and management of information

2        the nature of effective communication (including when you feel confident communicating and when you do not)

3        the reasons for effective communication being an essential aspect of work in the justice sector

4        barriers to effective communication including:
   - those related to personal differences in: culture, language, gender, literacy levels, experience, health / illness, familiarity with context, level of knowledge and skills
   - environmental barriers
   - social barriers

5        how to modify communication so that the differences between you and the people you are communicating with are minimised

6        how to communicate with people in ways which are open to them, show respect and promote equality and value diversity (non-verbally, orally, in writing and electronically)

7        how the context in which communication takes place can affect people's ability to understand and communicate

8        the reasons for checking with people to ensure that they understand the information you are giving them and allowing them to ask questions

9        the actions that can be taken to reduce barriers to communication and how to put them into practice (including the use of other people such as interpreters and translators, advocates etc)

10        the nature and purpose of the records you make

11        the nature of information that might be sensitive and/or confidential and the subtleties of this

12        the reasons for records only containing the information that is necessary for the record's purpose and being free from labelling and discrimination

13        the reasons for only disclosing information to those people who have the right and need to know it and how you identify these people

14        what the appropriate precautions might be when communicating information

15        how to handle and store information securely and safely

16        the reasons for alerting an appropriate person when you have concerns about the handling of / misuse of information and who that person might be on different occasions and in different circumstances

# Unit AB1 Communicate effectively with people
Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation is **not permitted** for this unit
The nature of this unit means that **all** of your evidence must come from real work activities

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the **preferred** assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**
Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio; they must remain in their usual location and be referred to in the assessment records e.g. case records.

- **Work products:** These are non-confidential records made, or contributed to, by you e.g. minutes of meetings.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice; policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid e.g. Certificate in Community Justice. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the relevant legislation, organisational policies and procedures that apply to communication. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you have alerted the appropriate person when you think the security of information is not being maintained.

# Unit AB2  Support individuals to communicate using interpreting and translation services

## Summary

This unit covers arranging for and assisting translators and interpreters to help individuals to communicate their needs, wishes and concerns. This includes arranging the interpreting and translation services for individuals, communicating with others through interpreters, and supporting those involved to evaluate the quality of the outcomes and the effectiveness of the service.

There are three elements
**AB2.1 Arrange interpreting and translation services for individuals**
**AB2.2 Communicate with others through interpreters**
**AB2.3 Support those involved to evaluate the quality of the outcomes and the effectiveness of the service**

## Target group

The unit is designed to be applicable to anyone in the justice sector who works with interpreters and translators so that communication can be effective with different members of the community.

## Linked units

This unit is an important aspect of some posts in the justice sector as it contributes to the promotion of equality and the valuing of diversity that are essential components of all actions in the sector.

## Place in qualifications

It is proposed that this unit should be an optional unit within qualifications for individuals in the justice sector who need to work with interpreting and translating services.

## Origin of this unit

This unit has been taken from the Health and Social Care Standards where it appears as unit HSC0371.

## Unit AB2 Support individuals to communicate using interpreting and translation services

Element AB2.1 Arrange interpreting and translation services for individuals

### Performance criteria

To meet the standard, you

1   access documents to identify individuals' interpretation and translation needs

2   support individuals and **key people** to identify the preferred language, **method of communication** and any translation services needed

3   provide active support to enable individuals to identify any interpreting and translation requirements they have in terms of:

- their preferred language

- their culture

- their preferred method of communication

4   identify, access and agree terms and conditions for the use of suitably qualified people to meet the communication needs of individuals

5   provide information about the individuals' specific requirements to interpreters and translators

6   work with translators, interpreters and individuals to identify and arrange:

- any specific support they need from you and others

- any preparation that is required

- any specialist equipment that is needed

7   ensure that translators, interpreters and individuals are clear about:

- confidentiality agreements

- the storage and security requirements for confidential information

- legal and organisational requirements for the use of translation and interpretation service

### Range

**1   Key people** include**:**

a   family

b   friends and carers

c   others with whom the individual has a supportive relationship

**2   Preferred language, method of communication** include**:**

a   the individual's preferred spoken language

b   other means of communication (such as the use of signs, symbols, pictures, writing, objects of reference, communication passports, repetitive behaviours, other non verbal forms of communication, human and technological aids to communication).

**Explanatory notes**

Individuals are those people who require the interpreting and translating services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

In performance criterion 2, key people are those people who are key to an individual's health and social well-being. These are people in the individual's lives who can make a difference to their health and well-being.

In performance criterion 3, active support is support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

In performance criterion 6, others are other people within and outside your organisation that are necessary for you to fulfil your job role.

# Unit AB2 Support individuals to communicate using interpreting and translation services

## Element AB2.2 Communicate with others through interpreters

### Performance criteria

To meet the standard, you

1    provide information about the purpose and the nature of the interaction to the interpreter

2    agree with the interpreter:

- their role

- any interventions they should make

- the level of detail required in the communication

3    explain to the interpreter specific terms and concepts that individuals might not understand

4    clarify with the interpreter communications from individuals that you are not able to understand

5    work with individuals, and support interpreters to work in ways that:

- ensure the individuals' rights and choices are promoted

- respect the individuals' experiences, expertise and abilities

- allow sufficient time for individuals to communicate all of their thoughts, views, opinions and wishes

- are inclusive and do not discriminate

6    monitor the understanding of all involved and modify interactions to improve communication and understanding

7    summarise, and ensure that all involved agree what has been communicated and any actions to be taken

### Explanatory notes

In performance criterion 5, rights relate to the right that individuals have to:
- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in the way they choose
- access information about themselves
- communicate using their preferred methods of communication and language.

# Unit AB2 Support individuals to communicate using interpreting and translation services

Element AB2.3 Support those involved to evaluate the quality of the outcomes and the effectiveness of the service

## Performance criteria

To meet the standard, you

1    encourage all involved to take part in evaluating the effectiveness of the interpretation and translation services provided

2    review with individuals and key people the contribution the interpreting and translating services have made to the individuals' lives and communications

3    work with all involved to identify and agree any changes that would improve the interpretation and translation services

4    support individuals, key people and others to identify the implications from any agreed changes

5    inform appropriate people of agreed changes and implement those that are within the scope of your role and responsibility to do so

6    record and report on evaluation processes and outcomes within confidentiality agreements and according to legal and organisational requirements.

## Range

1    **Key people** include:

    a      family

    b      friends and carers

    c      others with whom the individual has a supportive relationship

# Unit AB2 Support individuals to communicate using interpreting and translation services

## Knowledge and understanding

To meet the standard, you need to have:

**Values**

1 a working knowledge of legal and organisational requirements on equality, diversity, discrimination and rights:
   - relating to individuals' and key people's language and communication preferences
   - on equal treatment for language and communication

2 a working knowledge of how to ensure that the individuals' rights and preferences regarding their preferred method of communication and language are adhered to

3 a working knowledge of why the individuals' rights and preferences are particularly important when individuals are using translators and interpreters

4 a working knowledge of how to provide active support to enable individuals and key people to communicate their needs, views and preferences using their preferred method and media of communication and language

5 a working knowledge of methods and ways of communicating that:
   - support equality and diversity
   - are effective when dealing with and challenging discrimination when using translation and interpretation services are effective

6 a working knowledge of how communication may alter because of individuals' personal beliefs and preferences

7 a working knowledge of how cultural differences affect an individual's perception of 'normal' and 'abnormal', acceptable and unacceptable communication and how this affects the approaches you should adopt to work with individuals

8 a working knowledge of the reasons why translators and interpreters need to understand the background and culture of the people for whom the translation / interpretation is being done

**Legislation and organisational policy and procedures**

9 a working knowledge of codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when commissioning and using translators and interpreters

10 a working knowledge of current local, national and European legislation and organisational requirements, procedures and practices for:
   - data protection, including recording, reporting, storage, security and sharing of information on the communication and language needs, views and preferences of individuals
   - health and safety generally and specially when setting up and using equipment to support interpreters and translators
   - risk assessment and management for setting up and using interpretation and translation equipment
   - communicating with individuals through translators and interpreters, using their preferred communication method and language

- working with others to provide integrated services

11    a working knowledge of practice and service standards relevant to your work setting and when supporting individuals to use interpreters and translators

**Theory and practice**

12    a working knowledge of how and where to access information and support that can inform your practice when using and communicating through interpreters and translators

13    a working knowledge of how to access, review and evaluate information, services, equipment and support about interpretation and translation services

14    a working knowledge of government reports, inquiries and research relevant to working with individuals who need interpreters and translators

15    a working knowledge of theories relevant to the individuals with whom you work, about:
- communication related to using and working with individuals who require interpreters and translators
- motivation, and how to encourage individuals to communicate through interpreters and translators, including the use of positive reinforcement
- particular mental and physical illnesses, conditions, disabilities, injuries and diseases and the affect these can have on the individuals' ability to communicate and to understand communication
- how communication and language differences and difficulties can affect the identity, self-esteem and self-image of the individuals with whom you work
- power, and how it can be used and abused when working with individuals who require interpreters and translators

16    a working knowledge of factors that can affect the communication skills, abilities and development of the individuals and any resultant behaviour that may occur

17    a working knowledge of conflicts and dilemmas created by difficulties in communication and language in your area of work

18    a working knowledge of how to work in partnership with individuals, key people and those within and outside your organisation to enable individuals' communication and language needs to be met

19    a working knowledge of the types of information interpreters/translators need to carry out interpretation/translation effectively

20    a working knowledge of how to arrange the environment for translation and interpretations

21    a working knowledge of the difference between simultaneous and consecutive interpreting and sight translation and when each may best be used

22    a working knowledge of different types and forms of communication that might require translation and interpretation services

23    a working knowledge of the role of interpreters and translators in interpreting and translating everything that is said or written, and when they may intervene

24    a working knowledge of how to assist translators and interpreters

25    a working knowledge of how to carry out, what indicators to use and what to record when evaluating and assessing interpreting and translation services

26    a working knowledge of the impact of and problems of communicating across different language and communications forms

# Unit AB2    Support individuals to communicate using interpreting and translation services

## Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation **is** permitted for this unit

The nature of this unit means that **most** *of* your evidence must come from real work activities. However, simulation may only be used so long as it meets the criteria for its use. You will find this in the assessment guidance for this qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the **preferred** assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio; they must remain in their usual location and be referred to in the assessment records e.g. case records, referral information.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice; policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the different types and forms of communication that might require translation and interpretation services and the role of these services in such circumstances. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you have agreed terms and conditions for the use of suitably qualified people to meet the communication need of individuals.

# Unit AF1    Ensure your own actions reduce risks to health and safety

## Summary

This unit is about the basis requirements of the Health and Safety at Work Act. Meeting these requirements is an essential aspect of all jobs in the justice sector.

A great deal of legislation and regulation surrounds health and safety at work. The Health and Safety at Work Act 1974 [and in Northern Ireland, the Health and Safety at Work (Northern Ireland) Order 1978] are the main pieces of legislation under which nearly all other health and safety regulations are made. According to the Act:

- **employers** must safeguard so far as is reasonably practicable, the health safety and welfare at work of all the people who work for them and 'other persons'. This applies in particular to the provision and maintenance of safe plant and systems of work, and covers all machinery, equipment and substances used.

- **people at work** (whether paid or unpaid, full or part time) have a duty under the Act to take reasonable care to avoid harm to themselves or to others by their working practices, and to co-operate with employers and others in meeting statutory requirements. The Act also requires employees not to interfere with or misuse anything provided to protect their health, safety or welfare in compliance with the Act.

There is an array of health and safety regulation and codes of practice that apply to people at work. There are regulations dealing with specific activities, such as using screens and keyboards (the Display Equipment Regulations 1992) or working with dangerous materials (the Control of Substances Hazardous to Health Regulations 1994 - known as the COSHH Regulations), as well as many others. Specific requirements covering the workplace itself are given in the Workplace (Health Safety and Welfare) Regulations 1992.

There are two elements
**AF1.1    Identify the hazards and evaluate the risks in the workplace**
**AF1.2    Reduce the risks to health and safety in the workplace**

### Target group
The unit is designed to be applicable to everyone who works in the justice sector.

### Linked units
This unit is designed to underpin all other units as health and safety at work is essential for all employees.

### Place in qualifications
It is proposed that this unit should be an integral part of all qualifications in the justice sector.

### Origins of this unit
This standard is taken from the Employment National Training Organisation where it appears as unit E relating to health and safety.

# Unit AF1 Ensure your own actions reduce risks to health and safety

Element AF1.1 Identify the hazards and evaluate the risks in the workplace

## Performance criteria

To meet the standard, you

1    correctly name and locate the persons responsible for health and safety in the workplace

2    identify which workplace policies are relevant to their practices

3    identify those working practices in any part of your job role which could harm you or other persons

4    identify those aspects of the workplace which could harm you or other persons

5    evaluate which of the potentially harmful working practices and the potentially harmful aspects of the workplace are those with the highest risk to you or to others

6    report those hazards which present a high risk to the persons responsible for health and safety in the workplace

7    deal with hazards with low risks in accordance with workplace policies and legal requirements.

## Range

1    **Risks resulting from**

a    the use and maintenance of machinery or equipment

b    the use of materials or substances

c    working practices which do not conform to laid down policies

d    unsafe behaviour

e    accidental breakages and spillages

f    environmental factors.

## Unit AF1    Ensure your own actions reduce risks to health and safety

Element AF1.2    Reduce the risks to health and safety in the workplace.

### Performance criteria

To meet the standard, you

1    carry out working practices in accordance with relevant legal requirements

2    follow the most recent **workplace policies** for your job role

3    rectify those health and safety risks within your capability and the scope of your job responsibilities

4    pass on any suggestions for reducing risks to health and safety within your job role to the responsible persons

5    conduct yourself in the workplace in a way which does not endanger the health and safety of yourself or other persons

6    follow the workplace policies and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products

7    report any differences between workplace policies and suppliers' or manufacturers' instructions as appropriate

8    personally present yourself at work to

- ensure the health and safety of yourself and others

- meet any legal duties, and

- in accordance with workplace policies.

### Range

1    **Workplace policies** covering

a    the use of safe working methods and equipment

b    the safe use of hazardous substances

c    smoking, eating, drinking and drugs

d    what to do in the event of an emergency

e    accidental breakages and spillages

f    personal presentation

# Unit AF1    Ensure your own actions reduce risks to health and safety

## Knowledge and understanding

To meet the standard, you need to know and understand:

1      your legal duties for health and safety in the workplace as required by the Health and Safety at Work Act 1974

2      your duties for health and safety as defined by any specific legislation covering your job role

3      what hazards may exist in your place of work

4      the particular health and safety risks which may be present in your own job role and the precautions you must take

5      the importance of remaining alert to the presence of hazards in the whole workplace

6      the importance of dealing with or promptly reporting risks

7      the requirements and guidance on the precautions

8      agreed workplace policies relating to controlling risks to health and safety

9      responsibilities for health and safety in your job description

10     the responsible persons to whom to report health and safety matters

11     the specific workplace policies covering your job role

12     suppliers' and manufacturers' instructions for the safe use of equipment, materials and products

13     safe working practices for your own job role

14     the importance of personal presentation in maintaining health and safety in the workplace

15     the importance of personal conduct in maintaining your own health and safety and the health and safety of others

16     your scope and responsibility for rectifying risks

17     workplace procedures for handling risks which you are unable to deal with

## Unit AF1 Ensure your own actions reduce risks to health and safety

Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation is **not permitted** for this unit

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the **preferred** assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio; they must remain in their usual location and be referred to in the assessment records.

- **Work products:** These are non-confidential records made, or contributed to by you e.g. completed Health and Safety Documentation.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice; policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid e.g. accredited health and safety qualifications. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. your legal duties for health and safety in the workplace. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you have reported any differences between workplace policies and suppliers' or manufacturers' instructions.

# Unit AF4    Conduct an assessment of risk in the workplace

## Summary

This unit is about conducting an assessment of risks in the workplace. It covers identifying hazards in the workplace, assessing the level of risk resulting from those hazards and making recommendations to control the risk.

There are three elements
**AF4.1    Identify hazards in the workplace**
**AF4.2    Assess the level of risk and recommend action**
**AF4.3    Review your workplace assessment of risks**

## Target group

This unit has been developed for those who have responsibility for conducting risk assessments in the workplace.

## Linked units

This unit is an important aspect of some posts in the justice sector.

## Origin of this unit

This unit is taken from the Employment National Training Organisation where it appears as unit G in the health and safety standards.

# Unit AF4  Conduct an assessment of risk in the workplace

Element AF4.1  Identify hazards in the workplace

## Performance criteria

To meet the standard, you

1   define clearly why and where the risk assessment will be carried out

2   confirm that all the information available to you on statutory health and safety is up-to-date and from recognised and reliable **information sources**

3   recognise your own limitations and seek expert advice and guidance on risk assessment when appropriate

4   select a method of identifying **hazards** appropriate to the workplace being assessed

5   conduct an investigation that fully identifies those areas in the workplace where hazards with a potential for serious harm to health and safety are most likely to occur

6   identify hazards which could result in serious harm to people at work or other persons

7   record those hazards in a way which meets legal, good practice and workplace requirements

8   report the results of the process to the responsible persons in an agreed format and timescale

**Range**

**1   Information sources**

a   internal Health and Safety experts

b   HSE offices

c   relevant industry publications

d   external organisations.

**2   Hazards** relating to

a   the use of plant and equipment

b   the use of substances hazardous to health

c   the workplace layout

d   the working practices

e   the job role

f   people with special needs.

# Unit AF4 Conduct an assessment of risk in the workplace

## Element AF4.2 Assess the level of risk and recommend action

## Performance criteria

To meet the standard, you

1    review all legal requirements that are appropriate to your workplace and working practices to ensure effective measures are in place

2    confirm that industry standards and all other reasonable precautions are in place

3    identify hazards that could be eliminated

4    for hazards that cannot be eliminated start your risk assessment with those hazards that are most likely to cause serious harm to people at work or other people

5    assess the level of risk and consider how the risks can be controlled to minimise harm

6    list unacceptable risks in priority order including all breaches of relevant health and safety legislation and workplace procedures

7    prepare a risk assessment report containing recommendations for minimising risks

8    present the results of the risk assessment to **responsible persons** in the agreed format and timescale.

## Range

**1    Responsible persons**

a    management associated with the examined activities

b    employees associated with the examined activities

c    decision makers

d    union representatives

e    staff representatives.

## Unit AF4    Conduct an assessment of risk in the workplace

Element AF4.3    Review your workplace assessment of risks

## Performance criteria

To meet the standard, you

1    compare the latest risk assessment to current workplace and working practices

2    identify, accurately, any significant differences between **previous and new working practices**

3    investigate the action taken as a result of your recommendations specified in the latest risk assessment

4    identify, accurately, new hazards arising from **changes in the workplace** or working practices

5    make changes to your risk assessment in line with the review

6    inform, promptly, everyone affected by the changes.

**Range**

1    **Previous and new working practices** relating to

   a    plant, machinery and equipment

   b    substances or materials

   c    people

2    **Changes in the workplace** relating to

   a    layout of workplace

   b    new facilities and services.

# Unit AF4 Conduct an assessment of risk in the workplace

## Element AF4.3 Knowledge and understanding

To meet the standard, you need to know and understand:

**Health and safety legislation**

1       the responsibilities for risk assessments as required by the Management of Health and Safety at Work Regulations 1992 and other related regulations

2       your legal duties for health and safety in the workplace as required by the Health and Safety at Work Act 1974

3       your duties for health and safety as defined by any specific legislation covering your job role

**Health and safety**

4       effective procedures to carry out a risk assessment

5       the purpose, legal implications and importance of carrying out risk assessments

6       what to do with the results of the risk assessment

7       hazards that are most likely to cause harm to health and safety

8       the particular health and safety risks which may be present in your job role and the precautions to be taken

9       the importance of remaining alert to the presence of hazards in the whole work place

10      the importance of dealing with or promptly reporting risks

**Assessing risks in the workplace**

11      methods of identifying hazards including direct observation, examining records, or interviews

12      the work areas and people for whom you are carrying out the assessment

13      work activities of the people in the workplace where you are carrying out the risk assessment

14      resources required for a risk assessment to take place

15      information sources for risk assessments (e.g. HSE publications)

16      where to find expert advice and guidance

17      your own limitations, job responsibilities and capabilities

18      effective communication methods

## Unit AF4     Conduct an assessment of risk in the workplace

## Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation is **not permitted** for this unit

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the **preferred** assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio; they must remain in their usual location and be referred to in the assessment records.

- **Work products:** These are non-confidential records made, or contributed to by you e.g. workplace risk assessment reports.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice; policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid e.g. accredited health and safety qualifications. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the responsibilities for risk assessment as required by the Management of Health and Safety Regulations 1992. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you have identified hazards which could result in serious harm to people at work.

# Unit DA1 Provide and obtain information at courts and formal hearings

## Summary

This unit focuses on providing and obtaining information at courts and formal hearings. The worker needs to provide accurate and timely written information. They may be involved in the collection of information from individuals and from other agencies but would not necessarily be responsible for writing reports. The worker also needs to make oral contributions at courts and formal hearings.

Courts and formal hearings may include: criminal courts, civil courts, prison establishments, parole boards, mental health and other tribunals, youth courts, children's hearings, multi-agency public protection panels, appeals or other formal hearings. Workers only need to apply their knowledge to those courts and formal hearings in which they work, and know about those to which their work is related.

There are two elements:

**DA1.1    Provide and obtain written information at courts and formal hearings**

**DA1.2    Make oral contributions to courts and formal hearings**

## Target group

This unit is applicable across the community justice sector. It is designed for all workers who are involved in providing and obtaining written information for courts and formal hearings and who may be asked to make oral contributions at one. This unit complements unit F407 which is similar in focus but describes standards for those workers who have more responsibility for representing their agency in courts and formal hearings.

## Unit DA1 Provide and obtain information at courts and formal hearings

Element DA1.1 Provide and obtain written information at courts and formal hearings

**Performance criteria**

To meet the standard, you

1 provide timely written reports to the hearing

2 provide information which is consistent with your work role, agency policy and statutory requirements

3 explain to the **relevant people** any further information which is required, by when and for what purpose and liaise effectively with them

4 explain clearly your role and responsibility to the people from whom information is requested

5 gather relevant, accurate and current information from the **relevant people** in a manner which is sensitive to their situation

6 summarise the information received from people and reflect it back to them to confirm that you have interpreted the information correctly

7 verify the collected information, identify correctly if there are any **problems** and seek to address them appropriately

8 complete records accurately and clearly and store them according to agency requirements

# Unit DA1    Provide and obtain information at courts and formal hearings

Element DA1.2    Make oral contributions to courts and formal hearings

**Performance criteria**

To meet the standard, you

1    present the information which the hearing requires

   •    clearly, accurately and succinctly

   •    in a manner which is consistent with the court or hearing's **conventions**

2    provide additional information to support and update written reports, as and when required

3    answer any questions in a manner which is likely to increase the understanding of those involved

4    present yourself, and interact with others, in a manner which promotes the work of the agency and is likely to lead to a constructive outcome

5    make oral contributions in accordance with agency policy and statutory requirements

6    seek advice and support promptly when team discussion and supervision are appropriate

7    complete records accurately and clearly and store them according to agency requirements

## Unit DA1    Provide and obtain information at courts and formal hearings

**Range**

**1    Relevant people**

a    staff in own agency

b    staff in other agencies

c    individuals who are the subject of courts and formal hearings

d    people who are significant to individuals who are the subject of courts and formal hearings

**2    Problems**

a    factual errors

b    omissions

c    discriminatory language and content

d    doubts about the authenticity of information

**3    Conventions**

a    style of presentation

b    use of language

# Unit DA1 Provide and obtain information at courts and formal hearings

Knowledge and understanding

To meet the standard, you need to know and understand

**Working with individuals and groups**

1      the functions, associated statutory requirements, procedures (e.g. administration and etiquette) and resources of the different courts and formal hearings in which the worker practises or to which their work is related

2      possible hearing outcomes and associated statutory requirements of the different courts and formal hearings in which the worker practises or to which their work is related

3      the different forms of report which are required for the different courts and formal hearings in which the worker practises or to which their work is related and the reasons for these

4      the ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies

5      ways of identifying and addressing problems with the information and examples of how they have done this in their work

6      how they have applied the principles of equality, diversity and anti-discriminatory practice to their work

**Working within the community justice sector**

7      the specific legislation (national and European) which relates to the work they undertake and how they have taken this into account in their work

8      any particular factors relating to the agency's policies and practices which have affected the work undertaken

**Working to improve individual practice**

9      how they evaluate their own competence when at work and decide when further support and expertise are needed

# Unit DA1　　　Provide and obtain information at courts and formal hearings

## Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation **is** permitted for this unit

The nature of this unit means that **most** *of* your evidence must come from real work activities. However, simulation may only be used so long as it meets the criteria for its use. You will find this in the assessment guidance for this qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the **preferred** assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records e.g. court result sheets.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice; policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. how you have applied the principles of equality, diversity and anti-discriminatory practice to your work. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this e.g. how you have provided additional information to support and update written reports when required to do so.

# Unit DA2 Represent the agency in courts and formal hearings

## Summary

This unit focuses on the worker representing their agency in courts and at formal hearings through exchanging information and presenting reports. Reports are any which are relevant to the worker's agency. Due to the nature of such work, the worker needs to be able to develop effective relationships with others and liaise with them. The courts and formal hearings will include: criminal courts, civil courts, prison establishments, parole boards, mental health tribunals, other tribunals. Workers only need to apply their knowledge to those courts and formal hearings in which they work, and know about those others to which their work is related.

There are two elements:

**DA2.1  Exchange information at courts and formal hearings**

**DA2.2  Present reports at courts and formal hearings**

## Target group

This unit is designed to be relevant to any worker who has responsibility for representing their agency in courts or formal hearings. It is applicable across the community justice sector. This unit complements unit F406 which focuses on providing and obtaining information at courts and formal hearings but where the worker has less overall responsibility.

## Linked units

The following units are closely related

AD1      Develop and sustain effective working relationships with staff in other agencies

GA3      Assist in the transfer of individuals between agencies and services

DA1      Provide and obtain information at courts and formal hearings

AD3      Represent one's own agency at other agencies' meetings

## Place in qualifications

This is an optional unit in the Community Justice (Victims, survivors and witnesses) NVQ/SVQ level 3 and Community Justice (Work with offending behaviour) NVQ/SVQ levels 3 & 4.

# Unit DA2   Represent the agency in courts and formal hearings

## Element DA2.1   Exchange information at courts and formal hearings

### Performance criteria

To meet the standard, you

1   clarify the reports which the courts and formal hearings require, by when and for what purpose

2   plan how to obtain the necessary information

3   work effectively with staff from own and other agencies to obtain the necessary information

4   gather relevant, accurate and current information from **relevant people** in a supportive manner which is sensitive to their needs

5   summarise the information received from people and reflect it back to them to confirm that the worker has interpreted the information correctly

6   analyse the collected information, identify correctly any **problems** with it and address them promptly

7   provide accurate, legible and complete written information in the required format at the appropriate time

8   provide information which is consistent with requests, their work role, agency policy and statutory requirements

9   explain clearly and accurately the nature of, and rationale for, their agency's policies and practices when these are questioned

10   identify any tensions and areas of conflict with others and seek to address them constructively

11   complete records accurately and clearly and store them according to agency requirements

12   communicate information to people who are authorised to have it.

### Range

**1      Relevant people**

    a      individuals who are subject to the court or formal hearing

    b      people who are significant to the individual and/or who are affected by their behaviour

    c      people within the worker's agency

    d      partner agencies in the community justice system

    e      other staff in the legal and judicial system

    f      staff in other relevant services

**2      Problems**

    a      factual errors

    b      omissions

    c      discriminatory language and content

d	doubts about the authenticity of information.

# Unit DA2   Represent the agency in courts and formal hearings

## Element DA2.2   Present reports at courts and formal hearings

### Performance criteria

To meet the standard, you

1   identify and discuss the issues which may be raised at courts and formal hearings with their line manager prior to the hearing

2   present the **information** which the court requires clearly, accurately and succinctly and in a manner which is consistent with **court conventions**

3   **present themselves** and interact with others in a manner which promotes the work of the agency and is consistent with the promotion of individuals' rights

4   make timely and appropriate interventions which challenge others when they misinterpret **information** or are discriminating unfairly

5   seek advice and support from an **appropriate person** if difficulties arise

6   clarify details of court requests for further **information**

7   take action to gain further **information** about the report promptly

8   complete records accurately and clearly and store them according to agency requirements

9   communicate **information** to people who are authorised to have it.

### Range

**1   Court conventions** relating to

    a   style of presentation

    b   use of language.

**2   Presenting themselves** in

    a   dress

    b   speech and body language.

**3   Appropriate person**

    a   line manager

    b   court officer/duty officer.

**4   Information** on

    a   the outcomes of the court or hearing

    b   requirements for further work

    c   implications for other work

    d   requirements and timing of progress reports

    e   critical comment and positive feedback

    f   factors relating to the management of risk.

# Unit DA2    Represent the agency in courts and formal hearings

Knowledge and understanding

To meet the standard, you need to know and understand

**Working with individuals and groups**

1    the functions, associated statutory requirements, procedures (e.g. administration and etiquette) and resources of the different courts and formal hearings in which the worker practises or to which their work is related

2    possible hearing outcomes and associated statutory requirements of the different courts and formal hearings in which the worker practises or to which their work is related

3    the different forms of report which are required for the different courts and formal hearings in which the worker practises or to which their work is related and the reasons for these

4    the ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies

5    ways of identifying and addressing problems with the information and examples of how they have done this in their work

6    how they have applied the principles of equality, diversity and anti-discriminatory practice to their work

**Working within the community justice sector**

7    the nature of the sector in which the worker is practising, and the nature, roles and functions of the principal agencies within it

8    agency structures, functions, methods of communication and decision making processes

9    the specific legislation (national and European) which relates to the work being undertaken - both the context and the individual - and the impact of this on the work

10    any particular factors relating to the agency's policies and practices which have affected the work undertaken

**Working to improve individual practice**

11    methods of evaluating their own competence, determining when further support and expertise are needed and the measures taken to improve own competence in this area of work.

## Unit DA2    Represent the agency in courts and formal hearings

## Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation **is** permitted for this unit

The nature of this unit means that **most** of your evidence must come from real work activities. However, simulation may only be used so long as it meets the criteria for its use. You will find this in the assessment guidance for this qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the **preferred** assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**
Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

*   **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

*   **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records eg, Court result forms.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice; policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. how you have applied the principles of equality, diversity and anti-discriminatory practice to your work. Assignments could include academic assignments e.g. Legal and policy framework. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you identified tensions with others working in the setting and how you have addressed these constructively.

# Unit EA1  Assess individuals' offending behaviour and plan provision

## Summary

This unit focuses on the assessment of individuals' offending behaviour and planning related provision for low to medium risk offenders. The worker needs to make an assessment of offender behaviour that covers risk of harm and re-offending, criminogenic need, motivation, capacity for change and to identify appropriate interventions. The unit depends on the use of computer-based assessment and recording systems. The unit applies to work with both individuals who have already offended and those who are recognised as being likely to offend. The worker may be planning provision which includes one or several types of service.

There are two elements:

**EA1.1  Assess individuals offending behaviour and associated risks**

**EA1.2  Plan provision**

## Target group

This unit is applicable across the community justice sector. It is relevant to any worker who has responsibility for the assessment of individuals' offending behaviour and planning provision for low risk offenders to medium risk offenders. The provision for which the individual is being considered might include: bail; remand; individual or group work focused on changing behaviour; unpaid work/community service, education, training and employment opportunities; accommodation services or a combination of the above. This unit complements unit D103 which is focused on those who assess individuals' offending behaviour and preparing sentence proposals for higher risk offenders.

**Note** – this unit is relevant for workers in Scotland who assist in assessing offending behaviour and planning provision.

# Unit EA1    Assess individuals' offending behaviour and plan provision

Element EA1.1    Assess individuals' offending behaviour and associated risks

## Performance criteria

To meet the standard, you

1    identify the **information** you need to obtain

2    make appropriate arrangements for obtaining the **information**

3    explain clearly to people:

- their role and responsibility

- the information which is needed

- why it is needed

- when it is needed

- how it will be used

- who will have the right of access to it

4    communicate with people in a manner which:

- is appropriate to them

- encourages an open exchange of views and **information**

- minimises any constraints to communication

- is free from discrimination and oppression

- acknowledges their role, work context and area of expertise

5    encourage **key people** to provide **information** at the appropriate time and to alert the worker to anything which needs immediate attention

6    confirm that the **information** obtained is relevant, accurate and current and the worker has interpreted it correctly

7    collate, summarise and structure the **information** obtained in a way which facilitates its later use

8    make an assessment of the **risk of harm** and the **risk of re-offending** which is consistent with the evidence gathered

9    seek advice and support promptly when the level of risk indicates

10    complete records accurately and clearly and store them according to agency requirements

11    communicate **information** to people who are authorised to have it

# Unit EA1 Assess individuals' offending behaviour and plan provision

## Element EA1.2 Plan provision

**Performance criteria**

To meet the standard, you

1    obtain the **information** in an appropriate manner from relevant sources

2    communicate with people in a manner which

- is appropriate to them

- encourages an open exchange of views and **information**

- minimises any constraints to communication

- is free from discrimination and oppression

- acknowledges their role, work context and area of expertise

3    identify which interventions are appropriate given

- the assessment of the individual and their offending behaviour

- the personal circumstances of the individual

- the motivation of the offender ad their capacity for change

- any court order or statutory licence which may have been served on the individual

- the resources available

4    provide reports

- which contain accurate and complete **information**

- which are structured in a way which can be readily used

- which highlight any specific areas of benefit or concern

- which are written in plain language

- in sufficient time for them to be of use

5    seek advice and support promptly when team discussion and supervision are appropriate

6    communicate information to people who are authorised to have it

7    complete records accurately and clearly and store them according to agency requirements

# Unit EA1     Assess individuals' offending behaviour and plan provision

**Range**

**1**    **Key people**

     a      the individual who is the focus of the assessment

     b      people who are significant to the individual and/or who are affected by their behaviour

     c      people and records within the worker's agency

     d      partner agencies and other relevant services.

**2**    **Information** relating to

     a      the nature of the individual's behaviour

     b      the effects of the individual's behaviour on victims and others

     c      the individual's personal circumstances

     d      the context of the individual's behaviour

     e      the attitudes and beliefs of the individual relating to their behaviour.

**3**    **Risk of harm**

     a      the public, including actual and potential victims of crime and people significant to the individual

     b      people working with the individual

     c      the individual him/herself

     d      children

**4**    **Risk of re-offending** relates to the following factors

     a      criminogenic needs of the individual

     b      the individual's motivation to change

     c      the individual's previous response to any previous sentences

# Unit EA1      Assess individuals' offending behaviour and plan provision

## Knowledge and understanding

To meet the standard, you need to know and understand

**Working with offending behaviour**

1      The ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns

2      Factors which may be relevant to an individual's difficulties

3      Triggers to, and patterns of, offending behaviour

4      The reasoning processes they followed during information gathering and assessment

5      Current definitions of risk and the purpose of risk assessment and management

6      The agency risk assessment tools and their applications, the accuracy with which it is possible to predict risk and the implications of this for the worker

7      The ways in which stereotyping and discrimination might affect risk assessment and how to guard against this

8      The ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies

**Working within the community justice sector**

9      The specific legislation (national and European) which relates to the work they undertake and how they have taken this into account in their work

10      Any particular factors relating to the agency's policies and practices which have affected the work undertaken

**Working to improve individual practice**

11      The ways in which individual's culture and gender influence the worker's practice

12      How they have applied the principles of equality, diversity and anti-discriminatory practice to their work

13      How they evaluate their own competence when at work and decide when further support and expertise are needed

# Unit EA1    Assess individuals' offending behaviour and plan provision

## Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation is **not permitted** for this unit
The nature of this unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the preferred assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and official visitors may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records e.g. sentence plans and records.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the ways in which individual's culture and gender influence the worker's practice, the ways in which stereotyping and discrimination might affect risk assessment and how to guard against this. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you decided on the information you needed to obtain.

## Unit EA2    Process information relating to individuals' offending behaviour

### Summary

This unit is about obtaining, verifying and recording information relating to individuals' offending behaviour. Workers need to evaluate the initial information they receive on the case and identify any further information needed and where to obtain it. When obtaining information, the worker needs to focus on why the individual's behaviour occurred, different people's views of the behaviour and the overall context of the behaviour. The information obtained needs to be verified and recorded for later decision-making.

There are three elements:

**EA2.1    Obtain and verify information from individuals about their offending behaviour**

**EA2.2    Obtain and verify information from others about individuals' offending behaviour**

**EA2.3    Record information relating to individuals' offending behaviour**

### Target group

This unit is applicable across the community justice sector. It is designed to be relevant to any worker who has responsibility for obtaining, recording and verifying information relating to individuals' offending behaviour. The information may be needed for risk assessment, pre-sentence reports, decisions relating to bail, planning and reviewing community and custodial sentences

# Unit EA2 Process information relating to individuals' offending behaviour

## Element EA2.1 Obtain and verify information from individuals about their offending behaviour

**Performance criteria**

To meet the standard, you

1 identify the information which needs to be gathered and verified from different sources

2 establish the **specific factors** which need to be taken into account when gathering information on the case

3 explain clearly your role and responsibility to individuals

4 inform individuals of the type of information which will be entered in their records, how the records will be stored and who will have the right of access to them

5 communicate with individuals throughout the process in a manner which

   • is appropriate to them

   • encourages an open exchange of views and information

   • minimises any constraints to communication

   • is free from discrimination and oppression

6 assess individuals circumstances and risk of reconviction using appropriate assessment tools

7 evaluate individuals' behaviour against the information they are presenting for any further insights it may offer

8 summarise the information received from individuals, reflect it back to them for verification and challenge any inconsistencies

9 challenge attitudes and behaviour which are aggressive, abusive or discriminatory while taking account of personal safety

10 balance the information obtained from the individual against the overall information available and develop hypotheses about the individual's behaviour

11 assess **risk of harm** and of **re-offending** using the appropriate screening tools and identify any immediate action which needs to be taken

12 seek advice and support promptly when team discussion and supervision are appropriate

# Unit EA2 Process information relating to individuals' offending behaviour

**Range**

**1** **Risk of harm**

    a    the public, including actual and potential victims of crime and people significant to the individual

    b    people working with the individual

    c    the individual him/herself

**2** **Specific factors**

    a    the nature of the behaviour

    b    the effects of the behaviour on others

    c    communication differences which may need interpreting services

**3** **Risk of re-offending**

    a    criminogenic needs of the individual

    b    the individuals motivation to change

    c    the individuals response to any previous sentences

## Unit EA2 Process information relating to individuals' offending behaviour

Element EA2.2 Obtain and verify information from others about individuals' offending behaviour

**Performance criteria**

To meet the standard, you

1 explain clearly your role and responsibility to the people from whom you wish to obtain the information

2 explain clearly to people

- the information which is needed

- why it is needed

- how it will be used

- who will have the right of access to it

3 communicate with people in a manner which

- is appropriate to them

- encourages an open exchange of views and information

- minimises any constraints to communication

- is free from discrimination and oppression

4 encourage people to provide information at the appropriate time and to alert the worker to anything which needs immediate attention

5 summarise the information obtained, confirm with the people who gave it that it is relevant, accurate and current, and that the worker has interpreted it correctly

6 balance new information against all the information available to test hypotheses about the individual's behaviour

7 seek advice and support promptly when team discussion and supervision are appropriate

# Unit EA2     Process information relating to individuals' offending behaviour

Element EA2.3     Record information relating to individuals' offending behaviour

**Performance criteria**

To meet the standard, you

1     record information

- accurately, promptly and concisely
- in a way which is consistent with the promotion of individuals' rights
- so that it clearly distinguishes facts and opinions

2     structure information in ways which allow other workers to use it easily

3     maintain the confidentiality of information

- consistent with the requirements of legislation and agency policy
- so that it safeguards individual rights
- so that it is only disclosed to those who have the right and need to know it once proof of identity has been obtained
- through taking appropriate precautions during handling and storage
- through deciding when it is not appropriate to communicate it

# EA2 Process information relating to individuals' offending behaviour

## Knowledge and understanding

To meet the standard, you need to know and understand

**Working with offending behaviour**

1       The impact of crime on victims and their need for protection, respect, recognition and information

2       The ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns

3       Relevant research into the relationship between known factors which influence offending behaviour and evidence of effective practice in tackling these factors and how the candidate has applied these in their work

4       Current definitions of risk and the purpose of risk assessment and management

5       The ways in which stereotyping and discrimination might affect risk assessment and how to guard against this

6       Issues involved in risk identification and prediction including the use of different predictive methods

7       The ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies

8       The ways in which individual's culture and gender influence the worker's practice

9       How they have applied the principles of equality, diversity and anti-discriminatory practice to their work

10      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

**Working within the community justice sector**

11      The specific legislation (national and European) which relates to the work being undertaken - both the context and the individual - and the impact of this on the work

12      Any particular factors relating to the agency's policies and practices which have affected the work undertaken

**Working to improve agency practice**

13      The particular confidentiality issues which are likely to arise in the systems and structures for which the worker holds responsibility and how they have tackled these

**Working to improve individual practice**

14      Methods of evaluating their own competence, determining when further support and expertise are needed and the measures taken to improve own competence in this area of work

## EA2      Process information relating to individuals' offending behaviour

Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation **is** permitted for this unit

The nature of this unit means that **most** *of* your evidence must come from real work activities. However, simulation may only be used so long as it meets the criteria for its use. You will find this in the assessment guidance for this qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the **preferred** assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records e.g. court reports, sentence plans.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice; policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid e.g. Certificate in Community Justice. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the ways in which stereotyping and discrimination might affect risk assessment and how you have guarded against this in the assessments you have made. Assignments could include academic assignments e.g. assessing and addressing offending behaviour. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how, from the information obtained, hypotheses have been developed about the individual's behaviour.

# Unit EA3 Assess individuals' offending behaviour and prepare reports

## Summary

This unit focuses on assessing individuals' offending behaviour, developing proposals and preparing reports to inform decisions. Building on the information gathered on individuals' offending behaviour, the worker needs to make a comprehensive assessment and identify suitable options taking account of risk, the seriousness of the offence and individual circumstances. The worker needs to develop proposals which address requirements for punishment, the reduction of offending behaviour and the protection of the public, and prepare reports.

There are three elements:

**EA3.1** **Assess individuals' offending behaviour and associated risks**
**EA3.2** **Develop proposals for sentences**
**EA3.3** **Prepare reports to inform sentencing**

## Target group

This unit is most likely to be applicable in statutory agencies as it relates to the preparation of proposals for sentences which are served wholly in the community, and those which are served partially in custody and partially in the community following release on licence. It therefore includes pre-sentence reports, breach reports, through-care sentence planning, licence arrangements and conditions, and supervision plans and reviews.

# Unit EA3 Assess individuals' offending behaviour and prepare reports

## Element EA3.1 Assess individuals' offending behaviour and associated risks

## Performance criteria

To meet the standard, you

1   **summarise** and structure the information obtained in a way which facilitates analysis

2   using appropriate assessment tools make an assessment of

   •   the responsibility which the individual takes for their offending behaviour and the degree of premeditation

   •   the context in which the offence occurred and any related offences

   •   the seriousness of the offence including its effect on the victims

   •   the individual's attitude to victims and the offence

   •   the implications of any special circumstances which were directly relevant to the offending

   •   any specific feature of the offence which conforms to a pattern and could be relevant to seriousness

3   develop hypotheses about the individual's offending behaviour, its causes, and the risk associated with it, which

   •   can be justified against current theory and research

   •   are valid given the information available

   •   are consistent with anti-discriminatory practice

4   refer the individual to the relevant agencies when specialist help or risk management is needed

5   explain the outcomes of the assessment to individuals in an appropriate manner

6   complete records accurately and clearly and store them according to agency requirements

7   communicate information to people who are authorised to have it in line with agency policy and relevant legislation

# Unit EA3 Assess individuals' offending behaviour and prepare reports

Element EA3.2 Develop proposals for sentences

## Performance criteria

To meet the standard, you

1 identify the options available for sentencing which are consistent with

- the assessment of the individual and their offending behaviour

- **risk of harm**

- the resources available

- evidence of effective practice and appropriate theoretical frameworks and which are suitable for the individual given their history of previous responses to sentences

2 select those options which are most likely to be effective in

- managing risk

- meeting the concerns of victims

- the efficient use and availability of resources

- partnership arrangements

3 discuss possible options with individuals in a manner which promotes understanding, co-operation and compliance

4 discuss possible options with others who might be affected by the choice or who may have a role in putting the option into effect

5 structure proposals so that they are consistent with

- the assessment of the individual and their offending behaviour

- **risk of harm**

- the selected options

- evidence of effective practice

6 seek advice and support promptly when team discussion and supervision are appropriate

7 communicate the plan to the people who are authorised to have it

# Unit EA3 Assess individuals' offending behaviour and prepare reports

## Element EA3.3 Prepare reports to inform sentencing

## Performance criteria

To meet the standard, you

1 check with appropriate agencies whether there is any additional relevant information which relates to the individual

2 write reports in plain language

3 **summarise** clearly and accurately at the start of the report all of the information contained in it and state that the individual was uncooperative, if this was the case

4 give a balanced picture, which is free from discrimination, of

- the individual's personal circumstances

- the context of the individual's offending

- the individual's history of offending

- actions which the individual has taken to address their offending

- **risk of re-offending**

5 state clearly the **risk of harm** and re-offending which the individual poses

6 provide a valid and justifiable assessment of the offence and the surrounding context which identifies

- the responsibility which the individual takes for their offending behaviour and the degree of premeditation

- the context in which the offence occurred and any related offences

- the seriousness of the offence including its effect on victims

- the individual's attitude to victims and the offence

- the implications of any special circumstances which were directly relevant to the offending

- any specific feature of the offence which conforms to a pattern and could be relevant to seriousness

7 conclude the report in a manner which flows logically and directly from its contents

8 make proposals which are most likely to be effective in

- managing **risk of harm**

- meeting the concerns of victims

- reducing re-offending

- the individual successfully completing the proposed option and which are consistent with

- sentencing guidelines

- the efficient use and availability of resources

- partnership arrangements

9    allow individuals to see a copy of the report and explain to them who may have the right of access to it

10   send reports to the courts in sufficient time for the hearing

# Unit EA3      Assess individuals' offending behaviour and prepare reports

**Range**

**1      Risk of re-offending**

a      Criminogenic needs of the individual

b      the individuals motivation to change

c      the individuals response to any previous sentences

**2      Risk of harm**

a      the public, including actual and potential victims of crime and people significant to the individual

b      people working with the individual

c      the individual him/herself

d      children

**3      Summarise**

a      name, address and date of birth of individual

b      the national standards adhered to in the report

c      offences dealt with in the report and their respective dates

d      details of the court where the case is being heard and the date of the hearing

e      the date the report was requested

f      name, official title, office location and telephone number of the report writer

g      completion date and signature

h      background details (such as sources drawn on, steps taken to verify the information, doubts about the accuracy of any information, the use of interpreters)

# Unit EA3 Assess individuals' offending behaviour and prepare reports

## Knowledge and understanding

To meet the standard, you need to know and understand

**Working with offending behaviour**

1    The impact of crime on victims and their need for protection, respect, recognition and information

2    The ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns

3    Relevant research into the relationship between known factors which influence offending behaviour and evidence of effective practice in tackling these factors, and how the candidate has applied these in their work

4    Current definitions of risk and the purpose of risk assessment and management

5    The ways in which stereotyping and discrimination might affect risk assessment and how to guard against this

6    Issues involved in risk identification and prediction including the use of different predictive methods and the agencies risk assessment tools

7    The ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies

8    How they have applied the principles of equality, diversity and anti-discriminatory practice to their work

9    Methods of encouraging the effective involvement of the individual in the assessment

10   The reasoning processes they followed during information gathering and assessment

11   The sentencing options which they considered - both in the community and custodial - and the reasoning processes they used in determining the most appropriate options for the individual concerned

12   Methods of handling situations where there is the potential for conflict and examples of when they have done this

**Working within the community justice sector**

13   The specific legislation (national and European), codes of practice and National Standards or National Standards and Objectives which relate to the work being undertaken

14   Any particular factors relating to the agency's policies and practices which have affected the work undertaken

**Working to improve agency practice**

15   High risk of serious harm case registration, management and multi-agency public protection arrangements

**Working to improve individual practice**

16   Methods of evaluating their own competence, determining when further support and expertise are needed and the measures taken to improve own competence in this area of work

# Unit EA3     Assess individuals' offending behaviour and prepare reports

## Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation **is** permitted for this unit

The nature of this unit means that most of your evidence must come from real work activities. However, simulation may only be used so long as it meets the criteria for its use. You will find this in the assessment guidance for this qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the preferred assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records, e.g. court reports.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. and the reasoning processes followed during information gathering and assessment and . the sentencing options considered. Assignments could include academic assignments e.g. Assessing and addressing Offending behaviour, risk assignment. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit. e.g. how, in accordance with agency policies, you have checked with appropriate agencies whether there is any additional relevant information which relates to the individual.

# Unit EB1 Supervise, enforce and review low to medium risk offenders serving sentences in the community

## Summary

This unit focuses on supervising low to medium risk offenders who are serving sentences in the community, monitoring and reviewing their progress, and enforcing statutory orders and licences.

There are three elements:

**EB1.1** **Supervise low to medium risk offenders serving sentences in the community**

**EB1.2** **Enforce court orders and statutory licences of low to medium risk offenders serving sentences in the community**

**EB1.3** **Monitor and review the progress of low to medium risk offenders serving sentences in the community**

## Target group

This unit is applicable across the community justice sector. It is aimed at any worker who supervises, enforces and reviews low to medium risk offenders serving sentences in the community, whether their work relates to one or several types of provision. This unit complements unit C05 which is aimed at those workers who hold case management responsibility for planning, supervising, enforcing and reviewing medium to high risk offenders serving sentences in the community.

## Unit EB1 Supervise, enforce and review low to medium risk offenders serving sentences in the community

### Element EB1.1 Supervise low to medium risk offenders serving sentences in the community

### Performance criteria

To meet the standard, you

1 communicate with individuals and others throughout the process in a manner which

- is appropriate to them
- encourages an open exchange of views and information
- minimises any constraints to communication
- is free from discrimination and oppression

2 inform individuals clearly of

- how the supervision is to take place
- the requirements for enforcing orders and licences
- what will happen if they fail to comply

3 supervise individuals in ways which are consistent with

- individuals' sentences
- the worker's role and responsibilities and maintain appropriate role boundaries
- statutory requirements and relevant guidelines and standards

4 challenge attitudes and behaviour which are aggressive, abusive or discriminatory whilst taking account of personal safety

5 review risk on an ongoing basis

6 take any necessary action as a result of obtaining further information from or about the individual

7 seek advice and support promptly when team discussion and supervision are appropriate

8 complete records accurately and clearly and store them according to agency requirements

# Unit EB1    Supervise, enforce and review low to medium risk offenders serving sentences in the community

Element EB1.2    Enforce court orders and statutory licences of low to medium risk offenders serving sentences in the community

## Performance criteria

To meet the standard, you

1    obtain information on individuals' compliance in a manner and at a frequency which is sufficient for effective monitoring and is capable of identifying problems

2    issue clear warnings to individuals when there is a risk of **non-compliance**

3    obtain and verify information when there is apparent **non-compliance** and take appropriate action.

4    establish reasons for apparent **non-compliance** with individuals and with people who are working with individuals

5    warn individuals of the potential consequences of **non-compliance** in a manner which is likely to secure compliance with the order or licence

6    present yourself and interact with others in a manner which promotes the work of the agency and is consistent with the promotion of individuals' rights

7    complete records accurately and clearly and store them according to agency requirements

8    seek advice and support promptly when team discussion and supervision are appropriate and record any decisions reached

# Unit EB1 Supervise, enforce and review low to medium risk offenders serving sentences in the community

Element EB1.3 Monitor and review the progress of low to medium risk offenders serving sentences in the community

## Performance criteria

To meet the standard, you

1       monitor the individual's progress in agreed areas on an ongoing basis

        communicate to others change in risk assessment where appropriate

2       establish reasons for apparent **non-compliance** with individuals and with people who are working with individuals

3       warn individuals of the potential consequences of **non-compliance** in a manner which is likely to secure compliance with the order or licence

4       identify evidence of the effectiveness of the sentence

5       identify any changes which need to be made to the provision for the individual serving the sentence

6       Communicate to others changes in risk of harm and risk of re-offending assessment where appropriate

7       seek advice and support promptly when team discussion and supervision are appropriate and record any decisions reached

8       complete records accurately and clearly and store them according to agency requirements

**Range**

**1      Non-compliance**

a      attendance requirements

b      behaviour and conduct specifically required by the order or licence

# Unit EB1 Supervise, enforce and review low to medium risk offenders serving sentences in the community

## Knowledge and understanding

To meet the standard, you need to know and understand

**Working with offending behaviour**

1       The ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns

2       Factors which may be relevant to an individual's difficulties

3       Triggers to, and patterns of, offending behaviour

4       Why it is important to clarify with individuals, and confirm their understanding of, the requirements of their sentence, their responsibilities and the likely consequences of any failure to comply

5       The ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies

6       How they have applied the principles of equality and diversity

**Working within the community justice sector**

7       The specific legislation (national and European) which relates to the work they undertake and how they have taken this into account in their work

8       Statutory powers for the enforcement of community sentences and different methods and approaches that can be used

9       Any particular factors relating to the agency's policies and practices which have affected the work undertaken

**Working to improve individual practice**

10      How they evaluate their own competence when at work and decide when further support and expertise are needed

## Unit EB1     Supervise, enforce and review low to medium risk offenders serving sentences in the community

## Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

### Special considerations:

Simulation **is** permitted for this unit

The nature of this unit means that most of your evidence must come from real work activities. However, simulation may only be used so long as it meets the criteria for its use. You will find this in the assessment guidance for this qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

### Preferred sources of performance and knowledge evidence:

**Observation and/or expert witness testimony** is the preferred assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

### Other sources of performance and knowledge evidence:

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records e.g. case records and sentence plans.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid e.g. Certificate in Community Justice. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. how you have applied the principles of equality and diversity, how you have, where necessary altered communication when working with different individuals and organisations. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you have challenged attitudes and behaviour which are aggressive, abusive or discriminatory.

## Unit EC4    Prepare, implement and evaluate group activities

### Summary

This unit is about planning, preparing and implementing agreed group activities, which may be to address particular issues or to develop and practice new skills. Group activities may include cognitive behavioural training, anger management, social skills training, communication groups, creative work and health-related projects, education and leisure activities. The worker needs to take account of the needs of individuals, and of the group as a whole, in planning and preparing group activities, encourage the active participation of all members and deal with any conflict that arises. The term 'demonstration and modelling' means that the worker demonstrates the activity to the group by doing it themselves. Group members may be those who have offended, are likely to offend or those affected by offending and anti-social behaviour.

There are three elements:

**EC4.1    Plan and prepare agreed group activities**

**EC4.2    Prepare and support individuals through group activities**

**EC4.3    Evaluate agreed group activities with other members of the team**

### Target group

This unit is applicable across the community justice sector. It is designed to be applicable to any worker who plans, prepares and implements group activities which are under the overall management of others, for example, some youth justice workers and volunteers.

# Unit EC4   Prepare, implement and evaluate group activities

## Element EC4.1   Plan and prepare agreed group activities

**Performance criteria**

To meet the standard, you

1   discuss and agree with the team the nature and purpose of the **group activity**

2   suggest to the team new activities and different ways of approaching activities, and reach agreements before they are used

3   plan group activities so that they are consistent with each individual's needs

4   approach individuals and **communicate** with them in a manner which is designed to promote their role as partners in the **group activity** and encourage personal choice

5   encourage individuals to participate in planning the activity at a level appropriate to their abilities

6   **communicate** with individuals in a manner, and at a level and pace, appropriate to the members of the group

7   take into account when planning the activity any constraints and opportunities which are consistent with the individuals' interests, preferences and beliefs

8   confirm realistic goals for the activity with the person responsible and agree them with the participants

9   agree criteria to evaluate the effectiveness of the **group activity** with the team

10   arrange the environment in a way which encourages the full participation of all group members

11   prepare equipment and materials, check that they are safe and ready for use, and place them within easy reach

12   make accurate, legible and complete records of agreements reached with individuals

## Unit EC4 Prepare, implement and evaluate group activities

Element EC4.2 Prepare and support individuals through group activities

### Performance criteria

To meet the standard, you

1    establish clearly with the group the purposes and goals of the activity

2    use activities which are appropriate to the individuals and their plans, and are consistent with the recommendations of the appropriate members of the team

3    discuss the activity with all group members in a manner which encourages as much participation as possible

4    make appropriate modifications and take precautions when individuals are unable to participate fully

5    select approaches and methods to learning and development which are appropriate to the needs of the group and the activity

6    give individuals sufficient information and guidance, at an appropriate level and pace, to enable them to exercise their skills

7    treat individuals in a manner which is likely to promote their co-operation, dignity and self-esteem and encourages them to participate actively in the activity

8    give constructive feedback in a manner, and at a level and pace, appropriate to the group

9    minimise the effects of any disruptive influence on the group

10   monitor the performance of the group members in the activity and report it to the appropriate person

11   maintain accurate, legible, complete and up to date records of the activity

### Explanatory Notes
Individuals may be unable to participate fully (performance criterion 4) if they have a limiting physical or sensory disability.

## Unit EC4 Prepare, implement and evaluate group activities

Element EC4.3 Evaluate agreed group activities with other members of the team

### Performance criteria

To meet the standard, you

1 encourage and support individuals to give feedback on the **group activity**

2 discuss the outcomes of the **group activity** with the relevant members of the team

3 make appropriate modifications, when the planned activity is found to be inappropriate or the resources are unsuitable or inadequate, and discuss them with the team

4 review with the team the effectiveness of the learning and development methods used and identify alternative approaches for future use which are likely to improve the effectiveness of activities

5 seek advice from the appropriate team members as soon as is practicable when goals prove to be unrealistic

## Unit EC4 Prepare, implement and evaluate group activities

**Range**

1   **Group activity** involving

    a    demonstration and modelling

    b    explanation and step-by-step

    c    exploration, discussion, prompting and questioning

    d    audio-visual and computer.

2   **Communicate** using

    a    speech and language

    b    actions, gestures and body language

    c    space and position.

# Unit EC4 Prepare, implement and evaluate group activities

## Knowledge and understanding

To meet the standard, you need to know and understand:

**Legislation, policy and good practice**

1    Why it is important to plan activities

2    Why individual choice must be acknowledged and respected even where this is against the offered advice

3    Why communications with individuals/advocates should promote their role as partners

4    Why the involvement of individuals in the choice of activity should be maximised

5    Why knowledge of the relevant background of individuals is essential for the methods and approach adopted

6    Why goals and activities should be consistent with agreements between individuals and professionals

7    Why the individual should be encouraged to choose activities which are likely to achieve the goals identified

8    Why records of agreements reached between individuals and workers are necessary

9    Why the individual should be encouraged to be as self-managing as possible

10   Why the support given should be consistent with the functioning of the individual

11   The importance of providing activities geared to the interests, preferences and developmental stage of the individual

12   Why records should be kept and the potential consequences if this is not carried out

13   Why evaluation is necessary and how it can be used to improve performance in the short and longer term

14   Why the criteria for evaluating the effectiveness of the activities should be established with the team

15   Why problems should be notified and what may happen if they are not

16   Why the worker should be involved in suggestions for change as well as evaluating details of progress

**Services and products**

17   The range and purposes of activities available and the relationship of these to individual interests, preferences, age, gender, etc

**Factors which influence what workers do**

18   The purpose and aims of the activities undertaken

19   Normal physical, psychological and social development and function and the effect of disruption to the normal function and the resultant disability

20   The effects of independence and dependence on the individual and the provision of service

21   The effects which cultural and developmental differences may have on the suitability of activities for particular individuals

| 22 | The social psychology and dynamics of groups and the different styles of leadership and group skills |
|----|----|
| 23 | The effects which physical, psychological and social functioning may have on the individual's ability to develop specific skills |
| 24 | The purpose of constructive feedback and how this differs from positive feedback |
| 25 | Criteria for evaluating activities as established with the team |
| 26 | The philosophy and approach of the group activities undertaken |
| 27 | The potential future pattern of disorder which may affect the individual's lifestyle |

**How to achieve important outcomes**

| 28 | Methods of evaluation relevant to the activities being undertaken |
|----|----|
| 29 | Teaching and learning strategies - how to adapt them to meet the needs of different individual groups and individuals |

# Unit EC4      Prepare, implement and evaluate group activities

## Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation is **not permitted** for this unit
The nature of this unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the preferred assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and official visitors may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records e.g. case records.

- **Work products:** These are non-confidential records made, or contributed to, by you e.g. programme outline and review records.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the philosophy and approach of the group activities undertaken and the criteria for evaluating those activities. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you have taken into account, when planning the activity any constraints and opportunities which are consistent with the individuals' interests, preferences and beliefs.

# Unit EC6    Assess individuals needs and plan agreed activities

## Summary

This unit is concerned with the worker assessing the individual needs and abilities and planning relevant activities for that individual. Activities may be related to education, employment or skills based training.

Assessment may include using formal as well as informal systems.

There are two elements:

**EC6.1    Contribute to the assessment of individuals' abilities and needs**

**EC6.2    Plan agreed development activities for individuals**

## Target group

This unit is designed to be applicable to all workers who assess individuals and plan activities. This may include people who work in hostels, unpaid work, community punishment, community service and basic skills

# Unit EC6 Assess individuals needs and plan agreed activities

## Element EC6.1 Contribute to the assessment of individuals' abilities and needs

## Performance criteria

To meet the standard, you

1   obtain relevant information for the **assessment** from the appropriate source

2   collect and prepare for use the necessary resources for the **assessment**

3   communicate in a manner, and at a level and pace appropriate to the individual's age, level of understanding and personal beliefs and preferences

4   discuss the reasons for the **assessment**, the methods and results in a manner, and at a level and pace, appropriate to the individual

5   reach a working agreement with the individual about the **assessment** and the way in which it is to be carried out

6   encourage individuals to become as fully involved in the **assessment** as possible

7   encourage individuals to ask questions and seek clarification and support when they need it

8   carry out the **assessment** in the correct form and sequence and for the correct duration

9   undertake all possible precautions to minimise disturbances and other constraints to the **assessment**

10  make records of the **assessment** which are accurate, legible, complete and in the required format

11  pass records of the **assessment** promptly to the people who need them

12  seek advice from an appropriate person as soon as possible where they have any concerns regarding the method of the **assessment**

# Unit EC6 Assess individuals needs and plan agreed activities

Element EC6.2 Plan agreed activities for individuals

## Performance criteria

To meet the standard, you

1   base activities on the **assessment** of the individual's abilities and needs consistent with the recommendations of the team

2   encourage individuals to participate at a level appropriate to their abilities and incorporate the individual's interests and preferences in the plan

3   communicate in a manner, and at a level and pace, appropriate to the individual

4   identify in the plan goals which are

- clear and realistic

- listed in order of priority

- achievable within the timescales set

- use development methods which are appropriate to agreed goals and draw on the individual's strengths and interests

5   specify clearly in the plan how the success of the activity is to be evaluated and by whom

## Unit EC6     Assess individuals needs and plan agreed activities

**Range**

**1      Assessment**

     a     using formal systems

     b     using informal systems

# Unit EC6 Assess individuals needs and plan agreed activities

Knowledge and understanding

To meet the standard, you need to know and understand

**Legislation, policy and good practice**

1  why the reasons for, and the methods and results of, the assessment should be discussed with the individual

2  why the individual should be as fully involved in the assessment process as possible

3  why the resources should be prepared ready for use prior to the start

4  why the results of the assessment should be recorded accurately, legibly and completely and the possible effects if this is not done

5  why any concerns regarding the assessment should be passed on and the possible effects if this is not done

6  why there should be clear links between the supervision plan and the activities planned

7  why development objectives should be constantly evaluated and up-dated

8  why individuals should be encouraged to participate in planning

9  the importance of having clear, prioritised objectives

10  why the individual's consent to the activities should be established and the relationship of this to the promotion of individual rights

11  why the individual should be actively encouraged to become involved, if appropriate

12  the reasons why individuals should be given time and space to exercise and develop the skills which they possess and to comment constructively on their own progress

13  why difficulties experienced by the individual or adverse reactions to the development activity should be reported to the appropriate person

14  what actions the worker should take when 'best practice' conflicts with local policy

15  why the individual's views on the effectiveness of the activity are of particular significance

16  why it is necessary to continually evaluate and modify programmes for individuals

17  why advice should be sought and acted on as soon as there is doubt about particular programmes for individuals

18  the instructions and guidelines for the particular assessment to be used and the reasons why these should be carried out correctly

**Services and products**

19  sources of information on the assessment to be undertaken

20  the type and form of activities which are suitable for particular individuals and the manner in which activities can be used to increase potential and effectiveness

21  the different equipment and materials which may be suitable for differing goals

**Factors which influence what workers do**

22  the purpose of assessment in general and the manner in which it links to individual needs

23  the forms of assessment which are appropriate for the groups of individuals with which the worker is working and the ways in which these may differ

24    the purposes of the actual assessment to be undertaken and the role of the worker within it

25    the assessment methods to be used

26    the resources required for the assessment and the role which each plays in the overall process

27    the ways in which personal beliefs and preferences influence communication

28    the disturbances which might affect the assessment and ways of minimising them

29    the different concerns which might arise during the assessment or about the assessment for that individual

30    the ways in which working practices can be best adapted for different groups of individuals with differing needs and the special needs of particular individuals or groups of individuals

31    the developmental potential of individuals and the factors that affect this

32    the general factors which may inhibit the achievement of development goals, the specific factors which may affect the individual with whom the worker is working, and the ways in which these factors can be minimised

33    the individual's preferences, strengths and interests and the ways in which these can be incorporated into the development plan

34    the circumstances which may prevent individual involvement in, or require modification to, development activity

35    the developmental potential of particular individuals and the factors which may influence development

36    the difference between positive and constructive feedback and how this can assist the individual's development

37    the difficulties which individuals may experience in the development activities

38    the ways in which individuals may react adversely to the development activities and the possible reasons for this happening

39    the role of the worker in promoting individual development and the way in which this can contribute to the overall quality of care

**How to achieve important outcomes**

40    methods of encouraging and assisting individual participation

41    methods of reaching working agreements with individuals (such as through the use of negotiating skills)

42    methods of communicating with individuals

43    how to identify and refine development goals and objectives

44    methods of evaluating whether development objectives have been achieved

45    methods of encouraging the individual to participate to the best of their abilities

46    how and why the worker should act as a role model for the individual

47    methods of providing feedback to individuals in a manner which will assist their development

48    methods of providing support to individuals when they experience difficulties or react adversely

49    methods of evaluating progress towards development goals

50    the different methods and strategies which might be used to promote individual development and how the worker can find out more about these, or users which are relevant to this unit

## Unit EC6 Assess individuals needs and plan agreed activities

Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation **is** permitted for this unit
The nature of this unit means that most of your evidence must come from real work activities. However, simulation may only be used so long as it meets the criteria for its use. You will find this in the assessment guidance for this qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the **preferred** assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and official visitors may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records e.g. assessment tools, sentence plans.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the methods of encouraging and assisting an individual's participation and the ways in which personal beliefs and preferences can influence communication. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you have sought advice from an appropriate person when you have had concerns regarding the method of the assessment.

# Unit EC7     Reinforce positive behavioural goals during relationships with individuals

## Summary

This unit is concerned with the complex task of establishing and sustaining effective working relationships with individuals as part of an overall strategy to confront offending or anti-social behaviour and promote pro-social behaviour. A key part of this is making individuals recognise and take responsibility for their own behaviour and their obligations to others.

The unit covers initial contact with the individual where ground rules are explained and the expectations of the individual are clearly set out. The unit also covers sustaining and developing the relationship and deals with how the worker eventually disengages from their relationship with individuals. This unit is based on modelling pro-social behaviour. The worker's initial contact might be through individual self-referral, as part of the case management process, or as a result of the individual being referred by other individuals or agencies.

The term 'individuals' has been used as the people with whom the worker is interacting may be those who have offended or those who are likely to offend.

There are two elements:

**EC7.1**     **Establish working relationships with individuals which reinforce positive behavioural goals**

**EC7.2**     **Develop and sustain working relationships with individuals which reinforce positive behavioural goals**

**Target group**

The unit is designed to be relevant to all who work with those who have offended or who are likely to offend where they are involved in work that is intended to lead - directly or indirectly - to reducing offending and anti-social behaviour.

# Unit EC7 Reinforce positive behavioural goals during relationships with individuals

Element EC7.1 Establish working relationships with individuals which reinforce positive behavioural goals

## Performance criteria

To meet the standard, you

1 gather and review relevant information to familiarise themselves with the individual's background, circumstances, behaviour and needs before initial contact with them

2 inform individuals accurately and clearly of the worker's role and responsibilities and how their work relates to that of workers in other agencies

3 explain clearly

- the values and objectives within which the worker is operating

- the nature and boundaries of their relationship with the individual

- their own **expectations** of the individual's behaviour during contact

- the agency's **expectations** of the individual

- the sanctions that may be applied if **expectations** are not met

- the specific behaviours which are to be learned and practised

4 explore with individuals what they expect from the worker and the agency

5 **interact** with individuals throughout the process in a manner which

- models socially-desirable behaviour and communication

- is appropriate to the individuals' background, culture, circumstances and learning needs

- encourages an open exchange of views

- minimises any constraints to communication

- is free from discrimination and oppression

6 check with individuals their understanding of interactions in a manner appropriate to their needs

7 challenge constructively attitudes and behaviour which are anti-social or discriminatory in a manner which takes account of personal safety and which promotes the individual's change and development

# Unit EC7 Reinforce positive behavioural goals during relationships with individuals

## Element EC7.2 Develop and sustain working relationships with individuals which reinforce positive behavioural goals

### Performance criteria

To meet the standard, you

1    communicate and **interact** with individuals in a manner which

   • demonstrates respect for the individual

   • recognises their circumstances and experiences but which is not judgmental

   • provides a positive example and model of behaviour

   • emphasise the individuals' responsibility for their own actions and behaviour

   • encourages their motivation

   • is free from discrimination and oppression

2    maintain contact with individuals at a frequency and using methods which are consistent with the worker's role, agency and statutory requirements

3    identify factors which are known to trigger certain kinds of behaviour in the individuals, take appropriate **action to maintain calmness and safety** and enable individuals to find alternative ways of expressing their feelings

4    encourage individuals to review their behaviour and interaction with others and assist them to practise positive behaviours in a safe and supportive environment

5    challenge the individual when their behaviour and language is anti-social, discriminatory, abusive, aggressive or infringes the rights of others and suggest positive alternatives in a way which encourages them to change

6    review regularly with individuals their goals and the actions that they have taken to reach them, and offer prompt constructive feedback on progress

7    explore with individuals any barriers to progress and ways in which they can address them

8    continuously monitor and review their own behaviour, communication and interactions to ensure they are consistently modelling good practice

9    summarise clearly and accurately the outcomes of work achieved with individuals once it is known that contact with them is to end

10   compare outcomes with original agreements and purposes and assist individuals to review and revise their goals and plans and encourage them to find ways to sustain their behaviour change

### Explanatory Notes

In performance criterion 3, factors which are known to trigger certain kinds of behaviour might be interactions between particular individuals, behaviours towards or in the vicinity of the individual, sensory contact, aspects of the environment, aspects of the individual's personal life, illnesses, medication and substances which may affect the individual's behaviour.

In performance criterion 7, barriers to progress include unrealistic goals, motivation, skills and knowledge.

In performance criterion 8, monitoring and review may be through reflecting on own performance or seeking feedback from colleagues (e.g. in reviews with line managers).

## UnitEC7 Reinforce positive behavioural goals during relationships with individuals

**Range**

**1    Expectations**

 a  frequency and location of contact with the worker and other workers

 b  behaviour

 c  learning and development goals

**2    Interact** through

 a  speech, language and verbal cues

 b  volume and tone of voice

 c  eye contact, space and position

 d  actions, gestures and body language

 e  active listening

 f  giving constructive feedback

**3    Actions taken to maintain calmness and safety**

 a  divert individuals to other activities

 b  reasoning and suggestions for other activities

 c  preventive action to stop the individual when there is direct risk

 d  help sought from other workers.

# Unit EC7 Reinforce positive behavioural goals during relationships with individuals

## Knowledge and understanding

To meet the standard, you need to know and understand

**Working with offending behaviour**

1    The ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns

2    What pro-social behaviour is and how to promote it in work with offenders, the importance of the worker's role as a positive role model to reinforce pro-social behaviours, ways of continuously monitoring own effectiveness in this

3    Strategies for encouraging individuals to recognise and take responsibility for their own behaviour and their obligations to others; why it is important to explicitly identify with the individual the behaviours to be learned and practised, how to create and promote opportunities for individuals to practise; the importance of including within plans staged, positive, achievable objectives for change;

4    The different forms and range of effective communication ; the effect of culture on communication (e.g. the use of sensory contact - touch, presence, contact, distance between individuals when communicating, the terms of respect and address used etc)

5    How to recognise what people are trying to convey by their behaviour

6    How culture, gender and beliefs can affect attitudes and behaviour and how it may be perceived by others (e.g. it may be seen to be more acceptable for men to be assertive than women); why it is important to recognise and challenge this in oneself

7    Behaviours which demonstrate value for others and those which do not

8    The effect that disruptive and aggressive behaviour has on individuals and others in the vicinity

9    Strategies for confronting anti-social behaviours whilst maintaining safety

10   methods of defusing potentially risky situations (such as de-escalation, diversion, talking people down)

11   Working methods and styles which may be used in developing, sustaining and enabling individuals to move on from relationships; how to empower individuals to make effective relationships in the future

**Working within the community justice sector**

12   The specific legislation, guidelines of good practice, charters and service standards which relate to the work being undertaken and the impact of this on the work

**Working to improve agency practice**

13   The role of the agency and its services and how they relate to other agencies and services in the community justice sector

14   The agency'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

**Working to improve individual practice**

15   Own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure

16    How they have applied the principles of equality, diversity and anti-discriminatory practice to their work

17    Methods of evaluating their own competence, determining when further support and expertise are needed and the measures taken to improve own competence in this area of work

18    The options for working with individuals which they considered and the reasoning processes they used in determining the most appropriate approach for the individual concerned

## Unit EC7     Reinforce positive behavioural goals during relationships with individuals

## Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation **is** permitted for this unit

The nature of this unit means that **most** *of* your evidence must come from real work activities. However, simulation may only be used so long as it meets the criteria for its use. You will find this in the assessment guidance for this qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the **preferred** assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio; they must remain in their usual location and be referred to in the assessment records, e.g. Case records.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice; policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. strategies for encouraging individuals to recognise and take responsibility for their own behaviour and how culture, gender and beliefs can affect attitudes and behaviour. Assignments could include academic assignments e.g. assessing and addressing offending behaviour. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit. eg, how you have constructively challenged behaviour which is anti-social or discriminatory in such a way as to promote the individual's change and development.

## Unit ED1     Plan, monitor and review integrated packages of interventions and support to address individuals offending behaviour

### Summary

This unit is about the worker planning and coordinating a package of different interventions and methods of support to address individuals' offending behaviour. The package will be designed to meet the specific needs of the individual concerned. Interventions can include formal programmes or more informal approaches. They may be provided by the worker's own agency, by other agencies or by a combination of the two. The packages should be integrated in the sense that the different interventions and support come together in the best possible way to meet the needs of individuals, manage the assessed level of risk of harm and are cost-effective.

This unit is designed to be relevant across a broad range of interventions, including those designed to enable individuals to address their behaviour; develop skills and knowledge; provide advice, guidance and information; enable individuals to engage positively and integrate with their community; ongoing support and assistance to address difficulties; protection from risk of harm.

There are three elements:

**ED1.1**    **Communicate with individuals about the range of interventions and support which they need**

**ED1.2**    **Plan integrated packages of interventions and support to meet individuals' needs**

**ED1.3**    **Monitor and review the effectiveness of integrated packages of interventions and support and management of risk of harm**

### Target group

This unit is designed to be relevant to all workers who are responsible for working with individuals to help them address their offending behaviour and who are responsible for co-ordinating and managing, packages of support and intervention to reduce re-offending

# Unit ED1 Plan, monitor and review integrated packages of interventions and support to address individuals offending behaviour

Element ED1.1 Communicate with individuals about the range of interventions and support which they need

## Performance criteria

To meet the standard, you

1   explain clearly to individuals in a manner, and at a level and pace, appropriate to them

   •   their rights and responsibilities

   •   the worker's role and responsibilities

   •   the interventions which are required by the sentence of the court

   •   the services and facilities which the worker's agency offers

   •   the agency's policy regarding confidentiality of information and its disclosure to third parties

2   encourage individuals to express

   •   their needs, preferences, beliefs, opinions and interests, and use these as a basis of interacting with them in the future

   •   their views on anyone else they would like to involve in the planning process

3   communicate with individuals throughout the process in a manner which

   •   is appropriate to them

   •   encourages an open exchange of views

   •   minimises any constraints to communication

   •   is free from discrimination and oppression

4   agree with individuals the purpose of gaining information on their needs and the sort of support that is appropriate and the steps that the worker will take to maintain the confidentiality of information

5   encourage individuals to

   •   discuss and explore their difficulties

   •   express their feelings and responses to their situation

6   access other potentially valuable and relevant sources of information on individual's needs and wishes consistent with agreements made with them

7   discuss with individuals the **interventions and support** which might meet their needs

8   record individual's needs and the results of the discussions in a way which facilitates later planning.

## Explanatory Notes

In performance criterion 6, relevant sources of information on individual's needs and wishes include the individuals themselves, their family and friends, other agencies providing services to the

individuals (such as education services, schools, health, social work etc) and other agencies who may have a significant view on the services offered. Skills for Justice Page 2

# Unit ED1 Plan, monitor and review integrated packages of interventions and support to address individuals offending behaviour

## Element ED1.2 Plan integrated packages of interventions and support to meet individuals' needs

## Performance criteria

To meet the standard, you

1. explore with individuals the options which are feasible for them, and the advantages and disadvantages of each and agree with them which the worker will pursue

2. identify agencies that provide **interventions and support** and that are potentially suitable and able to work with individuals given

    • the assessment of their needs

    • their expressed personal beliefs and preferences

    • the level of support needed

    • areas of expertise

    • the available **resources**

    • the level of risk of harm to the individual and to others

3. sequence interventions appropriately

4. contact the agencies which have been agreed with individuals and discuss fully with the agencies the role they may have, the benefits this may bring and how confidentiality will be maintained

5. enable agencies to understand individual's difficulties and factors relating to them

6. assess agencies' willingness and ability to work with the individuals to address their difficulties, and the **resources** which will be required

7. report back to individuals on the agencies who are willing and able to work with them to address their difficulties and seek their agreement to proceed with each of the agencies concerned

8. discuss and agree with agencies the exact nature of the contribution they will make to the overall package and the support the agency will receive consistent with agreements reached with individuals

9. provide agencies with accurate and complete information on

    • how and when they should contact the worker

    • their role and responsibilities

    • how their role contributes to the overall package of **interventions and support**

### Explanatory Notes

In performance criterion 2, agencies that provide interventions and support may be in the statutory, voluntary or independent sector.

In performance criterion 4, factors relating to individual's difficulties may include their beliefs and attitudes, circumstances and motivation.

## Unit ED1     Plan, monitor and review integrated packages of interventions and support to address individuals offending behaviour

**Element ED1.3**    Monitor and review the effectiveness of integrated packages of interventions and support and management of risk of harm

**Performance criteria**

To meet the standard, you

1    monitor how the different **interventions and support** are progressing

2    take appropriate action in response to non-compliance

3    encourage individuals to take a full and active part in evaluating the effectiveness of the package and the different parts within it

4    encourage agencies to offer feedback on progress, the effectiveness of their work and their view about their contribution

5    encourage individuals to identify changes in their needs and circumstances and to identify any implications these have for the overall package

6    identify any **issues** and use these to inform discussions about improvements

7    make decisions with the individuals and agencies on how to change the work based on:

- information gained from monitoring

- evaluation of risk of harm

- the wishes of those involved

- evidence of effective practice

8    record information accurately and store it according to agency requirements

9    communicate relevant information to those who have the right and need to know it

# Unit ED1 Plan, monitor and review integrated packages of interventions to address individuals' offending behaviour

**Range**

**1      Interventions and support**

a      enabling individuals to address their behaviour

b      developing skills and knowledge

c      providing advice, guidance and information

d      enabling individuals to engage positively and integrate with their community

e      therapeutic interventions to address issues of health and well-being

f      ongoing support and assistance to address difficulties

g      protection of the individual and others from risk of harm.

**2      Resources**

a      staff

b      facilities

c      equipment and materials

d      finance

e      transport

**3      Issues**

a      non-attendance or non-compliance individuals

b      changes in needs and circumstances

c      difficulties which agencies experience in working with individuals

d      difficulties which agencies experience in meeting their obligations to individuals

# Unit ED1 Plan, monitor and review integrated packages of interventions and support to address individuals' offending behaviour

Knowledge and understanding

To meet the standard, you need to know and understand

**Working with individuals and groups**

1 Factors which may be relevant to individual's difficulties (e.g. alcohol, drugs, material and emotional deprivation, inadequate housing, family and other close relationships, stress, loss, ill-health, disability, abuse, unemployment); relevant research into the relationship between factors and difficulties, evidence of effective practice in tackling these and how the worker has applied this evidence in their work;

2 How personal beliefs, preferences and cultural background affect behaviour

3 Different ways of providing support to help individuals explore and manage their difficulties and express and explore their feelings; methods of identifying and exploring obstacles to change and identifying ways of overcoming obstacles; the range of local support services available to individuals in the community who have difficulties and how to access these

4 Strategies for dealing with difficult situations which have a strong emotional impact and examples of when they have done this; methods of handling situations where there is the potential for conflict between different individuals and examples of when they have done this

5 Why it is important to maintain personal and professional boundaries with individuals and methods of doing this

6 Methods for assessing and managing risk of harm and risk of re-offending within the agency context

**Working within the community justice sector**

7 The specific legislation, guidelines of good practice, charters and service standards which relate to the work being undertaken and how to use them to benefit individuals and families experiencing difficulties

**Working to improve agency practice**

8 The role of the agency and its services and how they relate to other agencies and services in the community justice sector

9 Policies and procedures of the worker's agency regarding confidentiality of information, data protection, the disclosure of information to third parties, the specific circumstances under which disclosure may be made, equal opportunities charters, user choice and involvement, advocacy; any particular factors relating to the agency's policies and practices which have affected the work undertaken

**Working to improve individual practice**

10 Own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure

11 The options for supporting individuals which they considered and the reasoning processes they used in determining the most appropriate options for those concerned

12 How they have applied the principles of equality, diversity and anti-discriminatory practice to their work

13    Methods of evaluating their own competence, determining when further support and expertise are needed and the measures taken to improve own competence in this area of work

## Unit ED1 Plan, monitor and review integrated packages of interventions and support to address individuals offending behaviour

Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation is **not permitted** for this unit

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the **preferred** assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records e.g. Agreement with agency regarding plans for intervention.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice; policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. how personal beliefs, preferences and cultural background affect behaviour, why it is important to maintain personal and professional boundaries. Assignments could include academic assignments e.g. assessing and addressing offending behaviour. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you have encouraged individuals to identified changes to their needs and circumstances and have sequenced interventions

# Unit ED4　　　Deliver accredited programmes

## Summary

This unit focuses on delivering programmes designed to reduce the likelihood of re-offending by offenders who pose a medium to high risk of re-offending.

Due to the nature of the programme and the risk of re-offending posed by participants, the worker will be part of a team who will plan, implement and review the delivery of the programme. The programmes may be designed for groups or for individuals. The programmes may focus on areas such as thinking skills, problem solving and offence behaviour using cognitive behavioural approaches.

Programme participants will be those who have been identified through risk assessment posing a medium to high risk of re-offending. They will have participation in the programmes specified as part of a sentence, which they may be serving in custody or the community.

The focus of the worker's role is to maintain the integrity of the specified programme, coordinate their work with that of other staff involved in delivery, maintain the safety of participants and other staff involved in delivery, motivate participants and achieve evidence of measurable change in their behaviour, skills, attitudes and beliefs.

There are three elements:

**ED4.1**　　**Prepare for the delivery of programmes designed to reduce the risk of re-offending**

**ED4.2**　　**Implement the delivery of programmes designed to reduce the risk of re-offending**

**ED4.3**　　**Contribute to the monitoring and evaluation of programmes designed to reduce the risk of re-offending**

# Unit ED4    Deliver accredited programmes

Element ED4.1    Prepare for the delivery of programmes designed to reduce the risk of re-offending

## Performance criteria

To meet the standard, you

1    gather relevant information about the programme and identify

- the other team members who will have a role in programme delivery

- the programme concepts, values and goals

- the target groups for whom the programme is intended

- the length, number and frequency of sessions in the programme and the period of time over which they should take place

- the methods and techniques that are specified in the programme design

- the **resources** which will be required

- how and by whom the programme and its outcomes will be formally evaluated, and the criteria that will be used in the evaluation

2    gather relevant information about the offenders allocated to the programme and identify

- the **risk of harm** that they pose and the nature of this risk

- risk of re-offending

- the nature of their behaviour and related factors

- triggers to behaviour which may place offenders, victims and others at risk and known effective methods of managing individuals' behaviour

- the needs and abilities of the offenders allocated to the programme

- any barriers to individual offenders' participation in the programme and how these may be overcome

- the individual sentence and supervision plans of each offender, other forms of treatment which the offender is receiving and the relationship of the evidence-based programme to the overall plan

- and share relevant information with others who will be involved in programme delivery and who are involved with the offenders

3    confirm with others who will be involved in delivering, monitoring and evaluating the programme

- the roles and **responsibilities** of each of the team members within programme delivery

- the methods and approaches to be used in the programme

- the goals and objectives for the programme as a whole

- objectives of each component of the programme and the activities and techniques which are to be used within each session

- who is to do what and by when to prepare for programme delivery

- the different activities each will lead

4      undertake agreed tasks in an effective manner by the agreed date

5      **communicate** and interact with offenders and other workers in a manner which

- is appropriate to them

- is consistent with the values and goals of the programme

- encourages an open exchange of views and information

- minimises any constraints to communication

- is free from discrimination and oppression

- encourages their motivation

6      provide offenders with oral and written information on the programme and explain clearly to them

- the aims and goals of the programme

- the relationship between the programme and their sentence and supervision plans

- the timing and location of programme sessions

- the activities and materials which are likely to be used within the programme

- their **responsibilities** as participants on the programmes to themselves, staff and to any other programme participants

- the likely consequences of failing to meet their **responsibilities**

7      encourage offenders to ask questions to clarify their understanding of what will happen, their **responsibilities**, and provide accurate and complete answers in a manner appropriate to them

8      challenge constructively attitudes and behaviour that are aggressive, abusive or discriminatory in a manner which takes account of personal safety and which promotes the individual's change and development

9      refer to the appropriate people any questions which the worker is unable to answer and which are outside their role and responsibility

10     seek advice and support promptly when appropriate

11     report promptly to the appropriate person any concerns regarding

- offenders' willingness and ability to participate fully in the programme

- the **risk of harm** to participants, potential victims and workers

- the selection of particular offenders for the programme

# Unit ED4 Deliver accredited programmes

Element ED4.2 Implement programmes designed to reduce the risk of re-offending

## Performance criteria

To meet the standard, you

1    discuss and review with other team members before each session

   •    the session's aims and specified activities and the relationship of these to the overall programme

   •    each team member's role and **responsibilities** in that session

   •    each of the offenders and how they may behave in the session

   •    the **risk of harm** which each of the offenders poses

   •    each offender's participation and progress and particular issues which have arisen in the programme to date

   •    how each offender's behaviour and the risk which they pose can best be managed within the session

2    agree any steps which will be taken to improve programme delivery and integrity in future sessions

3    **communicate** and interact with other team members in a manner which

   •    is appropriate to them

   •    is consistent with the joint **responsibilities** in the programme

   •    encourages an open exchange of views and information

   •    minimises any constraints to communication

   •    is free from discrimination and oppression

4    **communicate** and interact with offenders in a manner which

   •    is appropriate to them

   •    is consistent with the values and goals of the programme

   •    encourages an open exchange of views and information

   •    minimises any constraints to communication

   •    is free from discrimination and oppression

   •    models socially-desirable behaviour and communication

   •    does not collude with anti-social behaviour or pro-criminal behaviour

   •    stimulates individuals to participate fully in the programme

5    use the specified activities and techniques in ways which

   •    are consistent with the programme's concepts, values and design

   •    balance the need to maintain the integrity of the overall programme with the need to respond to the needs and learning styles of individual offenders who are participating in the programme

- encourage the active participation of all offenders who are participating in the programme

- manage the **risk of harm** posed by each of the offenders who are participating in the programme

- promote anti-discriminatory practice

- reinforce and reward attendance and participation

6   observe and monitor offenders' behaviour throughout programme activities and offer individuals constructive feedback on their participation and progress in a manner designed to sustain their motivation and enhance their learning

7   maintain a level of discipline and control which enables individual offenders to learn from the activities and which

- manages the **risk of harm** and re-offending

- prevents triggers to their behaviour occurring

- maintains appropriate role boundaries

- is consistent with anti-discriminatory practice

8   challenge constructively behaviour and attitudes that are aggressive, abusive or discriminatory while taking account of personal safety

9   take **actions to maintain calmness** and safety with as little restriction of action as possible and without denying people's rights if any incidents occur

10   manage physically aggressive behaviour by the safest possible methods for the individual, the worker and others and in a manner which is consistent with legal and organisation requirements

11   continuously monitor how programme delivery is progressing against the programme plan and requirements

12   report promptly to the appropriate person any concerns regarding

- offenders' participation in the programme

- the **risk of harm** to offenders, potential victims, the public and workers

- the selection of particular offenders for the programme and their relationship to any other group members

- offenders non-attendance or non-compliance in accordance with organisation policy and statutory requirements

- individual offenders ability to participate effectively

- and support implementation of risk management plan

13   seek advice and support promptly when appropriate

## Unit ED4 Deliver accredited programmes

ElementED4.3 Contribute to the monitoring and evaluation of programmes designed to reduce the risk of re-offending

## Performance criteria

To meet the standard, you

1 gather the necessary information on offenders' progress in meeting the aims and objectives of the programme

2 encourage other team members to offer regular feedback to you as a co-worker and identify ways in which the delivery of the programme could be improved

3 offer constructive feedback to other team members on their performance and encourage other team members to give constructive feedback on the worker's performance

4 encourage offenders to provide constructive and realistic feedback on the programme and the extent to which it has assisted them to change their offending behaviour, skills, attitudes and beliefs

5 evaluate their own, and the team's, effectiveness in delivering programme sessions and use this to inform the future delivery of the programme

6 make complete and accurate records which

- are consistent with the programme content, structure, aims and objectives

- state who was involved in programme delivery and their roles and **responsibilities**

- state how offenders behaved during the programmes

- identify issues of risk which arose during the programmes and how these were managed

- identify the outcomes of individual sessions and the overall programme

- identify any problems and how they were addressed

7 produce a full and accurate report for those managing the delivery of programmes which states the offenders selected for the programme and the rates of their participation and includes

- the progress made by offenders, including changes in their attitudes, cognition and behaviour

- the potential likelihood of offenders re-offending and potential triggers to this

- factors relevant to offending which remain unaddressed and how these may be met

- if appropriate, an assessment of risk of harm, including the factors

relevant to the individuals concerned

8 share the information in the report with the offender manager or supervisor

# Unit ED4        Deliver accredited programmes

**Range**

**1    Resources**

    a       staff

    b       rooms and other accommodation

    c       equipment and materials.

**2    Risk of harm to**

    a       the individual offender participating in the programme

    b       other offenders participating in the programme

    c       people significant to offenders

    d       the worker and other staff involved in programme delivery

    e       the community

    f       victims

**3    Communicate through**

    a       speech and language

    b       actions, gestures and body language

    c       space and position.

**4    Responsibilities for**

    a       attendance

    b       conduct

    c       language

    d       participation

**5    Actions to maintain calmness and safety**

    a       divert individuals to other activities

    b       reasoning and suggestions for other activities

    c       preventive action to stop the individual when there is direct risk

    d       help sought from other workers.

**6    Problems**

    a       the suitability of the programme for the offender

    b       disruptive behaviour

    c       level of participation

    d       personal difficulties

    e       conflict

    f       availability of resources

    g       the structure and content of the programme.

# Unit ED4 Deliver accredited programmes

Knowledge and understanding

To meet the standard, you need to know and understand:

**Working with offending behaviour**

1   The impact of crime on victims, survivors and witnesses and their need for protection, respect, recognition, information and confidentiality; why it is important to recognise the impact on all those affected by crime, whether they are direct victims or indirect victims (e.g. family, friends or other associates)

2   The ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns, and the reasons why individuals may develop specific problems

3   The purpose of clarifying with individuals, and confirming their understanding of, the aims and goals of the programme, their responsibilities and the likely consequences of any failure to comply

4   Factors which may influence individuals' motivation and ability to change their behaviour, skills, attitude and beliefs; ways of building and sustaining individuals' motivation

5   The models which underpin accredited programmes to address the offending behaviour of individuals who pose a medium to high risk of re-offending, the reasons for them being accredited and the importance of programme integrity

6   The research evidence on which these programmes are based, and the specific evidence and methods related to the programmes for which the worker is responsible; methods of evaluation relevant to such programmes

7   Effective methods of programme delivery

8   The skills which make it easier for individuals to avoid criminal behaviour and engage successfully in legitimate behaviour

9   The relationship between the amount, intensity, sequencing and spacing of interventions

10  Methods and approaches that can be used to promote participation and the steps that the worker should take where there are indications of non-compliance

11  Methods of reviewing and evaluating the effectiveness of programmes and the activities contained within them

**Working within the community justice sector**

12  the specific legislation, guidelines of good practice, charters and service standards which relate to the work being undertaken and the impact of these on the work.

**Working to improve organisation practice**

13  The role of the organisation and how this relate to other organisations in the community justice sector

14  The organisation's policy and procedures regarding confidentiality and the disclosure of information to third parties and the specific circumstances under which disclosure may be made.

**Working to improve individual practice**

15  How they have applied the principles of equality, diversity and anti-discriminatory practice to their work

16    Methods of evaluating their own competence, determining when further support and expertise are needed and the measures taken to improve own competence in this area of work

## Unit ED4    Deliver accredited programmes
Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation **is** permitted for this unit

The nature of this unit means that **most** *of* your evidence must come from real work activities. However, simulation may only be used so long as it meets the criteria for its use. You will find this in the assessment guidance for this qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the **preferred** assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio; they must remain in their usual location and be referred to in the assessment records e.g. case records.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice; policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the conflicting interests which may arise and methods of handling them. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you might encourage an individual to explore who would be most suitable to represent their needs and how this can best be put into effect.

# Unit GB2     Support individuals experiencing difficulties

## Summary

This unit focuses on identifying and making a response to individuals experiencing difficulties. Workers need to make an initial response appropriate to the individual and find out what is causing the individual's difficulties and then provide the kind of support required by the individual, in line with what is known about their needs and circumstances. The worker needs to deal with the potentially volatile nature of such situations and seek help if it is required. Individuals' difficulties may be expressed in different ways such as through distress, grief, anger or fear. The individuals with whom the worker is involved may have offended, be at risk of offending, be the victims of offending behaviour, or be family or friends of such individuals.

There are two elements:

**GB2.1     Identify factors contributing to individuals' difficulties**

**GB2.2     Assist individuals experiencing difficulties**

## Target group

This unit is applicable across the community justice sector to a wide variety of workers. This unit complements unit GB3 which is a more complex unit in which workers are required to work with individuals to help them choose ways of overcoming their difficulties, and support them as they put these choices into action.

# Unit GB2 Support individuals experiencing difficulties

Element GB2.1 Identify factors contributing to individuals' difficulties

## Performance criteria

To meet the standard, you

1 respond promptly to individuals' difficulties in a manner which

- is consistent with the individual's personal beliefs and preferences
- is supportive

2 **communicate** with individuals throughout the process in a manner which

- is appropriate to them
- encourages an open exchange of views and information
- minimises any constraints to communication
- is free from discrimination and oppression

3 advise other appropriate people about the difficulties of the individual

4 address constructively any abusive, aggressive and discriminatory behaviour

5 **encourage individuals** to

- identify their difficulties
- identify factors contributing to their difficulties
- consider how they might address their difficulties

6 review available information on individuals' difficulties and discuss this sensitively with individuals

7 seek advice and support promptly when team discussion and supervision are appropriate

8 complete records accurately and clearly and store them according to agency requirements

9 **communicate** information to people who are authorised to have it

## Unit GB2 Support individuals experiencing difficulties

Element GB2.2 Assist individuals experiencing difficulties

## Performance criteria

To meet the standard, you

1    establish with the individual their respective roles and responsibilities, and the boundaries of the relationship

2    **communicate** with individuals throughout the process in a manner which

- •    is appropriate to them

- •    encourages an open exchange of views and information

- •    minimises any constraints to communication

- •    is free from discrimination and oppression

3    challenge constructively any abusive, aggressive and discriminatory behaviour

4    **encourage individuals** to think through their difficulties and identify their need for support to address them

5    support individuals in ways that are consistent with their identified needs and are consistent with agency policy

6    complete records accurately and clearly and store them according to agency requirements

7    **communicate** information to people who are authorised to have it

## Unit GB2      Support individuals experiencing difficulties

**Range**

**1**    **Communicate** through

     a      speech and language

     b      actions, gestures and body language

     c      space and position.

**2**    **Encourage individuals** through

     a      listening actively

     b      reflecting back

     c      questioning

     d      summarising.

**3**    In meeting the national standard of work you must show that you can work effectively with people affected by **two** of the following types of **difficulty**

     a      Drugs and alcohol

     b      Mental health

     c      Disability

     d      Learning

     e      Physical health

     f      Other

**4**    **Supporting individuals** through

     a      information and advice

     b      resources

     c      referral and access to other services.

# Unit GB2       Support individuals experiencing difficulties

Knowledge and understanding

To meet the standard, you need to know and understand

**Working with individuals and groups**

1      the ways in which the physical, social, psychological and emotional functioning of individuals affects their behaviour

2      factors which may be relevant to an individual's difficulties

3      how personal beliefs, preferences and cultural background affect behaviour

4      different ways of providing appropriate support

5      the purpose and impact of allowing individuals to make their own decisions

      the implications of the information and advice given to individuals

6      strategies for dealing with difficult situations which have a strong emotional impact

7      why it is important to maintain personal and professional boundaries with individuals and methods of doing this

8      the ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies

9      how they have applied the principles of equality, diversity and anti-discriminatory practice to their work

**Working within the community justice sector**

10     the specific legislation (national and European) which relates to the work they undertake and how they have taken this into account in their work

11     any particular factors relating to the agency's policies and practices which have affected the work undertaken

**Working to improve individual practice**

12     how they evaluate their own competence when at work and decide when further support and expertise are needed

# Unit GB2 Support individuals experiencing difficulties
Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation **is** permitted for this unit
The nature of this unit means that most of your evidence must come from real work activities. However, simulation may only be used so long as it meets the criteria for its use. You will find this in the assessment guidance for this qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the preferred assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and official visitors may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records e.g. case records.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the ways in which the physical, social, psychological and emotional functioning of individuals affects their behaviour. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you have challenged constructively any abusive, aggressive and discriminatory behaviour.

# Unit GB3 Enable individuals to understand and address their difficulties

## Summary

This unit focuses on helping individuals to understand their difficulties, identify options for change and act upon the choices made. The difficulties may have an emotional, practical, behavioural or social source. Workers will need to recognise and acknowledge the complex range of factors that contribute to individuals' difficulties and support individuals to recognise and address these factors. This involves working with individuals in a holistic way recognising that how individuals behave may reflect the difficulties they are experiencing. The individuals with whom the worker is involved may have offended, be at risk of offending, be the victims of offending behaviour, or be family or friends of such individuals.

There are two elements:

**GB3.1 Enable individuals to understand their difficulties and identify options for change**

**GB3.2 Enable individuals to take positive action to address their difficulties**

## Target group

This unit is appropriate for all those working with individuals who are experiencing difficulties. It is applicable across the community justice sector. This unit complements unit GB2 on supporting individuals experiencing difficulties, although GB2 is not as comprehensive as it focuses on identifying and making an initial response to individuals.

## Unit GB3 Enable individuals to understand and address their difficulties

Element GB3.1 Enable individuals to understand their difficulties and identify options for change

**Performance criteria**

To meet the standard, you

1    establish with individuals their respective roles and responsibilities, and the boundaries of the relationship

2    **communicate** with people throughout the process in a manner which

•     is appropriate to them

•     encourages an open exchange of views

•     minimises any constraints to communication

•     is free from discrimination and oppression

**3    encourage individuals** to

•     value themselves positively

•     recognise their own strengths

•     discuss and explore their difficulties

•     express their feelings and responses to their situation

4    provide accurate and relevant information to further the individual's understanding of their difficulties and how they might address them

5    identify with individuals the options which are feasible for them, and the advantages and disadvantages of each of the options

6    help individuals to identify obstacles to achieving their desired outcomes and how they can address these constructively

7    support individuals to come to their own decisions about their courses of action

8    challenge attitudes and behaviour which are aggressive, abusive or discriminatory while taking account of personal safety

9    motivate the individual to understand their difficulties through modelling effectively how this can be achieved

10    complete records accurately and clearly and store them according to agency requirements

11    communicate information to **people who are authorised to have it**

# Unit GB3 Enable individuals to understand and address their difficulties

## Element GB3.2 Enable individuals to take positive action to address their difficulties

## Performance criteria

To meet the standard, you

1 **communicate** with individuals throughout the process in a manner which

• is appropriate to them

• encourages an open exchange of views and information

• minimises any constraints to communication

• is free from discrimination and oppression

2 **encourage individuals** to monitor and review regularly the effectiveness of the **strategies** they have chosen and the support provided and to make any necessary changes to their approach

3 **support individuals** in ways which are consistent with their identified needs

4 contact **others involved** in supporting the individual at appropriate times and encourage them to feed back on the effectiveness of the support available

5 facilitate access to other sources of support to meet the individual's emerging needs

## Unit GB3      Enable individuals to understand and address their difficulties

**Range**

**1**     **Communicate** through

     a      speech and language

     b      actions, gestures and body language

     c      space and position.

**2**     **Encourage individuals** through

     a      listening actively

     b      reflecting back

     c      questioning

     d      summarising.

**3**     **People who may be authorised to have information**

     a      others relevant and significant to the individual

     b      staff in own agency

     c      other agencies.

**4**     **Strategies**

     a      short-term

     b      longer term.

**5**     **Supporting** individuals through

     a      information and advice

     b      resources

     c      access to other services

     d      focused interventions.

**6**     **Others involved in supporting the individual**

     a      people in own agency

     b      people in other agencies

# Unit GB3 Enable individuals to understand and address their difficulties

## Knowledge and understanding

To meet the standard, you need to know and understand

**Working with individuals and groups**

1    the ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns

2    factors which may be relevant to an individual's difficulties

3    how personal beliefs, preferences and cultural background affect behaviour

4    different ways of providing support to help people explore and manage their difficulties and express and explore their feelings

5    methods of identifying and exploring obstacles to change and identifying ways of overcoming obstacles

6    strategies for dealing with difficult situations which have a strong emotional impact and examples of when they have done this

7    why it is important to maintain personal and professional boundaries with individuals and methods of doing this

8    methods of handling situations where there is the potential for conflict between different people and examples of when they have done this

9    how they have applied the principles of equality, diversity and anti-discriminatory practice to their work

**Working within the community justice sector**

10    the specific legislation (national and European) which relates to the work being undertaken - both the context and the individual - and the impact of this on the work

11    any particular factors relating to the agency's policies and practices which have affected the work undertaken

**Working to improve individual practice**

12    methods of evaluating their own competence, determining when further support and expertise are needed and the measures taken to improve own competence in this area of work

## Unit GB3     Enable individuals to understand and address their difficulties

Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation is **not permitted** for this unit

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the **preferred** assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio; they must remain in their usual location and be referred to in the assessment records, e.g. Case records.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice; policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. how personal beliefs, preferences and cultural background affect behaviour. Assignments could include academic assignments e.g. assessing and addressing offending behaviour. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you have challenged attitudes and behaviour which are aggressive, abusive or discriminatory.

# Unit GC1    Contribute to the protection of individuals from abuse

## Summary

This unit focuses on protecting individuals from abuse through minimising the level of abuse within environments, minimising the effects of abusive behaviour and monitoring individuals who are at risk from abuse. Individuals at risk from abuse may be those abusing themselves, for example through the use of substances or self-harming behaviours, or those at risk from abuse by another. Abuse may be financial, emotional, psychological, physical and sexual.

There are three elements:

**GC1.1**   **Contribute to minimising the occurrence of abuse**
**GC1.2**   **Minimise the effects of abusive behaviour**
**GC1.3**   **Contribute to monitoring individuals who are at risk from abuse**

## Target group

This unit is applicable across the community justice sector. It is designed for any worker who has a role in monitoring for abuse, such as assistant hostel managers and community punishment staff. This unit complements unit GC3 on evaluating the risk of abuse, failure to protect and harm to self and others, which is focused on workers with greater levels of responsibility in high risk situations.

# Unit GC1 Contribute to the protection of individuals from abuse

## Element GC1.1 Contribute to minimising the occurrence of abuse

### Performance criteria

To meet the standard, you

1    monitor individuals' whereabouts consistent with their programme plan and agency policy

2    offer appropriate advice and support to those within the environment on how to minimise the possibility of **abuse**

3    take immediate action appropriate to the situation when there are any indications of **abuse**

4    report information on **abuse** to an appropriate person

5    make accurate, legible and complete records of **abuse**

6    seek appropriate advice, guidance and support when you are unsure about the boundaries and effects of their relationship with individuals

7    assist individuals who behave in an inappropriate manner to examine ways in which their behaviour may be seen as abusive, when this has been agreed by the team

8    confirm caller's rights of entry prior to allowing access where there are restrictions on access

9    suggest to appropriate people ways in which the agency's policies, procedures and routines to minimise the level of **abuse** could be improved

### Explanatory Notes

Abuse may be inflicted by individuals upon themselves, or upon others including the worker and other individuals and staff.

'Support' (performance criterion 2) may be through role modelling, encouraging people to engage in other or new activities.

## Unit GC1    Contribute to the protection of individuals from abuse

Element GC1.2    Minimise the effects of abusive behaviour

## Performance criteria

To meet the standard, you

1    respond to individuals who display **abusive behaviour** in a manner which respects the individual while at the same time clearly showing that the behaviour is unacceptable

2    take appropriate action to divert any **abusive behaviour** while promoting the rights of those involved

3    minimise risks and disturbances to others and their activities

4    seek further assistance without delay in all cases where you require it

5    record any abusive incident accurately, legibly and completely

6    submit records to an appropriate person in a manner which maintains their confidentiality and without delay

7    manage your own feelings, aroused by **abusive behaviour**, in a way which supports the right to such feelings while minimising any undue effects on the individuals and the setting

8    minimise the effect of the abusive incident on others in the setting

## Explanatory Notes

Abusive behaviour may be directed at the person themselves, other people or the environment

# Unit GC1 Contribute to the protection of individuals from abuse

## Element GC1.3 Contribute to monitoring individuals who are at risk from abuse

### Performance criteria

To meet the standard, you

1    monitor individuals in a manner and at the time intervals required in their plan

2    report any changes in the individual's condition and behaviour to the appropriate person without delay

3    report any signs of possible **abuse** to the appropriate person without delay

4    confirm with others the accuracy and authenticity of information received from them

5    make reports which are consistent with all available evidence and their own observations

6    maintain contact with appropriate members of the team as part of the monitoring process

7    record the information they gain accurately, legibly and completely

8    seek advice from an appropriate person without delay if they have concerns over individuals who are at risk, or are unsure of the action to take

### Explanatory Notes

Monitoring may be of those people who are formally designated at risk [from their risk assessment system or recorded on an 'at risk register') or be done more informally (e.g. where concerns have been expressed).

## Unit GC1 Contribute to the protection of individuals from abuse

**Range**

**1    Abuse**

a    potential

b    actual

c    physical

d    emotional

**2    Abusive behaviour**

a    emotional and psychological

b    physical

# Unit GC1 Contribute to the protection of individuals from abuse

## Knowledge and understanding

To meet the standard, you need to know and understand:

**Legislation, policy and good practice**

1    The legislation and guidelines which affect the individual group you are working with

2    The purpose and importance of recording accurately and objectively possible or actual incidents of abuse and to whom records should be sent

3    Why you maintain contact with other members of the team

4    How policies relate to risk-taking and monitoring those at risk

5    Why it is necessary to report any information which may indicate that abuse is taking place or has taken place and/or changes in condition and behaviour

6    Why, in particular circumstances, it is important to know the individual's whereabouts

7    The reasons why assistance should be summoned with minimum delay

8    The risks which different individuals may be subject to and what might be considered appropriate

**Factors which influence what workers do**

9    The indicators of potential or actual abuse (e.g. changes in behaviour from the normal to the abnormal for the individual)

10   The forms which abusive behaviour may take (e.g. ranging from ways of speaking and interacting with people to physical attack)

11   Effects of different forms of abuse - both short and long term

12   The limits of your role and competence

13   Who has the responsibility for deciding levels of risk for different individuals

14   Other support agencies and the role which each plays

15   Impact of legislation on your role and responsibilities

16   The possible reasons for abusive behaviour occurring (such as: medical/physical factors e.g. the use of substances; discrimination; fear; factors within the environment which cause stress)

17   The impact which the overall environment may have on instances of abusive behaviour and the way in which staff may fuel or defuse this by their behaviour

18   The inter-relationships between your behaviour and that of the individual

19   The avenues open to you if you believe that individual rights are being threatened within your work situation

**How to achieve important outcomes**

20   Methods of handling situations where there is potential for conflict between different people

21   How you share your feelings following an abusive situation

22   Methods of dealing with situations assertively in order to contribute to minimising abuse

23   Methods of preventing abusive situations

24    Methods of intervening in situations where one person is becoming abusive of another

25    The reasons why inappropriate behaviour should be challenged

26    How disclosure of abuse is handled

27    How situations with a potential conflict of interests can be handled (e.g. through the use of an independent advocate)

28    How another's view of any incident is valued

29    How an individual has a right to take legal action against another in cases of abuse

30    How an individual's right to confidentiality is maintained

# Unit GC1    Contribute to the protection of individuals from abuse

## Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation **is** permitted for this unit

The nature of this unit means that most of your evidence must come from real work activities. However, simulation may only be used so long as it meets the criteria for its use. You will find this in the assessment guidance for this qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the preferred assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and official visitors may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records e.g. case records and minutes of risk management meetings.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the forms which abusive behaviour may take and the indicators of potential or actual abuse. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you manage your own feelings, aroused by abusive behaviour.

# Unit GC2 Contribute to the protection of children from abuse

## Summary

This unit is concerned with the role of workers who contribute to the protection of children from abuse. It covers the identification of possible abuse, handling disclosures from a child, recording and reporting information about abuse and supporting children who may have been abused.

The unit covers all types of abuse - physical abuse, neglect, emotional abuse and sexual abuse. It includes how and to whom to report suspicion of abuse and where to turn for additional advice and personal support.

There are two elements:

**GC2.1 Identify signs and symptoms of possible abuse**

**GC2.2 Respond to a child's disclosure of abuse**

## Target group

This unit is appropriate for all workers who work, and have contact, with children and with those who work with adults and young people who pose a risk of harm to children.

# Unit GC2    Contribute to the protection of children from abuse

## Element GC2.1    Identify signs and symptoms of possible abuse

## Performance criteria

To meet the standard, you

1    observe children's condition and behaviour during activities unobtrusively and with minimum disturbance and disruption to the children's natural patterns of behaviour

2    positively encourage children, through the creation of an appropriate environment, to express their fears, anxieties and feelings without fear of ridicule or rejection

3    make accurate records, which are consistent with child protection procedures, of

   •    significant changes from normal standards of health, cleanliness and physical care expected for that family and specific children

   •    behaviour and behaviour patterns that are unusual and inconsistent with a child's developmental level

   •    injuries which are inconsistent with the history, the child's age, development and level of activity

   •    omissions of care

4    evaluate signs and symptoms of **abuse** using all available information to identify their significance

5    follow processes of reasoning which are capable of justification given the information available at the time

6    take actions, which are appropriate to the significance of the signs and symptoms of **abuse** and child protection procedures.

## Range

**1    Abuse**

   a    neglect

   b    physical

   c    emotional

   d    sexual

# Unit GC2 Contribute to the protection of children from abuse

## Element GC2.2 Respond to a child's disclosure of abuse

## Performance criteria

To meet the standard, you

1 respond calmly and without delay or prejudice to disclosures of **possible abuse**

2 offer reassurance and support which is appropriate to the child, the situation and the setting

3 communicate with the child at the child's own pace in a manner, and at a level, appropriate to

- their level of understanding

- their stage of development

- the nature of the disclosure

4 ask only sufficient questions to confirm that there is an allegation or suspicion and not pressure the child to disclose, give any prompts or offer guarantees of confidentiality

5 offer information to the child's parents which is as open and honest as possible whilst recognising

- the potential severity of the case

- the risk to the child

- the requirements of the Child Protection procedures

6 make complete, accurate and legible records of the disclosure, its date and time

7 make appropriate referrals immediately following any disclosure and confirm in writing the information provided

8 make reports about **possible abuse** which

- clearly distinguish between directly observed evidence, information provided by the child and that gathered from other sources

- are capable of forming the basis of child protection reports

- are accurate, legible and complete

9 provide reports which are complete, accurate and to time when they receive requests for reports on incidents, disclosures or suspicions of child abuse

10 manage their own feelings aroused by the disclosure in a way which supports the right to such feelings whilst minimising any undue effects on the child concerned

11 discuss cases as soon as possible with the appropriate person in their agency in a manner which enables that person to form a picture of the case and the issues inherent within it

## Range

**1 Possible abuse**

  a neglect

  b physical

c       emotional

d       sexual

# Unit GC2 Contribute to the protection of children from abuse

## Knowledge and understanding

To meet the standard, you need to know and understand

**Working with individuals and groups**

1   Children's social, emotional, physical, intellectual and behavioural development, including their awareness of their body; how the quality of parent-child attachment affects child development; opportunities provided within daily routines and different kinds of games and equipment that can help children become aware of their bodies and to distinguish between appropriate and inappropriate touching, good and bad secrets; strategies for building children's self-confidence and assertiveness

2   The concept of children's rights and the importance of empowering children to exercise those rights; the external factors and constraints that make it difficult for children's rights to be promoted (eg situations where different people's rights may conflict)

3   Characteristics and circumstances which make some children more vulnerable to abuse and the contexts in which abusive behaviour occurs

4   The forms which abusive behaviour may take (eg ranging from ways of speaking and interacting with people; physical attack; omission of care [missed appointments]); the possible reasons for abusive behaviour occurring (such as: significant harm caused by lack of reasonable parental care; medical/physical factors eg the use of substances; discrimination; oppression; misuse of power; fear; factors within the environment which cause stress; domestic violence; fabrication of illness);

5   Effects of different forms of abuse - both short term and long term; the personal and emotional impact of child abuse and how this may be heightened when the child is in continual contact with the person who has perpetrated the abuse; the physical, behavioural and emotional indicators which may signify possible abuse; the potential significance of patterns of minor injuries to children, the consequent need for completing incident sheets and how used together they may present a picture of concern which requires action; the role and purpose of routine observations and record keeping in identification of possible abuse and the need for all communication to be noted so that it can be used for evidential purposes

6   Methods of preventing the occurrence of abuse

7   Ways of listening to and communicating with children of different ages including indicators of readiness to communicate, and how to interpret both overt and covert messages; why it is important to let children speak at their own pace; why children may be reluctant or choose not to disclose abuse

8   How to manage a controlled response to distressing disclosures and how to deal with the aftermath including appropriate sources of personal support; the possible influence of cultural, racial, gender or other forms of stereotyping on response to a child who attempts to disclose abuse and how to counteract this; the importance of reassurance and continued unconditional acceptance for the child in counteracting the potentially damaging effects of abuse and disclosure on self-image and self-esteem

9   Child protection procedures relating to monitoring and reporting possible abuse; key terms, the legal requirements of evidence and the implications for (a) involving an authorised professional at an early stage of disclosure (b) the importance of not pressurising the child, prompting or asking leading questions; the roles and responsibilities of social services to whom referral should be made or from whom advice/involvement can be sought with regard

to possible disclosure and how and when to access their help; the correct process for referring children who are at risk of abuse within the context of Child Protection procedures, the worker's role and responsibilities in this process and for notifying the Health Authority Child Protection Index; the purpose and nature of child protection conferences and the roles of different parties within them

10    The options for protecting children which they considered and the reasoning processes they used in determining the most appropriate options for the children concerned

11    The potential impact of disclosure of abuse on family members including how it affects parental rights as set out in Child Protection Procedures

12    How to evaluate and present different types of information from various sources, the importance of distinguishing between directly observed evidence, evidence from reliable sources, opinion and hearsay, and the child protection procedures relating to the evaluation and presentation of information; the need to ensure that verbal information is recorded in writing in every case and the reasons for this

13    How situations with a potential conflict of interests can be handled (eg through the use of an independent advocate)

14    The impact which one's own feelings may have on the support which can be effectively offered to the child; the importance of acknowledging and dealing with the worker's own feelings in relation to the abuse concerned (such as to child abuse, sexual abuse, self abuse); the sources of support which may be available to the worker from other agencies in order to deal with their feelings aroused by the abuse concerned (such as to child abuse, sexual abuse, self abuse)

## Working within the community justice sector

15    The specific legislation which relates to the work being undertaken and Area Child Protection Committee procedures for child protection and the worker's own role and responsibilities within them

16    How to use legislation, guidelines of good practice, charters and service standards to protect children

## Working to improve agency practice

17    The role of the agency and its services and how they relate to other agencies and services in the community justice sector

18    The agency'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

## Working to improve individual practice

19    Own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure

20    The worker's responsibility for child protection, the information they are required to provide to social services and the reasons for providing this information, including its use in case conferences and court proceedings

21    How the worker has applied the principles of equality, diversity and anti-discriminatory practice to their work

## Unit GC2 Contribute to the protection of children from abuse

## Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation **is** permitted for this unit

The nature of this unit means that **most** *of* your evidence must come from real work activities. However, simulation may only be used so long as it meets the criteria for its use. You will find this in the assessment guidance for this qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the **preferred** assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio; they must remain in their usual location and be referred to in the assessment records e.g. case records and minutes of public protection meetings.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice; policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid e.g. Certificate in Community Justice, Inter agency Child Protection Training. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the options for protecting children and the reasoning process behind the use of the chosen options. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you have evaluated the signs and symptoms of abuse using all available information to identify their significance.

# Unit GC4    Assess risk of harm and the need for intervention

## Summary

This unit focuses on identifying situations where there is a risk of harm to self or others. The worker identifies the potential risks to individuals and others and then screens the evidence for intervening in the situation. The worker is required to identify and assessing the risk indicators relating to physical, sexual or emotional harm. An awareness of, and ability to work within the limits of, their own authority, agency policies and procedures is critical as well as communicating and referring appropriately.

There are two elements:

**GC4.1    Identify the risk of harm indicators**

**GC4.2    Identify, monitor and review the need for intervention**

## Target group

This unit is applicable across the community justice sector. It is relevant to all those who work with individuals (who contribute to public protection and safety who may pose a risk of harm and abuse).

## Unit GC4     Assess risk of harm and the need for intervention

Element GC4.1    Identify the risk of harm indicators

## Performance criteria

To meet the standard, you

1     Collect information using **methods** and tools which are appropriate to the purpose of the investigation and consistent with agency procedures

2     Explain accurately the purpose of collecting and compiling information to people who need to know in a manner appropriate to their needs and understanding

3     Collect information concerning the **individual's history and current behaviour** and confirm its accuracy

4     Check carefully the reliability of sources of information

5     Distinguish between opinion, unsubstantiated information and reliable information

6     Identify correctly from the available information, factors which suggest that individuals are at risk

7     Communicate information **to those involved** about risks to individuals using agreed procedures

8     Continuously review levels of risk and take the necessary action to ensure that risk is managed

9     Make complete and accurate, up to date records which conform to statutory and agency guidelines

## Explanatory Notes

The level of risk may be high or low and may relate to risk which is physical, sexual, emotional or financial. Harm and abuse may be self inflicted or inflicted by others.

## Unit GC4    Assess risk of harm and the need for intervention

## Element GC4.2    Identify, monitor and review the need for intervention

### Performance criteria

To meet the standard, you

1    Screen for level of risk of harm to self and others

2    Take action to protect individuals which is consistent with agency requirements

3    Continuously review and screen for risk of harm indicators using relevant risk of harm assessment tools

4    Ensure screening takes account of:

- •    Accurate information available

- •    The views from all others involved with the individual

- •    The worker's own knowledge of the source and level of risk

5    Take account, in the evaluation the possibility of change in the factors affecting risk and the implications of this for intervention

6    Fully inform all **those involved** of changed risk concerns and record raised risk indicators

7    Make sure that their records comply with national, agency and legislative requirements

## Unit GC4    Assess risk of harm and the need for intervention

**Range**

**1    Methods** of collecting information

   a    meetings with the individual their family and friends

   b    meetings with other workers

   c    telephone and correspondence

   d    case reviews and conferences

**2    Individual's condition and behaviour**

   a    current

   b    over a period of time preceding the evaluation

**3    Assessed in relation to**

   a    level of risk

   b    likely pattern of events if intervention does not take place

   c    known evidence for the success of intervening

**4    Those involved**

   a    other works, which may include the line managers

   b    other agencies

   c    individuals and those in their network

The reference to 'family' (Range 1a) includes partners where they exist.

# Unit GC4    Assess risk of harm and the need for intervention

Knowledge and understanding

To meet the standard, you need to know and understand

**Legislation, policy and good practice**

1    How statutory frameworks define the rights, powers and duties of the worker to identify potential risk of harm, abuse and failure to protect

2    Individuals rights to know that an investigation is taking place, what information is being collected and why, under statute or agency polices

3    Procedures for recording, storing and sharing information and the legislation related to this

4    Why it is essential to verify information once it has been received

5    The importance of ensuring clarity regarding the workers role, rights and powers and that of others in the individual's network

6    Why the worker needs to be aware of their own culture and social background and the importance of ensuring personal belief and prejudice do not have an impact on the evaluation of risk

7    Why it is important to focus on the strengths and resources of the individual, significant others and local community

8    Why it is important for all workers involved to be clear about their lines of accountability in relation to this type of work

**Factors which influence what workers do**

9    The likelihood and degree of risk, acceptable and unacceptable risk, the range and source of risk and its potential impact on individuals and others significant to them

10    Sources of prejudice and the differing forms this may take in relation to allegations of abuse, harm or failure to protect (for example, prejudice related to age, class, caste, creed, culture, gender, health status, relationship status, mental ability, mental health, offending background, physical ability, place of origin, political beliefs, race, religion, responsibility for dependants, sensory ability, sexuality)

11    Signs and symptoms of harm, abuse and failure to protect

12    The impact that the assessment and decision making process may have on individuals, their family and friends

13    How and why risk factors may change with time

14    The range of options for intervention

15    The unintended consequences which may result from intervention, such as when the intervention may reduce one form of abuse only to introduce new or different risks

16    Understand the principles of resources following risk

**How to achieve important outcomes**

17    How to prioritise risk

18    How to collect, collate and evaluate different types of information

19    How to distinguish between directly observed evidence, evidence from reliable sources and hearsay

| 20 | How to distinguish between prejudice and opinions that are backed by evidence |
| 21 | Why it is important to take into account all relevant views |
| 22 | How to undertake a risk assessment |
| 23 | Methods of giving feedback |
| 24 | Report writing and presentation skills |

## Unit GC4    Assess risk of harm and the need for intervention

## Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation **is** permitted for this unit

The nature of this unit means that most of your evidence must come from real work activities. However, simulation may only be used so long as it meets the criteria for its use. You will find this in the assessment guidance for this qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the preferred assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

• **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

• **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records e.g. risk assessment tools.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid e.g. Certificate in Community Justice. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. how and why risk factors may change with time, how to prioritise risk. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you distinguish between opinion, unsubstantiated information and reliable information

# Unit GE1    Recognise indications of substance misuse and refer individuals to specialists

## Summary

This unit is about recognising signs which may indicate that someone - an employee, colleague, co-worker, customer, student or anyone else you come into contact with during your work - may be misusing drugs (illegal, prescription or over the counter), alcohol, solvents or other substances. It covers taking appropriate action to minimise the risks to the individuals and others from their substance misuse, referring individuals to specialists for help, monitoring the situation and taking appropriate action as it changes.

There are two elements: GE1.1 Recognise indications of substance misuse GE1.2        Refer individuals with indications of substance misuse to specialists. This unit is for a wide range of people, such as employers, managers, teachers, sports instructors, youth workers, outreach workers, criminal justice workers, who

- have a general responsibility for the health, safety and well-being of people they come into contact with

- are required to recognise indications of substance misuse and take appropriate action, and

- have the appropriate knowledge and experience to be able to do so competently. It is part of a group of units about helping individuals access substance misuse services

There are two elements:

**GE1.1    Recognise indications of substance misuse**
**GE1.2    Refer individuals with indications of substance misuse to specialists**

### Target group
This unit is relevant for all workers in the Justice sector and, in particular, the substance misuse workforce.

## Unit GE1 Recognise indications of substance misuse and refer individuals to specialists

Element GE1.1   Recognise indications of substance misuse

### Performance criteria

To meet the standard, you

1    regularly update your knowledge about the range of substances which may be misused and the possible indications of substance misuse

2    remain constantly alert to possible indications of substance misuse by those with whom you come into contact

3    respect individuals' rights and the requirements of confidentiality

4    investigate situations sufficiently to allow you to make a reasonable judgement about whether individuals are misusing substances

5    obtain specialist assistance where you unable to make a reasonable judgement about whether individuals are misusing substances

6    where individuals are not misusing substances, help individuals understand how indications may be interpreted

7    assess the risk to the individual and to others which may result from substance misuse and take prompt action appropriate to your assessment of risk

8    take action in line with legal and organisational requirements

9    record situations and actions taken in line with organisational requirements

10   provide information about situations and actions taken only to those entitled to have it

# Unit GE1 Recognise indications of substance misuse and refer individuals to specialists

Element GE1.2 Refer individuals with indications of substance misuse to specialists

**Performance criteria**

To meet the standard, you

1 regularly update your knowledge about appropriate specialists for the range of substances and the procedures to follow when referring individuals

2 refer individuals to specialists in line with organisational requirements

3 respect individuals' rights and the requirements of confidentiality

4 provide specialists with complete and accurate information about the situation in line with organisational requirements

5 monitor the situation and regularly review your assessment of the risk to the individual and to others which may result from substance misuse

6 take appropriate action in the light of changes to the situation and level of risk

7 take action in line with legal and organisational requirements

8 record situations and actions taken in line with organisational requirements

9 provide information about situations and actions taken only to those entitled to have it

# Unit GE1  Recognise indications of substance misuse and refer individuals to specialists

**Scope**

Your work may include the following:

**substances**

a    illegal drugs

b    prescription drugs

c    over the counter drugs

d    alcohol

e    solvents

f    other

**indications of substance misuse**

a    physical

b    behavioural

c    information provided by the individual

d    information from other sources

**actions**

a    agreed between yourself and the individual

b    exclusion from normal activities

c    referral to an authority in your organisation

d    referral to an authority outside your organisation.

Your work may include the following:

**specialists**

a    internal to your organisation

b    external to your organisation

**substances**

a    illegal drugs

b    prescription drugs

c    over the counter drugs

d    alcohol

e    solvents

f    other

**actions**

a    agreed between yourself and the individual

b        exclusion from normal activities

c        re-inclusion in normal activities

d        referral to an authority in your organisation

e        referral to an authority outside your organisation

# Unit GE1 Recognise indications of substance misuse and refer individuals to specialists

## Knowledge and understanding

To meet the standard, you need to know and understand:

**Information Handling**

1   the importance of keeping full and accurate records, and how to do so

2   the importance of providing full and accurate information, and how to do so

3   the principle of confidentiality: what information may be given to whom

**Legislation**

4   legal requirements relevant to the functions being carried out

5   the rights of individuals with whom you come into contact

**Monitoring and evaluation**

6   the importance of monitoring the situation regarding an individual's misuse of substances, and how to do so

**Organisational context**

7   organisational requirements and policies relevant to the functions being carried out

**Risk assessment**

8   how to assess the risk to individuals and to others from their substance misuse

9   the importance of regularly reviewing risk assessments

**Substance misuse**

10   the range of different substances and their effects

11   the range of different indications of substance misuse: physical, behavioural and information provided by the individual or from other sources

12   other factors which produce indications that may be interpreted as caused by substance misuse

13   ways of keeping your knowledge about substances and indications of substance misuse up to date

14   how to investigate situations in order to make a reasonable judgement about substance misuse

15   sources of assistance about substance misuse

16   substance misuse specialists, and procedures for referring individuals to them

17   the range of actions you can take when individuals may be misusing substances, and how to decide what action is appropriate

# Unit GE1 Recognise indications of substance misuse and refer individuals to specialists

## Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria and knowledge and understanding and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation is **not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the **preferred** assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio; they must remain in their usual location and be referred to in the assessment records e.g. case records.

- **Work products:** These are non-confidential records made, or contributed to, by you e.g. minutes of meetings.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice; policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid e.g. Certificate in Community Justice. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work**: These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the legal and organisational requirements relevant to the functions being carried out. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you have regularly updated your knowledge about substances which may be misused and about the specialist services available.

# Unit GE2     Assess and act upon immediate risk of danger to substance users

## Summary

For this unit you will be expected, with the support of other staff, to develop, implement and review care plans.

There are two elements:

**GE2.1**     **Assess the immediate risk of danger to the individual**
**GE2.2**     **Act upon the immediate risk of danger to the individual**
**GE2.3**     **Support the individual after the immediate risk of danger has passed**

## Target group

This unit is relevant for all workers in the Justice sector and, in particular, the substance misuse workforce.

# Unit GE2 Assess and act upon immediate risk of danger to substance users

Element GE2.1 Assess the immediate risk of danger to the individual

## Performance criteria

To meet the standard, you

1 ascertain any signs of immediate risk of danger

2 request further support and assistance, as required, without delay

3 ascertain your own and any person near the individual's personal safety

4 make the individual aware that you are available and willing to help

5 obtain personal details from the individual or any person near the individual who has used the substance

6 obtain information on the substance used from the individual or any person near the individual who has used the substance

7 encourage the individual to describe any pain or discomfort they may be experiencing

8 accurately record all information about the episode and report to appropriate person in the required format

## Unit GE2 Assess and act upon immediate risk of danger to substance users

Element GE2.2 Act upon the immediate risk of danger to the individual

**Performance criteria**

To meet the standard, you

1    act upon the immediate risks to danger consistent with agency policies and procedures and your own role

2    request further support and assistance, if required, without delay

3    ensure your own personal safety and of any other person near the individual

4    take actions which are appropriate to the substance used and the effect it has had on the individual

5    take steps to calm the individual, if the individual is in an agitated state, if safe to do so

6    take immediate steps to revive the individual, if the individual seems to be in a withdrawn state

7    administer first aid, if safe to do so

8    interact with the individual in a manner which recognises their needs and rights

9    make the individual as comfortable as possible and only move the individual if necessary for their safety

10   make the environment as safe as possible and remove all dangerous substances and materials

11   accurately record all information and report to the appropriate person in the required format

# Unit GE2 Assess and act upon immediate risk of danger to substance users

Element GE2.3 Support the individual after the immediate risk of danger has passed

## Performance criteria

To meet the standard, you

1    make the individual aware that you are available and willing to help

2    interact with the individual in a manner which recognises their needs and rights

3    support the individual to enable them to meet their needs

4    encourage the individual to recognise the consequences of the episode

5    encourage the individual to seek further support and assistance

6    accurately record all information and report to the appropriate person in the required format

# Unit GE2    Assess and act upon immediate risk of danger to substance users

## Scope

This section provides guidance on possible areas to be covered in this unit.

### Consequences

a    to the individual

b    to the individual's family and significant others

c    to people working with the individual

### Needs

a    personal (eg washing, eating and drinking, dressing)

b    mobility (eg transportation)

c    further immediate treatment and care

### Risk of danger

a    of overdose

b    of individuals causing injury or harm to themselves

c    of causing injury or harm to people around the individual

d    of causing injury or harm to people working with the individual

### Required format may be

a    Verbal

b    Written

### Substances include

a    illegal drugs

b    prescription drugs

c    over the counter drugs

d    alcohol

e    solvents

f    other

### Support and assistance from

a    people around the individual

b    colleagues within your service/agency

c    emergency services

# Unit GE2 Assess and act upon immediate risk of danger to substance users

## Knowledge and understanding

To meet the standard, you need to know and understand:

**Legislation and organisational policy and procedures**

1    legal and organisational requirements and policies requirements relevant to the functions being carried out

**Legislation**

2    legal requirements relevant to the functions being carried out

**Local Knowledge**

3    the partner agencies in the local area

**Organisational context**

4    the organisation's policies and procedures in dealing with risk of danger to individuals

**Communication and interpersonal skills**

5    how to communicate effectively in a range of different settings

6    how to calm individuals who have used substances

7    how to calm other people in the immediate vicinity

**First Aid**

8    when and how to move an individual to make them comfortable

9    when and how to administer first aid to individuals

10   when to call the emergency services

**Information handling**

11   the importance of gathering full and accurate information and how to do so

**Reporting**

12   how to report accurately

13   the importance of stating any gaps in information or assumptions made

**Substance Misuse**

14   how to recognise and deal with immediate risk of danger to individuals who have used substances

15   the range of different substances and their effects

16   the appropriate actions / options available when the immediate risk of danger has passed

# Unit GE2 Assess and act upon immediate risk of danger to substance users

## Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria and knowledge and understanding and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation is **not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the **preferred** assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records e.g. risk assessments, case records.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice; policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid e.g. Certificate in Community Justice, First Aid qualifications. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the legal and organisational requirements for dealing with risk of danger to individuals. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you have requested further support and assistance as and when required, how you have taken immediate steps to revive an individual.

## Unit GE3    Raise awareness about substances, their use and effects

### Summary

For this unit you will need to raise awareness about substances (drugs and alcohol), the use of substances and the effects of substances. The awareness raising may be with children and young people, or with other people who need to know about substances e.g. because they use substances themselves, have friends or family who use or may use substances, or work on a formal or informal basis with individuals who use substances.

There are two elements:

**GE3.1    Identify individuals' knowledge and values about substances, their use and effects**

**GE3.2    Increase individuals' knowledge and understanding of substances, their use and effects**

### Target group

This unit is relevant for all workers in the Justice sector and, in particular, the substance misuse workforce.

# Unit GE3 Raise awareness about substances, their use and effects

## Element GE3.1 Identify individuals' knowledge and values about substances, their use and effects

### Performance criteria

To meet the standard, you

1.  enable individuals to talk about and identify:

    *   what they know and understand about substances

    *   the methods by which people take substances

    *   the effects of different substances on people's lives

    *   the reasons for people taking substances

    *   who takes different types of substances

    *   whether there is a difference between the use of different substances and why this is the case

    *   the different classifications of drugs under the legislative framework

    *   attitudes to substance use and misuse

2.  ask individuals appropriate and searching questions about:

    *   the substances they have not mentioned

    *   their reasons for believing some substances are preferable to others

    *   what they mean when they use street terms for different substances, paraphernalia and modes of use

    *   the source of their information and the accuracy of their sources

3.  enable individuals to explore:

    *   their feelings about substance use

    *   their feelings and values about people who use substances

    *   their feelings about why people use different substance

4.  reflect individuals' views about substance use back to them to confirm that they have been understood and interpreted correctly

5.  challenge individuals who discriminate against substance users

6.  explore with individuals the strong feelings they have in relation to particular issues and the reasons for these feelings

7.  acknowledge the experience and feelings of individuals who have suffered from others' use of substances

8.  interact with individuals throughout the process in a manner that:

    *   is appropriate to the individuals' background, culture, circumstances and needs

    *   encourages an open exchange of views

    *   minimises any constraints to communication

- is free from discrimination and oppression
- is non-judgemental
- enables individuals to make their own contribution

## Unit GE3 Raise awareness about substances, their use and effects

### Element GE3.2 Increase individuals' knowledge and understanding of substances, their use and effects

## Performance criteria

To meet the standard, you

1	identify:

- the gaps in individuals' knowledge and understanding about substances, their use and effects

- the values and beliefs of individuals that need to be challenged in their own interests and those of others

- the learning styles that are most likely to help different individuals learn about substances and their use

- the approaches that would enable different individuals learn about substances, their use and effects

2	enable individuals to learn about:

- the different types of substances, their street names and how these change over time and in different places

- the methods of using substances

- the reasons people use substances

- the effects that substances have on peoples' lives

- the risks associated with multiple substance use

- the range of services to address needs and issues related to substance use

3	provide learning opportunities:

- at the time others need them

- in a manner sensitive to their needs and confidence

4	make sure that the content of the learning is accurate and based on up-to-date evidence

5	remain open to the range of issues that individuals may wish to explore in relation to substance use and do not turn away from such issues

6	encourage others to contact you and other relevant sources of support when they need to

# Unit GE3      Raise awareness about substances, their use and effects

## Scope

This section provides guidance on possible areas to be covered in this unit.#

**Substances**

a      sedatives (e.g. alcohol and heroin)

b      stimulants (e.g. amphetamines, cocaine, crack, ecstasy)

c      hallucinogenics (e.g. LSD, magic mushrooms, solvents)

d      prescription and 'over the counter' drugs

**Methods**

a      smoking

b      eating or drinking

c      snorting or inhaling

d      injecting

**Effects of substances on individuals' lives**

a      relationships with their families and friends

b      physical health and well-being

c      emotional and psychological health and well-being

d      sexual health and well-being

e      education and development

f      housing and accommodation

g      disposable income

h      offending behaviour

**Reasons**

a      enjoyment

b      experimentation and curiosity

c      defence mechanisms

d      environmental influences and pressures

e      rebellion

f      marketing and availability

g      comparative costs

h      dependency

**Services**

a      drug and alcohol services

b      healthcare services

c       social care services

d       counselling and advice services

e       preventive services (e.g. education, customs and excise)

f       criminal justice services

# Unit GE3 Raise awareness about substances, their use and effects

## Knowledge and understanding

To meet the standard, you need to know and understand:

**Legislation and organisational policy and procedures**

1    legal and organisational requirements and policies requirements relevant to the functions being carried out

2    the legislation (national and European) which relates to the work being undertaken (e.g. Misuse of Drugs Act, Medicines Act, Child Protection Act, Customs and Excise Act, Road Traffic Act, Crime and Disorder Act)

3    government policy in relation to substance use: prevention and education; treatment, counselling, support and rehabilitation

4    key organisations that are designed to deliver the government's strategy on drugs and alcohol on the ground (ie Drug Action Teams in England and Scotland, Drug Co-ordination Teams in Northern Ireland, Drug and Alcohol Action Teams in Wales)

5    the differing responses which governments make to legal and illegal drugs, the reasons for this and the effect of this on treatment availability for different groups

6    the agency'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

**Substance use, its effects and treatments**

7    physical, social, psychological and emotional development of individuals and the ways in which such development can be affected; the nature of adolescence and how it affects behaviour and feelings

8    the different substances which are available and the effects they have on the body - stimulants, sedatives and hallucinogenics (including prescription and over-the-counter drugs)

9    street names for substances, how these change over time and in different locations, the need to check out understanding with users re the terminology used

10   the dangers of substance use: quantity, frequency, purity of the substances, polydrug use

11   issues of quality in illegal substances; impurities, adulterants and dilutents and their difference; the interest which dealers have in maintaining the quality of the substances they sell

12   methods of substance use (injecting, eating/drinking, snorting, inhaling, smoking) and the different risks associated with the different methods (blood borne diseases, physical harm to different parts of the body, reduced inhibitions/disorientation, death)

13   the inter-relationship between the background of individuals and the effect of substances on them: experience and expectations, mental and psychological state (including dual diagnosis), physical health problems (including related diseases), energy levels at the time of consumption, body weight

14   the reasons why individuals use substances: enjoyment, environment, curiosity, defence mechanism, rebellion, promotion and availability, cost in comparison to other substances

15   the effect of gender on substance use and the different perceptions that relate to the different genders and their use of substances

16      prevalence of substance use, age of use (particularly for children and young people) and relationship to substance type, relationship between (problematic) substance use and economic disadvantage and/or emotional deprivation

17      the difference between prevalence of substances in different social classes dependent on the legality and nature of the different substances

18      the relationship between the settings in which substances are used and the link of this to the activities of the individuals using substances: out-of-the-way places and lack of access to assistance when needed, implications of the setting on the use of substances (eg consumption in schools), risks associated with using machinery and equipment, lowering of inhibitions (eg sexual behaviour), over-exertion (eg use of ecstasy in dance clubs)

19      evidence for the inter-connectedness of different substances over time

20      methods of preventing/minimising the effect of substances that individuals use

21      perceptions of non-users of substances on those who use substances (eg families perceptions of their children's use, stereotyping)

22      the potential effects of substance use on others (eg neglect of children, domestic violence, street violence, theft, absenteeism from work)

23      the difference between legal and illegal drugs, the reasons for the different classifications under law and the social construction of the law in relation to substance use

24      the nature of dependence (psychological and physical) on substances

25      different services that are available to address substance use: preventive, treatment and support

26      the relationship between crime and antisocial behaviour and substance use: the risk factors that lead to crime and to substance use

**Working to improve agency practice**

27      the role of the agency and its services and how they relate to other agencies and services in the sector (e.g. when working in schools, substance use awareness raising must comply with any school policies covering substance use education)

28      how to monitor, analyse and evaluate implications of changes in the agency in which one works

**Working to improve individual practice**

29      your own role and responsibilities and from whom assistance and advice should be sought if you are unsure

30      how to apply the principles of equality, diversity and anti-discriminatory practice to your own work

31      the options you consider in your own work and the reasoning processes to be used

32      how to evaluate your own competence, determine when further support and expertise is needed and the measures which may be taken to improve your own competence; how to evaluate the effectiveness of your own actions and learn from experience

33      how to inform and consult with others on problems and proposals and encourage others to offer ideas and challenge

34      the need to develop your own competence and skills in line with changes in evidence, knowledge and practice Working to improve individual practice

**Values**

35      the rights of individuals with whom you come into contact

## Unit GE3    Raise awareness about substances, their use and effects

Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria and knowledge and understanding and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation is **not permitted** for this unit.

The nature of this unit means that all of your evidence must come from real work activities

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the preferred assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records e.g. case records.

- **Work products:** These are non-confidential records made, or contributed to, by you e.g. literature developed to educate individuals.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid e.g. accredited Substance Misuse qualifications. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the legal and organisational requirements relating to the work being carried out. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you have challenged individuals who discriminate against substance users

# Unit GE4      Test for substance use

## Summary

For this unit you need to test individuals to see if they have been using substances, such as alcohol and controlled drugs.

There are three elements:

**GE4.1      Prepare to test for substance use**

**GE4.2      Take samples for testing**

**GE4.3      Communicate and record the results of testing**

## Target group

This unit is relevant for all workers in the Justice sector and, in particular, the substance misuse workforce.

## Unit GE4　　Test for substance use

Element GE4.1　Prepare to test for substance use

**Performance criteria**

To meet the standard, you

1　accurately identify those **individuals** to be tested for substance misuse

2　schedule tests in accordance with **requirements**

3　confirm that the environment in which the tests are to be carried out, and the procedures to be used comply with health, safety and security policies

4　make arrangements for tests to be witnessed, where required

5　confirm that those involved in carrying out tests are competent and fully understand their roles and the procedures to be followed

6　confirm the availability of all necessary equipment for testing

## Unit GE4     Test for substance use

Element GE4.2    Take samples for testing

### Performance criteria

To meet the standard, you

1     confirm that **individuals** being tested understand the purpose of the tests, their rights, and any consequences of not submitting to the testing procedures

2     obtain any necessary consent for testing procedures from **individuals**, or from their carers or guardians where required

3     explain clearly and precisely to individuals what they have to do to provide their **samples**

4     provide opportunities for individuals to describe their substance use and explain possible false positives before they are tested

5     take **samples** according to clinical and organisational policies and procedures

6     ensure that the **samples** are authentic and have not been contaminated

7     promptly refer to relevant people if you suspect that **samples** are not authentic or have been contaminated

8     test **samples**, or refer them for testing, in accordance with clinical and organisational policies and procedures

9     follow supplier's/manufacturer's instructions for use of equipment, where appropriate

10    dispose of **samples** safely, in accordance with clinical and organisational policies and procedures

## Unit GE4　　Test for substance use

Element GE4.3　Communicate and record the results of testing

## Performance criteria

To meet the standard, you

1　communicate the outcomes of the tests to **individuals**, and their carers or guardians where required, and ensure they understand the consequences

2　respect **individuals'** rights and the required standards of confidentiality

3　keep full and accurate records of tests and make reports in accordance with your organisation's policy and procedures

# Unit GE4    Test for substance use

**Scope**

This section provides guidance on possible areas to be covered in this unit.

**Individuals**

a       Adults

b       young people

c       men

d       women

e       posing a low risk of infection

f       posing a high risk of infection

g       with special needs

**Requirements**

a       prescribing

b       legal

c       organisational

**Sample**

a       breath

b       urine

c       blood

d       hair

e       saliva

# Unit GE4        Test for substance use

## Knowledge and understanding

To meet the standard, you need to know and understand:

**Legislation and organisational policy and procedures**

1        the legal requirements relating to testing for substance misuse

2        health, safety and security policies and how to ensure the testing environment and procedures meets these

3        whom to refer to if you suspect that samples are not authentic or have been contaminated

**Communication and interpersonal relationships**

4        the principles and processes of effective communication and how to apply them

**Information handling**

5        the principles and standards of confidentiality and how to apply them

6        the importance of keeping full and accurate records and how to do so

**Substance misuse**

7        the purpose of testing and the consequences of non-compliance for individuals

8        the importance of accurately identifying those individuals to be tested for substance use and how to do so

9        the competences required of those involved in testing for substance use

10        clinical and organisational procedures for testing for substance use

11        when testing needs to be witnessed and how to make appropriate arrangements

12        the importance of obtaining consent for substance testing, how to do so and when carer and/or guardians need to be involved

13        the possible causes of false readings in the types of tests carried out

14        the equipment required for testing for substance use and how to use this in accordance with supplier's/manufacturer's instructions

15        how to dispose of samples safely

**Values**

16        individuals' rights when being tested for substance use

# Unit GE4          Test for substance use
## Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria and knowledge and understanding and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation is **not permitted** for this unit.

The nature of this unit means that all of your evidence must come from real work activities

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the preferred assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case, your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues and allied professionals may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records , eg case records, consent forms, reports.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid, eg accredited drug testing training. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation, eg the legal and organisational requirements relating to testing for substance misuse. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/reflective account to provide some of the performance evidence for this unit , eg how you have confirmed that the environment in which the tests are to be carried out comply with health, safety and security policies.

## Unit GE6   Carry out comprehensive substance misuse assessment

### Summary

For this unit you need to assess the needs of substance misusers with complex requirements and/or those people who require more intensive and/or structured care programmes. It covers assessment that is on-going throughout the contact with the substance misuse service and the wider treatment system.

There are three elements:

**GE6.1   Prepare for a comprehensive substance misuse assessment**

**GE6.2   Assess possible risks and the individual's understanding of services available**

**GE6.3   Assess the individual's substance misuse and related problems**

### Target group

This unit is relevant for all workers in the Justice sector and, in particular, the substance misuse workforce.

## Unit GE6     Carry out comprehensive substance misuse assessment

Element GE6.1    Prepare for a comprehensive substance misuse assessment

## Performance criteria

To meet the standard, you

1     evaluate requests for assessment to determine their priority consistent with your organisation's criteria

2     obtain information on the individual from previous assessments carried out by other services in line with protocols

3     obtain further information if the initial information is insufficient for effective assessment to take place

4     establish any particular needs of the individual which will need to be taken into account during the assessment from the available information

5     fully and accurately record arrangements for the assessment in line with the organisation's procedures

6     confirm arrangements for the assessment with the individual

7     explain clearly to the individual any delays between requests for assessment and assessment taking place

8     give the individual any documentation which needs to be completed by them to allow them to consider it before the assessment

9     offer appropriate support to individuals who need assistance to complete documentation

## Unit GE6     Carry out comprehensive substance misuse assessment

Element GE6.2    Assess possible risks and the individual's understanding of services available

**Performance criteria**

To meet the standard, you

1     inform the individual of the nature and duration of the assessment, the type of information which will be entered in their records and who will have the right of access to these

2     conduct the assessment in line with locally agreed criteria and using standardised documentation

3     involve the individual in the assessment as far as possible according to their capability

4     review information obtained from previous assessments

5     collect information from the individual, exploring historical factors as well as presenting factors

6     assess the individual's understanding of services available and readiness to engage in a treatment programme

7     deal with challenging, abusive, aggressive or chaotic behaviour

8     assess any risk to the individual which may result from substance misuse according to locally agreed protocols

9     encourage the individual to ask questions, seek advice and express any concerns

## Unit GE6 Carry out comprehensive substance misuse assessment

Element GE6.3 Assess the individual's substance misuse and related problems

## Performance criteria

To meet the standard, you

1 assess the nature of the individual's substance misuse problems and other problems

2 seek clear conclusions from the assessment to inform the development of a comprehensive care plan

3 in your assessment, take account of the individual's needs, any inherent risks and the legal duty of care to the individual and others

4 keep accurate, legible and complete records of the assessment to inform the development of a care plan and for evaluation purposes

5 continue assessment at appropriate intervals once the individual has commenced a care plan

6 provide individuals with accurate and clear information on systems for making complaints about the assessment system and appealing on the decisions

7 seek support from the appropriate person as soon as possible when there are any problems with the assessment

8 discuss assessments with other members of the substance misuse service team in order to ensure consistency of approach

9 Keep assessment records in a format and level of detail which can be audited against locally agreed standards

10 record and report changes made and any effect this might have on the individual within confidentiality agreements and according to legal and organisational requirements

# Unit GE6    Carry out comprehensive substance misuse assessment

## Scope

This section provides guidance on possible areas to be covered in this unit.

**Priority**

a    severity of the individual's needs and their urgency

b    need to maintain individual's; motivation

c    risk

**Information**

a    personal details

b    treatment history

c    substances used

d    reports from courts

e    probation or care workers

**Services**

a    internal to your organisation

b    external to your organisation

**Capability**

a    adults

b    children and young people

c    chaotic lifestyles

d    incoherence

e    intoxication

**Risk**

a    self harm

b    harm to others

c    physical health problems

d    mental health problems

**Substance misuse problems**

a    drug use (including type of drug/s, quantity/frequency of use, pattern of use, route of administration, source of drug)

b    alcohol use (including quantity/frequency of use, pattern of use, whether above 'safe' level, alcohol dependence symptoms)

c    psychological problems (including self-harm, history of abuse/trauma, depression, paranoia, severe psychiatric co-morbidity, contact with mental health services)

d    physical problems (including complications of drug/alcohol use, pregnancy, blood-borne infections/risk behaviours, liver disease, abscesses, overdose, enduring or severe physical disabilities)

e    social problems (including child care issues, partners, domestic violence, family, housing, employment, benefits, financial problems)

f    legal problems (including arrests, fines, outstanding charges/warrants, probation, imprisonment, violent offences, criminal activity)

**Other problems**

a    in need of intensive intervention

b    significant psychiatric and/or physical co-morbidity

c    in contact with multiple service providers

d    pregnancy or children 'at risk'

e    history of disengagement from substance misuse treatment services

# Unit GE6 Carry out comprehensive substance misuse assessment

## Knowledge and understanding

To meet the standard, you need to know and understand

**Legislation and organisational policy and procedures**

1      the principles of the Children Act 1989 and the UN Convention on the Rights of the Child 1989

2      how to obtain information from individuals and other agencies in line with protocols

3      how to pass information obtained during an assessment to another agency in line with local protocols

**Assessment of individuals**

4      how to evaluate requests for assessment according to their priority in line with your organisations criteria

5      how to involve an individual in the assessment of their needs

6      how to assess an individual's understanding of services available and readiness to engage in a treatment programme

7      how to deal with challenging, abusive, aggressive or chaotic behaviour

8      how to assess individuals who are intoxicated

9      who can provide support when there are any problems with the assessment

10     the importance of adhering to locally agreed criteria and documentation when carrying out assessments

11     how to record the outcomes of assessments and use the assessment to inform the development of a comprehensive care plan

12     how to review assessments at appropriate intervals once an individual has commenced a programme of care

13     how to involve adults with parental responsibility in the assessment and referral of children and young people

14     how to take account of a child or young persons age and maturity when involving them in assessment

**Information handling**

15     the importance of keeping full and accurate records, and how to do so

16     the principle of confidentiality: what information may be given to whom

17     how to support individuals to complete documentation

**Monitoring and evaluation**

18     the importance of monitoring the situation regarding an individual's misuse of substances, and how to do so

**Risk assessment**

19     how to assess the risk to individuals and to others from their substance misuse and/or co-existent problems

20     the importance of regularly reviewing risk assessments

**Substance misuse**

21    the signs and implications of a range of substance misuse related problems including drug use, alcohol use, psychological problems, physical problems, social problems and legal problems

22    how to deal with other problems including the need for intensive interventions, significant psychiatric and or physical co-morbidity, contact with multiple service providers, pregnancy or children 'at risk' and a history of disengagement from substance misuse treatment services

23    ways of keeping your knowledge about substances and indications of substance misuse up to date

24    how to understand the jargon used by substance misusers in your locality

**Substance misuse services and interventions**

25    sources of information on substance misuse services and treatment interventions

26    the range of treatment interventions and assessment services available in your locality

27    the eligibility criteria and protocols for accessing services in your locality

28    national, local and organisational treatment priorities and resource constraints

29    how to respond to individuals who do not want to be referred to other services

**Values**

30    how to present information in a manner, level and pace appropriate to the individual

## Unit GE6    Carry out comprehensive substance misuse assessment

## Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria and all the knowledge and understanding those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation is **not permitted** for this unit.

The nature of this unit means that all of your evidence must come from real work activities

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the preferred assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records e.g. assessment records, case records, care plans.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid e.g. Certificate in Community Justice. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the national, local and organisational treatment priorities and resource constraints. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/reflective account to provide some of the performance evidence for this unit e.g. how you have dealt with challenging, abusive, aggressive or chaotic behaviour.

## Unit GE7     Carry out brief interventions with alcohol users

### Summary

This unit is about working with individuals to help them recognise risky or harmful drinking behaviour and provide support and guidance to help them cut down drinking. It addresses identifying who may be appropriate to receive brief interventions that help people reduce the harm or risk to their health caused by excessive drinking.

There are two elements:

**GE7.1    Identify alcohol users who may benefit from brief interventions**

**GE7.2    Provide brief interventions to alcohol users**

**Target group**

This unit is relevant for all workers in the Justice sector and, in particular, the substance misuse workforce.

## Unit GE7 Carry out brief interventions with alcohol users

Element GE7.1 Identify alcohol users who may benefit from brief interventions

**Performance criteria**

To meet the standard, you

1    create an environment suitable for frank, confidential discussion

2    respond to individuals who express concern about their drinking levels

3    initiate discussions about risky drinking behaviour

4    explain why you have an interest in the individual's drinking

5    identify, using recognised screening tools or techniques, individuals who may have problematic drinking behaviour

6    collect and record information about an individual's problematic drinking behaviour

7    decide whether providing a brief intervention is the most appropriate response to their drinking behaviour

8    keep an accurate record of the actions you have taken

9    identify individuals with established alcohol dependence or serious alcohol related problems who need referral for specialist help

10   arrange for a follow-up appointment to check on progress if the individual is willing to attend specialist services

## Unit GE7 Carry out brief interventions with alcohol users

Element GE7.2 Provide brief interventions to alcohol users

**Performance criteria**

To meet the standard, you

1    use recognised evidence-based techniques to provide brief Interventions to alcohol users

2    check the individual's understanding of the impact of their drinking behaviour and whether they want to change this behaviour

3    provide information and feedback about the risks associated with current alcohol intake

4    make links between information about risks and the individual's own drinking behaviour

5    give advice about how to achieve a less harmful level of drinking

6    provide a menu of alternative strategies for changing drinking behaviour, including specialist help for those with established alcohol dependence and/or serious alcohol related problems

7    support the individual to set drinking goals

8    support the individual to identify and overcome barriers to changing their drinking behaviour

9    provide relevant supplementary information leaflets or resources and signpost local specialist services if the individual wishes to seek further help.

10   keep an accurate record of your intervention and the information and advice you gave

## Unit GE7     Carry out brief interventions with alcohol users

**Scope**

This section provides guidance on possible areas to be covered in this unit.

**Recognised screening tools include**

a       AUDIT screening tool and abbreviated version of AUDIT

b       other recognised screening tools

**Recognised evidence-based techniques include**

a       motivational interviewing

b       brief cognitive-behavioural therapy

other recognised evidence-based techniques.

# Unit GE7 Carry out brief interventions with alcohol users

Knowledge and understanding

To meet the standard, you need to know and understand:

**Alcohol**

1 the physical, psychological, social, legal and emotional effects of alcohol

2 the risks alcohol can present to an individual's health

3 what constitutes normal, hazardous and harmful drinking as defined by the World Health Organisation

4 the changes which can be made to drinking behaviour to improve health

**Local knowledge**

5 the availability and characteristics of alcohol agencies and support groups in the local community

6 the eligibility criteria and protocols for accessing services in your locality

**Organisational context**

7 the extent and limit of your own role and responsibilities

8 the relevant national, local, professional, and organisational requirements relating to equal opportunities, discrimination, health and safety, security, confidentiality, and data protection

9 the availability and characteristics of alcohol agencies and support groups in the local community

**Providing interventions**

10 the principles of active listening, and how to apply them

11 how to present and explore options with different individuals

12 how to present information and advice fully, accurately, concisely and in ways appropriate to people's needs

13 the provision of culturally appropriate interventions

14 the cycle of change model

15 the principles of dependence

16 how to identify and assess risks

17 the importance of brief interventions to enable individuals who do not need specialised treatment to change their drinking behaviour

18 the role of brief interventions to engage individuals in treatment

19 how to help individuals make and review decisions and establish priorities

## Unit GE7      Carry out brief interventions with alcohol users

## Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria and knowledge and understanding and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation is **not permitted** for this unit.

The nature of this unit means that all of your evidence must come from real work activities

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the preferred assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records e.g. screening tools, case records.

- **Work products:** These are non-confidential records made, or contributed to, by you e.g. literature developed to educate individuals.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid e.g. Brief Interventions training qualifications. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the principles of dependence and the cycle of change model. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you used recognised evidenced based techniques to provide brief interventions to alcohol users.

# Unit GE8   Provide services to those affected by someone else's substance use

## Summary

This unit is about working with individuals to help them recognise risky or harmful drinking behaviour and provide support and guidance to help them cut down drinking. It addresses identifying who may be appropriate to receive brief interventions that help people reduce the harm or risk to their health caused by excessive drinking

There are two elements:

**GE8.1**   **Enable those affected by someone else's substance use to explore and select options**

**GE8.2**   **Support those affected by someone else's substance use to put selected options into practice**

**GE8.3**   **Empower those affected by someone else's substance use to review the effectiveness of selected options**

## Target group

This unit is relevant for all workers in the Justice sector and, in particular, the substance misuse workforce.

## Unit GE8 Provide services to those affected by someone else's substance use

Element GE8.1 Enable those affected by someone else's substance use to explore and select options

**Performance criteria**

To meet the standard, you

1 respect the **individual's** right to confidentiality

2 set up the appropriate **environment** to make the **individual** as comfortable as possible

3 encourage the **individual** to identify **issues** concerning them

4 encourage the **individual** to explore the range of options open to them

5 provide up to date information on the range of options

6 encourage the **individual** to explore the advantages and disadvantages of the range of options

7 encourage the **individual** to consider the **implications** of selecting an option

8 encourage the **individual** to select an option and develop an action plan

9 inform the **individual** of forms of **support** available to them

10 manage your own feelings aroused by the selected option in a way which supports the right to such feelings whilst minimising any undue effects on the **individual**

11 make accurate and complete reports and store your records in a way which maintains the **individual's** confidentiality

## Unit GE8 Provide services to those affected by someone else's substance use

Element GE8.2 Support those affected by someone else's substance use to put selected options into practice

**Performance criteria**

To meet the standard, you

1 assist the **individual** in accessing the selected option, if required

2 maintain contact with the **individual** which offers an optimum level of **support** without infringing on the individual's freedom

3 review the action plan regularly and encourage and motivate the **individual** to keep to the action plan

4 encourage the **individual** to maintain focus on themselves and their own progress

5 encourage the **individual** to seek further help and **support**, if necessary

6 respect the **individual's** right to change their mind about taking the matter any further or selecting a different option

7 make services available to protect children and young people affected by someone else's substance use, where required

8 manage your own feelings aroused by the selected option or alternative in a way which supports the right to such feelings whilst minimising any undue effects on the **individual**

9 keep accurate and complete reports and store your records in a way which maintains the **individual's** confidentiality

## Unit GE8    Provide services to those affected by someone else's substance use

Element GE8.3    Empower those affected by someone else's substance use to review the effectiveness of selected options

### Performance criteria

To meet the standard, you

1    encourage the **individual** to feedback on progress

2    encourage the **individual** to feedback on the effectiveness of **support** obtained

3    identify any significant positive changes in the **individual**

4    encourage and **support** the **individual** to review the action plan

5    manage your own feelings aroused by the feedback in a way which supports the right to such feelings whilst minimising any undue effects on the **individual**

6    keep accurate and complete reports and store your records in a way which maintains the **individual's** confidentiality

# Unit GE8 Provide services to those affected by someone else's substance use

**Scope**

This section provides guidance on possible areas to be covered in this unit.

**Assist by**

a    obtaining forms for financial support

b    obtaining / providing information on training and development courses

c    providing details of appropriate local agencies

d    referring to appropriate support agencies

**Changes in**

a    behaviour

b    skills

c    health

d    welfare

e    self-esteem and confidence

**Environment**

a    individual sessions

b    group sessions

c    sessions with siblings and children

d    support groups

e    self-help groups

**Forms of support**

a    counselling

b    financial

c    practical

d    emotional

e    self-help groups

f    medical

**Implications**

a    to self

b    to other family members

c    to the person whose drug and alcohol use has affected the individual

**Individual**

a    one adult who is affected

b    one child / young person who is affected

c         more than one family member or people affected

**Issues relating to**

a         substance use

b         possible substance use

c         possible substance use related crime

d         homelessness

e         employability

f         finances

g         education and training


**Explanatory notes**

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit.


**Those**

Includes anyone affected by another person's substance use e.g. spouses and significant others, children, siblings, parents or foster carers, relatives, carers.

# Unit GE8     Provide services to those affected by someone else's substance use

Knowledge and understanding

To meet the standard, you need to know and understand:

**Legislation and organisational policy and procedures**

1    legal acts and policies relevant to the functions being carried out e.g. Children Act, Mental Health Act

2    the partner agencies in the local area and their eligibility criteria

**Communication and interpersonal skills**

3    how to communicate effectively with a variety of audiences

4    how to run groups and how group dynamics work

5    listening skills

6    counselling skills

7    how to explain complex material to improve people's understanding, both orally and in writing

8    motivational techniques and skills

**Family dynamics**

9    how family dynamics work cause and effect

10    the different family structures

11    the different ways to solve problems in a family environment

12    how family dynamics work within different cultures and ethnic and minority groups

13    issues that affect children and young people within families affected by drug and alcohol use

14    issues that affect children and young people as carers

15    the protection that children and young people affected by someone else's substance use may require and how to make this protection available

**Local and national knowledge**

16    the range of different target populations, their different characteristics and needs

17    the training and development opportunities available in the local area

18    support groups both formal and informal

19    benefits and financial assistance available

## Unit GE8      Provide services to those affected by someone else's substance use

Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria and knowledge and understanding and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation is **not permitted** for this unit.

The nature of this unit means that all of your evidence must come from real work activities

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the preferred assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records e.g. case records, assessment records, care plans.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the legal acts and policies relevant to the work being carried out. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you have managed your own feelings aroused by the nature of this work.

# Unit GE9      Contribute to care planning and review

## Summary

For this unit you need to assess the needs of substance misusers with complex requirements and/or those people who require more intensive and/or structured care programmes. It covers assessment that is on-going throughout the contact with the substance misuse service and the wider treatment system.

There are three elements:

**GE9.1     Contribute to assessing the needs and preferences of individuals**
**GE9.2     Support the development and implementation of care plans**
**GE9.3     Contribute to reviewing care plans**

## Target group

This unit is relevant for all workers in the Justice sector and, in particular, the substance misuse workforce.

## Unit GE9    Contribute to care planning and review

Element GE9.1    Contribute to assessing the needs and preferences of individuals

## Performance criteria

To meet the standard, you

1    identify your own, and the role and responsibilities of others, in assessing the needs and preferences of individuals

2    access and review information about the individuals needs and preferences and any specific requirements they have

3    identify and access any extra support you need to enable individuals to communicate their needs and preferences

4    support individuals and **key people** to identify and **communicate**:

   •    the individual's needs and preferences about their care and support

   •    any risks arising from these

5    take into account the views of individuals, **key people** and others when processing information and providing feedback on the individual's health and care needs, their preferences and any associated risks

6    work with all involved to agree the assessed needs and preferences of individuals

# Unit GE9 Contribute to care planning and review

Element GE9.2 Support the development and implementation of care plans

## Performance criteria

To meet the standard, you

1 identify your role and responsibilities in developing and implementing care plans

2 contribute to consultations about the development of individuals' care plans taking into account their assessed needs and preferences

3 support individuals and **key people** to understand:

- where the individuals' preferences could not be met within the care plan and why

- the arrangements for the implementation of care plans

- how to use procedures to compliment, challenge and complain about the content of the care plan and its implementation

4 support colleagues to carry out the care plan activities for which they are responsible

5 ensure that you are able to carry out the care plan activities for which you are responsible

6 when implementing the care plan, observe, record and report to the appropriate people, any significant changes to the individual's needs, circumstances and preferences and any risks that may arise from these

7 check your observations with the individuals, **key people** and others

8 support individuals, **key people** and colleagues to identify and monitor changes in the individuals' needs, circumstances and preferences

9 work with all involved to identify and implement any changes arising from the impact of the care plan on the health and social well-being of the individual

# Unit GE9 Contribute to care planning and review

Element GE9.3 Contribute to reviewing care plans

## Performance criteria

To meet the standard, you

1   check your own responsibilities and those of others in providing feedback on the implementation of the care plan

2   support individuals and **key people** to identify:

- parts of the care plans which best meet the individuals' needs and preferences

- parts of the care plans that need changing

- changes to the individuals' needs, circumstances and preferences that could affect the care plan and its implementation

3   provide feedback to the appropriate people on the strengths and limitations of the care plan in meeting the assessed and changing needs, circumstances and preferences of individuals

4   support individuals and **key people** to understand how their feedback will be used to inform changes to the care plan

5   where there is conflict about your feedback and observations, follow organisational procedures and practices to address the issues raised

6   contribute to meetings and discussions about revisions to care plans and their implementation

7   contribute to revising and implementing any changes to care plans that are within your role and responsibilities

8   support individuals to complete paper work to enable the revised care plan to be implemented

9   record and report on the review and revisions of the care plan, within confidentiality agreement and according to your role and responsibilities

# Unit GE9 Contribute to care planning and review

**Scope**

This section provides guidance on possible areas to be covered in this unit.

**Communicate using**

a      the individual's preferred spoken language

b      the use of signs

c      symbols; pictures

d      writing

e      objects of reference

f      communication passports

g      other non verbal forms of communication

h      human and technological aids to communication

Extra support could include the use of key people and other professionals such as interpreters, translators, signers etc or specialist equipment to aid the individuals' communication abilities

Information will include any plans, care needs assessments, records and reports relevant to the individual needs and preferences

**Key people include**

a      family

b      friends

c      carers

d      others with whom the individual has a supportive relationship

# Unit GE9 Contribute to care planning and review

**Explanatory notes**

This section provides explanations and definitions of the key words and concepts used in this unit.

**Active support**

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

**Care plans**

The care plan will include all aspects of the individual's care needs which need to be adhered to within any setting in which the individual is placed. It addresses the holistic needs of the individual.

**Colleagues**

People with whom you work, at this level you might have some supervisory responsibility for these people.

Individuals The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

**Key people**

Those people who are key to an individual's health and social well-being. These are people in the individual's lives who can make a difference to their health and well-being.

**Others**

Other people within and outside your organisation that are necessary for you to fulfil your job role.

**Rights**

The rights that individuals have to

a       be respected

b       be treated equally and not be discriminated against

c       be treated as an individual

d       be treated in a dignified way

e       privacy

f       be protected from danger, harm and abuse

g       be cared for in the way that meets their needs, takes account of their choices and also protects them

h       access information about themselves

i       communicate using their preferred methods of communication and language.

**Risks**

The likelihood of danger, harm and/or abuse arising from anything or anyone.

# Unit GE9        Contribute to care planning and review
Knowledge and understanding

To meet the standard, you need to know and understand

**Legislation and organisational policy and procedures**

1    codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when planning, monitoring and reviewing the delivery of service for individuals

2    current local, National and European legislation and organisational requirements, procedures and practices for:

  •    data protection, including recording, reporting, storage, security and sharing of information

  •    health and safety

  •    risk assessment and management

  •    protecting individuals from danger, harm and abuse

  •    planning, monitoring and reviewing the delivery of service for individuals

  •    working with others to provide integrated services

  •    the different methods of providing support and services

3    practice and service standards relevant to your work setting and relating to the assessment of individual needs and preferences, and the development, implementation and review of care plans

**Theories and practice**

4    how and where to access information and support that can inform your practice when assessing individual needs and preferences, and contributing to the development, implementation and review of care plans

5    government reports, inquiries and research reports relevant to the assessment of individual needs and the development, implementation and review of care plans

6    theories and best practice relevant to:

  •    the assessment of the holistic needs and circumstances of individuals

  •    care planning, implementation and review generally, and specifically to the individuals with whom you work

7    methods of monitoring, reviewing and evaluating care plans

8    methods of supporting individuals to:

  •    contribute to assessments and reviews

  •    express their needs and preferences

  •    understand and take responsibility for promoting their own health and care

  •    identify how their care needs should be met

  •    assess and manage risks to their health and well-being

9    role of relationships and support networks in:

  •    the assessment of individual needs

  •    care planning, implementation and review

10    factors that affect the health, well-being, behaviour, skills, abilities and development of individuals and key people

11    the significant changes that are likely to affect needs and circumstances of individuals with whom you work and how these will impact on care needs assessment and the development, implementation and review of care plans

12    reasons for revising care plans and how to deal with the affect this may have on individuals

**Values**

13    legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information on planning, monitoring and reviewing the delivery of service for individuals

14    how to provide active support and place the preferences and best interest of individuals at the centre of everything you do, whilst enabling them to take responsibility (as far as they are able and within any restrictions placed upon them) and make and communicate their own decisions about their lives, actions and risks

15    the rights of carers to be supported in the caring role

16    dilemmas between:

   •    the individual's rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities for their care and protection

   •    the individual's views, preferences and expectations and how these can and are provided for in the services being delivered

   •    the individual's rights and the rights of key people

   •    your own values and those of the individual and key people

   •    your own professional values and those of others within and outside your organisations

17    how to work in partnership with individuals, key people and those within and outside your organisation to enable the individual's needs, wishes and preferences to be met

# Unit GE9 Contribute to care planning and review
## Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria and knowledge and understanding and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation is **not permitted** for this unit.

The nature of this unit means that all of your evidence must come from real work activities

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the preferred assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records e.g. care plans, case records, minutes of review meetings.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid e.g. Certificate in Community Justice. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the theories and best practice relating to the assessment of individuals and the implementation of care plans. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how, when there is conflict about your feedback you have followed organisation procedures to address the issues raised.

# Unit GE10    Develop, implement and review care plans for individuals

## Summary

For this unit you will be expected, with the support of other staff, to develop, implement and review care plans.

There are two elements:

**GE10.1   Develop care plans to meet individual needs and preferences**
**GE10.2   Implement care plans**
**GE10.3   Review and revise care plans to meet changing needs, preferences and circumstances**

## Target group

This unit is relevant for all workers in the Justice sector and, in particular, the substance misuse workforce.

# Unit GE10 Develop, implement and review care plans for individuals

Element GE10.1 Develop care plans to meet individual needs and preferences

## Performance criteria

To meet the standard, you

1    identify and agree the roles and responsibilities of all concerned with the development of care plans

2    access and review:

*    **information** about individuals' needs and preferences and any specific requirements they may have

*    literature and knowledge based research relevant to individuals' needs and preferences

3    work with people within and outside your organisation to ensure the development of the best possible care plans for individuals

4    involve and support individuals and **key people** to contribute at every point in the development of the care plans

5    identify and agree the content of care plans, ensuring that:

*    individual needs and preferences are placed at the centre of care plan activities

*    the plans provide active support for individuals

*    individuals and **key people** are protected from danger, harm and abuse

*    risks are managed

6    develop care plans:

*    according to legal and organisational requirements

*    in a format and language that is understandable and useable by all who need and are required to access and use them

7    check the details and make sure that individuals and **key people** understand the contents of the plan

8    provide evidenced based records and reports, that detail:

*    actions and decisions about the content of the plan

*    aspects of the plan where there was any disagreement and how this was resolved

9    complete, and support individuals to complete, any necessary paperwork when the final plan has been agreed

10   ensure that the plan is stored and able to be accessed within confidentiality agreements and according to legal, organisational and any service requirements

## Unit GE10　Develop, implement and review care plans for individuals

Element GE10.2　Implement care plans

**Performance criteria**

To meet the standard, you

1    support individuals and **key people** to understand:

• the arrangements for the implementation of their care plan

• their roles and responsibilities in implementing the care plan

• any areas where their preferences have not been able to be met and why

• how any emerging problems and crises will be addressed

• how they can compliment, challenge and complain about the care plan and its implementation

2    identify and agree the roles and responsibilities of all concerned with the implementation of care plans for individuals

3    carry out your own role and responsibilities in implementing care plans, in ways that illustrate best practice to all with whom you work

4    support staff involved in the implementation of care plans to:

• work effectively, holistically, inclusively and provide active support for individuals and key people when implementing care plans activities

• understand their role and responsibilities in carrying out specific activities

• understand and use the best methods to implement the care plan activities to meet individual needs and preferences

• record and report any discomfort and change in individuals when working with individuals and implementing care plan activities

5    support individuals and **key people** to identify their views and preferences and provide feedback on the implementation of the care plan

6    work with all involved to identify and report any changes arising from the impact of the care plan on the health and social well-being of the individual

7    address any difficulties arising from changes in resources and to the needs, circumstances and preferences of individuals

# Unit GE10 Develop, implement and review care plans for individuals

Element GE10.3 Review and revise care plans to meet changing needs, preferences and circumstances

## Performance criteria

To meet the standard, you

1. identify and agree the roles, responsibilities and criteria for judging the quality and effectiveness of care plans with all involved

2. work with individuals, **key people** and others within and outside your organisation to:

   - review all aspects of the care plan

   - agree changes to the care plan

   - identify resources necessary to implement any changes

3. contribute to, participate in and run meetings and discussions to agree revisions to care plans, taking account of any benefits and risks

4. ensure that review meetings are arranged and run in ways which promote the full participation of individuals and **key people**

5. collate review information and revise care plans within agreed timescales

6. you ensure that individuals and **key people** understand the revisions that have been made to the care plans and the implications of these for the health and care services that individuals receive

7. provide evidenced based records and reports, that detail:

   - actions and decisions about the revisions to the plan

   - aspects of the plan where there was any disagreement and how this was resolved

8. complete, and support individuals to complete, any necessary paperwork when the revised plan has been agreed

9. you ensure that the revised plan is stored and able to be accessed within confidentiality agreements and according to legal, organisational and any service requirements

# Unit GE10    Develop, implement and review care plans for individuals

**Scope**

This section provides guidance on possible areas to be covered in this unit.

**Communicate using**

a    the individual's preferred spoken language

b    the use of signs

c    symbols

d    pictures

e    writing

f    objects of reference

g    communication passports

h    other non verbal forms of communication

i    human and technological aids to communication

**Information**

a    any plans

b    care needs assessments

c    records and reports relevant to the individual needs and preferences

**Key people** include

a    family

b    friends

c    carers

d    others with whom the individual has a supportive relationship

# Unit GE10    Develop, implement and review care plans for individuals

**Explanatory notes**

This section provides explanations and definitions of the key words and concepts used in this unit.

**Active support**

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

**Agreed**

The final form of the plan specifying if and where the services offered were not the first preference of the individual and identifying areas of concern, and conflicts of opinions/ judgements.

**Care plans**

The care plan will include all aspects of the individual's care needs which need to be adhered to within any setting in which the individual is placed. It addresses the holistic needs of the individual.

**Evidence-based**

Practice that is based on evidence, this may be research based evidence and/or knowledge based evidence.

**Information**

Information will include any plans, care needs assessments, records and reports relevant to the individual needs and preferences.

**Key people**

Those people who are key to an individual's health and social well-being. These are people in the individual's lives who can make a difference to their health and well-being.

**Others**

Other people within and outside your organisation that are necessary for you to fulfil your job role.

**Rights**

The rights that individuals have to
a       be respected
b       be treated equally and not be discriminated against
c       be treated as an individual
d       be treated in a dignified way
e       privacy
f       be protected from danger and harm
g       be cared for in the way they choose
h       access information about themselves
i       communicate using their preferred methods of communication and language.

**Risks**

The likelihood of danger, harm and/or abuse arising from anything or anyone.

# Unit GE10    Develop, implement and review care plans for individuals

## Knowledge and understanding

To meet the standard, you need to know and understand:

**Legislation and organisational policy and procedures**

1    codes of practice and conduct, and standards and guidance relevant to your setting and own and the roles, responsibilities, accountability and duties of others when developing, implementing and reviewing care plans

2    current local, national and European legislation and organisational requirements, procedures and practices for:

   •    data protection

   •    health and safety

   •    risk assessment and management

   •    employment practices

   •    protecting individuals from danger, harm and abuse

   •    your responsibility for keeping yourself, individuals and others safe

   •    making and dealing with complaints and whistle blowing

   •    multi-disciplinary and multi-agency working

   •    working in integrated ways to promote the individual's well-being

   •    the planning and provision of services

   •    developing, implementing and reviewing care plans

3    key government initiatives which affect the development and review of care plans to meet individual needs, preferences and circumstances

4    how to access, evaluate and influence organisational and workplace policies, procedures and systems for developing, implementing and reviewing care plans

5    how to access and record information, decisions and judgements for care plans

6    how different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working when developing, implementing and reviewing care plans

**Theories and practice**

7    how and where to access literature, information and support to inform your practice when developing, implementing and reviewing care plans

8    an up-to-date knowledge of:

   •    literature related to best practice in the development, implementation and review of care plans

   •    government reports, inquiries and research relevant to the development, implementation and review of care plans

   •    government reports, inquiries and research into serious failures to protect individuals, families, carers and other key people

9    theories of:

- facilitating empowerment and participation of individuals and key people in the development, implementation and review of care plans

- the role of family and social support networks in meeting individuals' needs

- how social and economic circumstances may impact on the individuals' social care, well-being and life chances

- human resource management in relation to the development, implementation and review of care plans

- human growth and development

- managing loss and change

- how stress can affect behaviour

- how power and influence can be used and abused when developing, implementing and reviewing care plans

- multi-disciplinary and multi-organisational working

10  knowledge of the physical, emotional and health conditions of the individuals for whom you are developing, implementing and reviewing care plans and how to use this information to make informed decisions for the content of the care plans

11  the factors to take account of when evaluating whether your organisation has the resources (human, physical and financial) to provide the services and facilities

12  how to analyse, interpret and balance:

- individual needs and preferences

- views of key people

- evidence, knowledge and practice based information

- knowledge of individuals' conditions

- resources and capacity within your organisation to enable you to assess individuals' needs and preferences, fairly and ethically

13  methods of supporting individuals and key people to:

- express their wishes, needs and preferences about the delivery of services and facilities

- understand and take responsibility for promoting their own health and well-being

- identify how their care needs should be met

- assess and manage risks to their health and well-being

14  methods of supporting staff to work with individuals, key people and others to deliver, implement and evaluate care plans

15  the stages, procedures, paperwork and people involved in developing, implementing and reviewing care plans

16  the use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence

17  what is meant by needs-led and service-led planning and their relevance for reviewing care plans

18  reasons for changing resources and care plans and how to deal with the affect this may have on individuals

19  why and how the review and revision of care plans may have implications for individuals, key people and the existing provision

**Values**

20    legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when developing, implementing and reviewing care plans

21    knowledge and practice that underpin the holistic person-centred approach which enable you to work in ways that:

- place the individuals' preferences and best interests at the centre of everything you do

- provide active support for the individuals

- recognise the uniqueness of individuals and their circumstances

- empower individuals to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks when developing, implementing and reviewing care plans

22    how to manage ethical dilemmas and conflicts for individuals, those who use services and staff/colleagues when developing, implementing and reviewing care plans

23    how to challenge, and to support individuals, key people and others to challenge information, documents, systems, structures, procedures and practices that are discriminatory

24    the ways that health and social care values may differ from those of the individuals and key people you are working with

25    how to form relationships that promote the individuals' rights, choices and well-being

# Unit GE10    Develop, implement and review care plans for individuals

## Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria and knowledge and understanding and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation is **not permitted** for this unit.

The nature of this unit means that all of your evidence must come from real work activities

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the preferred assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records e.g. care plans, case records, minutes of review meetings.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid e.g. Certificate in Community Justice. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the theories which inform your practice in terms of facilitating empowerment and human resource management. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you have addressed difficulties arising from changes in resources and the needs and circumstances of individuals.

# Unit GE11    Support individuals who are substance users

## Summary

This unit focuses on work with individuals who are substance users. This includes enabling them to adopt safe practices, providing support following an episode of substance use and supporting individuals' efforts to reduce or cease substance use. It does not include counselling individuals with the objective of reducing or ceasing substance use, or supporting individuals in emergency situations, such as overdose, but workers need to be able to recognise such cases. Substances might include: alcohol, opiates, hallucinogens, amphetamines, cannabis, solvents and other volatile substances. Their use may be experimental, recreational or dependent. Those who work with individuals who primarily use one substance, such as alcohol, are expected to demonstrate knowledge and understanding relating to the broad range of substances.

There are three elements:

**GE11.1    Enable individuals to adopt safe practices associated with substance use**
**GE11.2    Support individuals when they have used substances**
**GE11.3    Support individuals in reducing substance use**

## Target group

This unit is applicable across the community justice sector. The worker may be operating within a service targeted specifically at substance users, or in one where some of the individuals with whom they work use substances.

# Unit GE11 Support individuals who are substance users

Element GE11.1 Enable individuals to adopt safe practices associated with substance use

## Performance criteria

To meet the standard, you

1   communicate with individuals about substance use and its associated **risks** at a time and in a manner likely to maximise individual's understanding

2   explain to individuals in a manner, and at a level and pace appropriate to them, the **risks** arising from the substances they take and the methods they use

3   offer individuals guidance, support and advice on practising more safely methods of substance use and activities affected by it

4   support individuals who wish to use supplies of safe drugs, equipment and other materials, in a manner which is appropriate and consistent with their right of choice

5   support and encourage individuals to dispose of hazardous materials and equipment in a safe manner and place immediately after use

6   encourage and support individuals to discuss their circumstances and history of substance use, and use this information to plan and provide appropriate support and assistance

7   support and assist individuals to contact people who can help if they ask for further information and advice which is beyond the worker's role

# Unit GE11 Support individuals who are substance users

Element GE11.2 Support individuals when they have used substances

## Performance criteria

To meet the standard, you

1   support individuals who have used substances in ways that are consistent with the worker's agreed role and agency policies and procedures

2   make individuals aware that the worker is available and willing to help

3   interact with individuals in a manner which recognises each individual's needs and rights

4   support individuals in ways that are appropriate to the substance used, the **effect** which the substance has had and the condition of the individual

5   encourage individuals to describe any pain or discomfort which they are experiencing

6   move and handle individuals with the minimum of discomfort and only if it is necessary for their safety

7   request any necessary further support and assistance to help the individual without delay

8   make the environment as safe as possible and remove all dangerous substances and materials

9   support and enable individuals to meet their needs and requirements after the **effects** of the substance have worn off

10  report information about episodes of substance use clearly and accurately to an appropriate person and record it in the required format

# Unit GE11 Support individuals who are substance users

Element GE11.3 Support individuals in reducing substance use

## Performance criteria

To meet the standard, you

1 encourage individuals who have made a commitment to reduce substance use to review their reasons for doing so

2 identify and explore in a supportive manner the **consequences** of the individual's choice on their daily life and any difficulties which they might have

3 identify accurately, and discuss in detail, strategies and methods for alleviating difficulties individuals have encountered

4 communicate with individuals in a manner, and at a level and pace, appropriate to them

5 offer support to individuals

  • in a manner which respects their individual rights and choice

  • is appropriate to their needs

  • in a manner which is realistic given available resources

6 support and assist individuals to contact people who can help if individuals ask for information and advice which is beyond the worker's role

7 assist individuals to

  review their progress in reducing substance use

  assess their achievements realistically

  identify opportunities for improvement

8 record fully and accurately the results of discussions on progress and any proposals for change, and pass them on promptly to an appropriate person

9 acknowledge and manage their own feelings about the individual's progress or lack of progress in ways which minimise the impact of the feelings on the support provided

# Unit GE11 Support individuals who are substance users

**Range**

**1 Communication**

    a    speech and language

    b    actions, gestures and body language

    c    space and position.

**2 Risks**

    a    physical

    b    emotional

    c    harm to self

    d    harm to others

    e    re-offending

**3 Effect**

    a    immediate

    b    longer term.

**4 Consequence**

    a    relationships

    b    lifestyle

    c    recreational and leisure pursuits

    d    emotional and physical state

# Unit GE11    Support individuals who are substance users

## Knowledge and understanding

To meet the standard, you need to know and understand

**Legislation, policy and good practice**

1    Substance use which is legal and illegal (including the illegal use of prescribed drugs), agency policy and how this affects the role of the worker (e.g. if individual is using illegal drugs - the ways of dealing with this)

2    Legislation relating to the supply and use of substances, and to particular individual groups (e.g. the Children Act) and how these affect the worker's role and responsibilities

3    The importance of acknowledging and dealing with the worker's own feelings in relation to the substance use concerned

4    Why the language used should be consistent with the individual's own form of expression (for example, not clinical) and strategies that can be used to maximise the possibility of information being heard and understood

5    Why the individual should be supported to talk through their circumstances and history of substance use

6    Individual's rights in making decisions regarding their health, including their right to ignore advice

7    Why the individual should be supported to contact others for further advice and assistance and the forms which such support and assistance might take

8    Legislation, agency policies and guidelines on the storage and use of substances (including Health and Safety at Work Act) and the worker's role in relation to these

9    Methods of making one's presence and availability obvious to the individual without attracting aggressiveness etc

10    Why the individual should be supported to describe any pain or discomfort which s/he is experiencing

11    The importance of assisting individuals to meet their own needs and requirements after the effects of the substance have worn off and ways of doing this

12    Why information should be reported and recorded

13    Why it is important to review with individuals their reasons for deciding to reduce or cease substance use and the motivational effects of this

14    The importance of acknowledging individual's rights in making decisions regarding their use of substances

15    Why the individual should be supported to contact others for further advice and assistance

**Services and products**

16    Resources within and outside the agency to assist the substance user to control or minimise the risks of the use (such as a supply of new syringes, accommodation, rehabilitation centres)

17    The different specialist advice/therapy agencies and national/local support networks involved with supporting substance users

18    Resources within and outside the agency available to assist the substance user to cease or reduce use, including the different specialist advice/therapy agencies and national/local support networks involved with supporting substance users

**Factors which influence what workers do**

19    The different forms of substance which individuals might use, how they are used (e.g. drinking, injecting, sniffing, smoking) and their likely effects

20    The ways in which individuals may combine substances and the different effects which might arise from this

21    The risks involved with substance use both in the short and the long term (such as overdose, dependence, associated health risks such as HIV, Hepatitis B and C)

22    Different forms of cleanliness (from social cleanliness to sterilisation) and the links between forms of cleanliness and harm reduction strategies (such as the re-use of needles)

23    The range of activities that may be affected by substance use and harm-reduction strategies that can be adopted in relation to these

24    Harm reduction strategies, how and why these may differ from individual to individual

25    The range of safer sex practices and how individuals can be encouraged to use these

26    Hazardous materials and equipment, nature of the hazard that they create and safe methods for disposing of them (and the available options given the facilities that the individual has access to)

27    The role and responsibilities of the worker in relation to the individual and how this should affect any relationships between them

28    The indicators of substance use

29    The different forms of substance which individuals might use and their likely effects (in order to be able to recognise the abnormal and potential health emergencies)

30    The risks involved with substance use both in the short and the long term (such as overdose, dependence, associated health risks)

31    The indicators of pain, discomfort and that the effects of the substance are posing a significant threat to an individual's well-being (such as alcohol poisoning, overdose) and the action that should be taken in relation to each

32    The range of after-effects of substance use and what the needs of the individual may be following substance use

33    How views of substance use may differ

34    The worker's role in the environment and the boundaries and limits of that role

35    The impact which the worker's feelings may have on the support which can be effectively offered to the individual

36    Factors that influence individuals to use substances and how these may be inter-related or combined

37    Factors why individuals decide to reduce or cease substance use

38    The range of potential effects of reducing or ceasing substance use upon relationships, life-style, recreation and leisure activities, physical and emotional health

39    The type of difficulties that are likely to arise in attempting to cease or reduce substance use and strategies and methods for alleviating them

40    The effects which the worker's own beliefs and feelings about substance use may have on their behaviour and why it is important to work with individuals

in a supporting and non-judgmental manner, even when the worker's beliefs conflict with the individual's actions

**How to achieve important outcomes**

41    Methods of moving and handling individuals which are likely to be the safest for the individual and the worker and why individuals should be moved only when necessary

42    Emergency aid for situations where the substance causes a health emergency

43    Methods of supporting individuals at times when they have used substances

44    How to assist individuals to make realistic assessments of their progress and how the worker can offer views in a supportive manner

45    Ways of supporting individuals who are seeking to reduce or cease substance use.

# Unit GE11    Support individuals who are substance users

## Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation is **not permitted** for this unit
The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the **preferred** assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony**: Colleagues, allied professionals and official visitors may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records e.g. case records.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid eg accredited substance misuse training. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. harm reduction strategies and how and why these may differ from individual to individual. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. move and handle individuals with the minimum of discomfort and only if it is necessary for their safety.

## Unit GJ1    Provide and evaluate agreed activities for individuals

## Summary

This unit is concerned with the worker preparing and providing individual activities for people. Activities may be related to education, employment or skills based training.

There are two elements:

**GJ1.1    Support individuals in individualised activities**

**GJ1.2    Evaluate agreed development activities with other members of the team**

## Target group

This unit is designed to be applicable to all workers who prepare and provide such activities. This may include workers in hostels, unpaid work, community punishment, community service and basic skills.

# GJ1 Provide and evaluate agreed activities for individuals

Element GJ1.1  Support individuals in activities

## Performance criteria

To meet the standard, you

1   arrange the environment in a way which is appropriate for, and encourages the full participation of all involved

2   prepare equipment and materials which are safe, ready for use, and accessible

3   minimise avoidable distractions and disturbances

4   make safe any hazards and deficiencies which arise during programmes without delay and notify the appropriate people.

5   establish the individual's consent to join in the **activities**

6   make appropriate modifications to take account of any special needs the individual has

7   encourage the individual and others involved with their support to participate in facilitating the individual's development

8   use **activities** which are appropriate to the individual's age, communication, sensory and general abilities, their interests, experiences and supervision plan

9   give individuals sufficient information and guidance, at an appropriate level and pace, to enable them to exercise their skills

10  treat individuals in a manner which is likely to promote their well-being, dignity and self-esteem

11  encourage and assist individuals to comment constructively on their experiences using an appropriate means of communication

12  give constructive feedback to individuals in a manner, and at a level and pace, appropriate to them and in a way which encourages their development and participation

13  behave in a manner which provides a role model likely to promote the individual's development

14  give the appropriate support and seek advice from an appropriate person where the individual experiences difficulty or reacts negatively to the programme

15  keep accurate, legible and complete records of the activity.

# GJ1    Provide and evaluate agreed activities for individuals

Element GJ1.2    Evaluate agreed activities with other members of the team

## Performance criteria

To meet the standard, you

1    identify and discuss with the individual and other members of the team the progress which the individual has made towards the set goals, and problems encountered

2    modify the activity, after discussion with the individual and the team, where it appears to be inappropriate or the resources are unsuitable or inadequate

3    seek the individual's views and concerns about the **activities** and clarify these with them

4    discuss with other members of the team the individual's and the worker's views of the activity and its effectiveness in meeting the agreed goals

5    propose and discuss with the team alternative strategies and methods for promoting individual development where there are difficulties in achieving the agreed goals and implement them when they have been agreed

6    seek advice from the appropriate members of the team as soon as possible where there are continuing problems with the implementation of the activity

## Unit GJ1      Provide and evaluate agreed individual activities for individuals

**Range**

**1**    **Activities** in which the worker

     a      participates in the activity alongside the individual

     b      teaches by example (modelling)

     c      gives advice and instructions.

# Unit GJ1    Provide and evaluate agreed individual activities for individuals

## Knowledge and understanding

To meet the standard, you need to know and understand

**Legislation, policy and good practice**

1    why individuals should be encouraged to participate in planning the activity

2    the importance of having clear, prioritised objectives

3    why the individual should be actively encouraged to become involved, if appropriate

4    the reasons why individuals should be given time and space to exercise and develop the skills which they possess and to comment constructively on their own progress

5    why difficulties experienced by the individual or adverse reactions to the development activity should be reported to the appropriate person

6    what actions the worker should take when 'best practice' conflicts with local policy

7    why the individual's views on the effectiveness of the activity are of particular significance

8    why it is necessary to continually evaluate and modify programmes for individuals

9    why advice should be sought and acted on as soon as there is doubt about particular programmes for individuals

10    your legal duties for health and safety in the workplace

**Services and products**

11    the type and form of activities which are suitable for particular individuals and the manner in which activities can be used to increase potential and effectiveness

12    the different equipment and materials which may be suitable for differing goals

**Factors which influence what workers do**

13    the ways in which personal beliefs and preferences influence communication

14    the ways in which working practices can be best adapted for different groups of individuals with differing needs and the special needs of particular individuals or groups of individuals

15    the developmental potential of individuals and the factors that affect this

16    the general factors which may inhibit the achievement of development goals, the specific factors which may affect the individual with whom the worker is working, and the ways in which these factors can be minimised

17    the circumstances which may prevent individual involvement in, or require modification to an activity

18    the developmental potential of particular individuals and the factors which may influence development

19    the difference between positive and constructive feedback and how this can assist the individual's development

20    the difficulties which individuals may experience in the activities

21    the ways in which individuals may react adversely to the activities and the possible reasons for this happening

22    the role of the worker in promoting individual development and the way in which this can contribute to the overall quality of care

**How to achieve important outcomes**

23    methods of encouraging and assisting individual participation

24    methods of reaching working agreements with individuals (such as through the use of negotiating skills)

25    methods of communicating with individuals

26    how to identify and refine development goals and objectives

27    methods of evaluating whether development objectives have been achieved

28    methods of encouraging the individual to participate to the best of their abilities

29    how and why the worker should act as a role model for the individual

30    methods of providing feedback to individuals in a manner which will assist their development

31    methods of providing support to individuals when they experience difficulties or react adversely

32    methods of evaluating progress towards development goals

33    the different methods and strategies which might be used to promote individual development and how the worker can find out more about these, or users which are relevant to this unit

# GJ1 Provide and evaluate agreed activities for individuals

## Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria, range and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

**Special considerations:**

Simulation **is** permitted for this unit

The nature of this unit means that most of your evidence must come from real work activities. However, simulation may only be used so long as it meets the criteria for its use. You will find this in the assessment guidance for this qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the preferred assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of your performance can be established.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records e.g. case records.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. your legal duties for health and safety in the workplace and what you should do when best practice conflicts with local policy. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you made appropriate modifications to take account of any special needs the individual has.

# Appendix 1    Accreditation, national frameworks and qualification level descriptors

Please visit the following websites to find information on accreditation, national frameworks and qualification level descriptors in each country.

| Nation | Who to contact | Website |
|---|---|---|
| **England** | The Qualifications and Curriculum Authority | **www.qca.org.uk** |
| **Scotland** | The Scottish Qualifications Authority | **www.sqa.org.uk** |
| **Wales** | The Department for Education, Lifelong Learning and Skills Wales | **www.new.wales.gov.uk** |
| **Northern Ireland** | The Council for Curriculum, Examinations and Assessment | **www.ccea.org.uk** |

# Appendix 2 Summary of City & Guilds assessment policies

## Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

## Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds qualifications)*.

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds qualifications*, in the *Online Catalogue*, and is also available from the City & Guilds Customer Relations department.

Access to qualifications on the National Qualifications Framework is open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

### Access to assessment

Qualifications on the National Qualifications Framework are open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

City & Guilds' *Access to assessment and qualifications guidance and regulations* document is available on the City & Guilds website. It provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

Access arrangements are pre-assessment adjustments primarily based on history of need and provision, for instance the provision of a reader for a visually impaired candidate.

Special consideration refers to post-examination adjustments to reflect temporary illness, injury or indisposition at the time of the assessment.

## Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.

# NATIONAL OCCUPATIONAL STANDARDS
# FOR COMMUNITY JUSTICE AND COMMUNITY JUSTICE

## KEY AND CORE SKILLS SIGNPOSTING

*July 2007*

**NATIONAL OCCUPATIONAL STANDARDS FOR
COMMUNITY JUSTICE AND COMMUNITY JUSTICE**

**KEY AND CORE SKILLS SIGNPOSTING**

## Introduction

This document contains two tables that show the links between the revised National Occupational

Standards for Community Justice and Community Justice, and the Key and Core Skills developed by

QCA and SQA respectively.  The tables are intended to be of assistance to those who wish to

integrate Key and Core Skills achievements into workplace practice and assessment.

This sign-posting has been completed using QCA and SQA guidance.  The analysis is based on the principle that some evidence for one or more of the Key and/or Core Skills is likely to arise when the individual is carrying out the functions described by the National Occupational Standards.

These links are not necessarily automatic or prescriptive.  In some cases, evidence will only apply to some aspects of the Key and Core Skill.  In others, the generation of evidence for Key and Core Skills may depend on the specific processes that an individual follows to achieve the outcomes described in the National Occupational Standards.  This is particularly the case with Information Technology where, in many instances, the standards do not require the individual to use Information Technology, but they may do so in order to achieve the outcomes described, depending on the resources available to them.  Likewise, Application of Number and Numeracy links are not necessarily automatic.  Often the opportunity arises for individuals to gather or handle numerical information related to their job or work role.  This information will then have to be analysed and the results presented to gain evidence for the Key or Core Skills.

**COMMUNITY JUSTICE NOS**

**KEY SKILLS SIGNPOSTING**

| Key Skills<br><br>Skills for Justice Units | Communication | Application of number | Information and Communication Technology | Working with others | Problem solving | Improving own learning and performance |
|---|---|---|---|---|---|---|
| **Imported from Common Standards across the Justice Sector suite** | | | | | | |
| AA1 Promote equality and value diversity | 3 | - | - | 3 | 3 | 3 |
| AB1 Communicate effectively with people | 3 | - | - | 3 | 3 | 3 |
| AC1 Contribute to the quality of team working | 3 | - | - | 3 | 3 | 3 |
| AD1 Develop and sustain effective working with staff from other agencies | 3 | - | - | 4 | 3 | 3 |
| AE1 Maintain and develop your own knowledge, skills and competence* | 3 | - | - | 4 | 4 | 4 |
| AF1 Ensure your own actions reduce risks to health and safety | 3 | - | - | 3 | 3 | 3 |
| AA2 Develop a culture and systems that promote equality and value diversity* | 3 | - | - | 4 | 4 | 4 |
| AB2 Support individuals to communicate using interpreting and translation services | 3 | - | - | 3 | 3 | 3 |
| AD2 Develop, sustain and evaluate joint work between agencies | 3 | - | - | 4 | 4 | 4 |
| AF3 Promote a health and safety culture within the workplace | 4 | - | - | 4 | 4 | 4 |
| **Community Justice units revised significantly** | | | | | | |
| BA8 Contribute to the development of priorities and objectives for promoting community justice and social inclusion | 3 | - | - | 3 | 3 | 3 |
| BA9 Contribute to strategies for promoting community justice and social inclusion | 3 | - | - | 3 | 3 | 3 |
| BA4 Raise awareness to promote community safety and social inclusion * | 4 | 2 | 3 | 4 | 4 | 4 |

| Key Skills<br><br>Skills for Justice Units | Communication | Application of number | Information and Communication Technology | Working with others | Problem solving | Improving own learning and performance |
|---|---|---|---|---|---|---|
| BA12 Address problems identified with community safety and social inclusion * | 4 | 2 | 3 | 4 | 4 | 4 |
| BC1 Improve environments and practices to promote community safety and social inclusion | 3 | 2 | 3 | 3 | 3 | 3 |
| BE2 Provide initial support to victims, survivors and witnesses and assess their needs for further support | 3 | - | - | 3 | 3 | 3 |
| BE3 Assist victims, survivors and witnesses to manage the effects which their experience has had on their lives | 3 | - | - | 3 | 3 | 3 |
| BE4 Support victims, survivors and witnesses who have suffered bereavement | 3 | - | - | 3 | 3 | 3 |
| BE5 Support people who have experienced serious personal assault or abuse * | 4 | -- | - | 4 | 3 | 3 |
| DE1 Assist witnesses and their associates to prepare for judicial and legal processes | 3 | - | 2 | 3 | 3 | 3 |
| DE3 Support vulnerable or intimidated witnesses during judicial and legal processes * | 4 | - | - | 4 | 3 | 3 |
| DE5 Establish and maintain contact with victims, survivors and witnesses which acknowledges the effects of their experience * | 4 | - | 2 | 4 | 3 | 3 |
| EA1 Assess individual's offending behaviour and plan provision | 3 | - | - | 3 | 3 | 3 |
| EA3 Assess individual's offending behaviour and prepare reports | 3 | - | 2 | 3 | 3 | 3 |
| EB1 Supervise, enforce and review low to medium risk offenders serving sentences in the community | 3 | - | - | 3 | 3 | 3 |
| ED4 Deliver programmes designed to reduce the risk of reoffending * | 4 | - | 2 | 4 | 3 | 3 |
| ED1 Plan, monitor and review integrated packages of interventions and support to address individuals' offending behaviour  * | 4 | 2 | 3 | 4 | 4 | 4 |

| Key Skills / Skills for Justice Units | Communication | Application of number | Information and Communication Technology | Working with others | Problem solving | Improving own learning and performance |
|---|---|---|---|---|---|---|
| GC3 Assess and manage high risk of harm * | 4 | - | - | 4 | 3 | 3 |
| GC4 Assess risk of harm and the need for intervention * | 4 | - | - | 4 | 3 | 3 |
| EC6 Assess individuals needs and plan agreed activities | 3 | - | - | 3 | 3 | 3 |
| GJ1 Provide and evaluate agreed development activities for individuals | 3 | - | - | 3 | 3 | 3 |
| FA5 Support the detained person taking part in police investigations | 3 | - | - | 3 | 3 | 3 |
| **Community Justice units that remain unchanged** | | | | | | |
| HF13 Identify and track trends and changes in community justice and social inclusion and the effectiveness of different means of addressing issues * | 4 | 2 | 3 | 4 | 4 | 4 |
| HF21 Coordinate the development, issuing and evaluation of specifications to promote community justice and social inclusion * | 4 | 2 | 3 | 4 | 4 | 4 |
| BA10 Develop policies to promote community justice and social inclusion in partnership with others * | 4 | 2 | 3 | 4 | 4 | 4 |
| BA11 Monitor the development of policies to promote community justice and social inclusion and present information and recommendations for change* | 4 | 2 | 3 | 4 | 4 | 4 |
| BA3 Promote the values of community justice and social inclusion and seize opportunities to influence policy development * | 4 | 2 | 3 | 4 | 4 | 4 |
| HK1 Develop, implement and evaluate strategies and policies for recruiting and managing volunteers * | 4 | 2 | 3 | 4 | 4 | 4 |

| Key Skills / Skills for Justice Units | Communication | Application of number | Information and Communication Technology | Working with others | Problem solving | Improving own learning and performance |
|---|---|---|---|---|---|---|
| HK2 Contribute to the development, implementation and evaluation of strategies and policies for recruiting and managing volunteers | 3 | 2 | 2 | 3 | 3 | 3 |
| HE9 Plan and coordinate fund raising for the agency * | 4 | 3 | 3 | 4 | 3 | 3 |
| HE10 Assess, negotiate and secure sources of funding * | 4 | 3 | 3 | 4 | 3 | 3 |
| HF22 Develop, negotiate and agree proposals to offer services and products* | 4 | 2 | 3 | 4 | 4 | 4 |
| HF25 Manage activities to meet requirements * | 4 | - | - | 4 | 3 | 3 |
| HF27 Evaluate, prioritise and review demands for services* | 4 | 2 | 3 | 4 | 4 | 4 |
| HF20 Commission specified programmes from providers* | 4 | 2 | 3 | 4 | 4 | 4 |
| HJ2 Monitor compliance with quality systems* | 4 | 2 | 3 | 4 | 4 | 4 |
| HG2 Establish, maintain and use relationships with the media to explain and promote the agency and its work  * | 4 | 2 | 3 | 4 | 4 | 4 |
| HF26 Contribute to the development and promotion of the agency and its services | 3 | 2 | 2 | 3 | 3 | 3 |
| HG3 Support others to make best use of the media * | 4 | 2 | 2 | 4 | 3 | 3 |
| ZA7 Facilitate meetings | 3 | - | 2 | 3 | 3 | 3 |
| ZA8 Organise and record meetings | 3 | - | 2 | 3 | 3 | 3 |
| HF15 Provide information to support decision making | 3 | 3 | 3 | 3 | 3 | 3 |
| ZA2 Research, prepare and supply information | 3 | 3 | 3 | 3 | 3 | 3 |
| ZA1 Receive, transmit, store and retrieve information | 3 | 3 | 3 | 3 | 3 | 3 |
| HG2 Establish, maintain and use relationships with the media to explain and promote the agency and its work  * | 4 | 2 | 3 | 4 | 4 | 4 |

| | Key Skills<br><br>Skills for Justice Units | Communication | Application of number | Information and Communication Technology | Working with others | Problem solving | Improving own learning and performance |
|---|---|---|---|---|---|---|---|
| BA2 | Determine the concerns and priorities of communities in relation to safety, social inclusion, and the prevention and reduction of crime and anti- social behaviour * | 4 | 2 | 3 | 4 | 4 | 4 |
| BA5 | Contribute to developing awareness and community action in relation to crime | 3 | 2 | 2 | 3 | 3 | 3 |
| BA13 | Enable groups, communities and organisations to address issues which affect community safety and social inclusion * | 4 | 2 | 3 | 4 | 4 | 4 |
| BA14 | Enable individuals and families to address factors which affect their safety, well-being and social inclusion | 3 | - | - | 3 | 3 | 3 |
| BA6 | Promote the needs and rights of individuals and groups in the community | 3 | - | 2 | 3 | 3 | 3 |
| BA7 | Promote the interests of individuals and groups in the community | 3 | - | 2 | 3 | 3 | 3 |
| BC3 | Monitor and evaluate changes in environments and practices to promote community safety and social inclusion | 3 | - | 2 | 3 | 3 | 3 |
| BC2 | Enable individuals to physically secure environments from crime and anti-social behaviour | 3 | - | - | 3 | 3 | 3 |
| BE1 | Evaluate and process referrals to provide services to victims, survivors and witnesses * | 4 | 2 | 3 | 4 | 3 | 3 |
| BE6 | Enable people to support victims, survivors and witnesses in managing the effects of their experience on their lives | 4 | 2 | 3 | 4 | 3 | 3 |
| DE2 | Support witnesses and their associates during judicial and legal processes | 3 | - | - | 3 | 3 | 3 |

| Skills for Justice Units | | Communication | Application of number | Information and Communication Technology | Working with others | Problem solving | Improving own learning and performance |
|---|---|---|---|---|---|---|---|
| DE4 | Offer, establish and maintain contact with victims to inform and update them on the progress of offenders through custodial sentences and seek their views on release plans | 4 | 2 | 2 | 4 | 3 | 3 |
| EA2 | Process information relating to individuals' offending behaviour | 3 | - | 2 | 3 | 3 | 3 |
| EA4 | Assess the offending behaviour of individuals who have mental health problems and prepare proposals for their sentencing and management * | 4 | - | 2 | 4 | 3 | 3 |
| EB2 | Plan, supervise, enforce and review sentences in the community | 3 | - | 2 | 3 | 3 | 3 |
| EB3 | Plan, supervise, enforce and review sentences served in the community by those who have mental health problems and who pose a significant risk * | 4 | - | 2 | 4 | 4 | 4 |
| FI3 | Develop plans to manage the risk of harm of releasing and resettling offenders in the community following custodial sentences * | 4 | - | - | 4 | 4 | 4 |
| GC3 | Plan with other agencies the release and resettlement in the community of offenders who pose a significant risk of harm and likelihood of re-offending following custodial sentences * | 4 | - | 2 | 4 | 4 | 4 |
| EC1 | Help individuals address their offending behaviour | 3 | - | - | 3 | 3 | 3 |
| EC2 | Enable individuals to change their offending behaviour | 3 | - | - | 3 | 3 | 3 |
| EC4 | Prepare, implement and evaluate group activities | 3 | - | 2 | 3 | 3 | 3 |
| EC5 | Contribute to the implementation of group work programmes | 3 | - | 2 | 3 | 3 | 3 |
| DJ9 | Facilitate mediation and reparation processes between victims and those who have offended against them | 3 | - | - | 3 | 3 | 3 |

| Key Skills<br><br>Skills for Justice Units | Communication | Application of number | Information and Communication Technology | Working with others | Problem solving | Improving own learning and performance |
|---|---|---|---|---|---|---|
| EC7 Reinforce positive behavioural goals during relationships with individuals | 3 | - | - | 3 | 3 | 3 |
| EC3 Enable others to support individuals to address their offending and anti-social behaviour and develop positive alternatives | 3 | - | 2 | 3 | 3 | 3 |
| ED2 Deliver externally-validated evidence-based programmes designed to reduce the likelihood of reoffending by offenders who pose a medium to low risk of harm * | 4 | - | 3 | 4 | 3 | 3 |
| ED3 Assist in the delivery of externally-validated evidence-based complex programmes designed to reduce the likelihood of reoffending by offenders who pose a significant risk of harm | 3 | - | 2 | 3 | 3 | 3 |
| GG1 Promote employment, training and education opportunities for those who have offended or are likely to offend | 3 | 2 | 2 | 3 | 3 | 3 |
| GG2 Enable individuals who have offended or who are likely to offend to maximise their employment opportunities | 3 | - | 2 | 3 | 3 | 3 |
| GG3 Negotiate with employers and support them in offering opportunities to individuals who have offended or who are likely to offend | 3 | 2 | 2 | 3 | 3 | 3 |
| GF3 Develop, manage and review packages of housing, support and protection * | 4 | 3 | 3 | 4 | 4 | 4 |
| GF4 Contribute to planning and reviewing integrated housing and support | 3 | 2 | 2 | 3 | 3 | 3 |
| GC1 Contribute to the protection of individuals from abuse | 3 | - | 2 | 3 | 3 | 3 |
| GC2 Contribute to the protection of children from abuse | 3 | - | 2 | 3 | 3 | 3 |

| Key Skills<br><br>Skills for Justice Units | | Communication | Application of number | Information and Communication Technology | Working with others | Problem solving | Improving own learning and performance |
|---|---|---|---|---|---|---|---|
| GC7 | Contribute to the prevention and management of abusive and aggressive behaviour | 3 | - | - | 3 | 3 | 3 |
| GC5 | Develop control for people who are a risk to themselves or others * | 4 | - | - | 4 | 4 | 4 |
| GA1 | Enable individuals to find out about and use services and facilities | 3 | - | - | 3 | 3 | 3 |
| GB4 | Support individuals with difficult or potentially difficult relationships | 3 | - | - | 3 | 3 | 3 |
| GB5 | Enable individuals to maintain contacts in potentially isolating situations | 3 | - | 2 | 3 | 3 | 3 |
| GF1 | Assist individuals to move from a supportive to a more independent living environment | 3 | - | - | 3 | 3 | 3 |
| GB6 | Enable individuals to present their own needs and interests * | 4 | - | 2 | 4 | 3 | 3 |
| GB8 | Represent individuals' and families' interests when they are not able to do so themselves | 3 | - | 2 | 3 | 3 | 3 |
| GB10 | Contribute to establishing and running mutual support networks | 3 | - | 2 | 3 | 3 | 3 |
| GH1 | Support parents in developing their parenting skills | 3 | - | 2 | 3 | 3 | 3 |
| GF5 | Support individuals' involvement in the management of housing and support | 3 | - | 2 | 3 | 3 | 3 |
| GF6 | Support individuals in developing their involvement in the management of the organisation | 3 | - | 2 | 3 | 3 | 3 |
| GF2 | Organise provision of housing for individuals | 3 | - | 3 | 3 | 3 | 3 |
| GD1 | Support individuals in undertaking health care | 3 | - | - | 3 | 3 | 3 |
| GB2 | Support individuals experiencing difficulties | 3 | - | 2 | 3 | 3 | 3 |
| GB3 | Enable individuals to understand and address their difficulties | 3 | - | 2 | 3 | 3 | 3 |
| GF7 | Enable individuals to administer their financial affairs | 3 | 2 | 3 | 3 | 3 | 3 |

| Key Skills / Skills for Justice Units | Communication | Application of number | Information and Communication Technology | Working with others | Problem solving | Improving own learning and performance |
|---|---|---|---|---|---|---|
| AA3 Contribute to developing and maintaining cultures and strategies in which people are respected and valued as individuals | 3 | - | - | 3 | 3 | 3 |
| HI2 Develop and maintain a strategic overview of developments in knowledge and practice * | 4 | 3 | 3 | 4 | 4 | 4 |
| HI3 Develop, implement and evaluate strategies to advance knowledge and practice * | 4 | 3 | 3 | 4 | 4 | 4 |
| HI4 Commission, monitor and evaluate projects to advance knowledge and practice * | 4 | 3 | 3 | 4 | 4 | 4 |
| HI5 Contribute to the evaluation and implementation of research and development outcomes | 3 | 2 | 2 | 3 | 3 | 3 |
| ZE1 Contribute to the development of the knowledge and practice of others | 3 | 2 | 2 | 3 | 3 | 3 |
| HD8 Support and challenge workers on specific aspects of their practice * | 4 | 3 | 3 | 4 | 4 | 4 |
| HD16 Develop teams and individuals to enhance performance * | 4 | 3 | 3 | 4 | 4 | 4 |
| ZE5 Facilitate individual learning and development through mentoring * | 4 | 2 | 2 | 4 | 4 | 4 |
| HD9 Support the induction and transfer of staff on secondment * | 4 | 3 | 3 | 4 | 4 | 4 |
| GA3 Assist in the transfer of individuals between agencies and services | 3 | - | 2 | 3 | 3 | 3 |
| DA1 Provide and obtain information at courts and formal hearings | 3 | - | 2 | 3 | 3 | 3 |
| DA2 Represent the agency in courts and formal hearings | 3 | - | 2 | 3 | 3 | 3 |
| AD3 Represent one's own agency at other agencies' meetings | 3 | - | 2 | 3 | 3 | 3 |

**Personal Skills (Level 5)**
* These units could also provide evidence for Personal Skills (Level 5).

**COMMUNITY JUSTICE NOS**

**CORE SKILLS SIGNPOSTING**

| Core Skills<br><br>Skills for Justice Units | Communication | Numeracy | Information technology | Working with others | Problem solving |
|---|---|---|---|---|---|
| **Imported from Common Standards across the Justice Sector suite** | H | - | - | H | H |
| AA1 Promote equality and value diversity | H | - | - | H | H |
| AB1 Communicate effectively with people | H | - | - | H | H |
| AC1 Contribute to the quality of team working | H | - | - | H | H |
| AD1 Develop and sustain effective working with staff from other agencies | H | - | - | H | H |
| AE1 Maintain and develop your own knowledge, skills and competence | H | - | - | H | H |
| AF1 Ensure your own actions reduce risks to health and safety | H | - | - | H | H |
| AA2 Develop a culture and systems that promote equality and value diversity | H | - | - | H | H |
| AB2 Support individuals to communicate using interpreting and translation services | H | - | - | H | H |
| AD2 Develop, sustain and evaluate joint work between agencies | H | - | - | H | H |
| AF3 Promote a health and safety culture within the workplace | H | - | - | H | H |
| **Community Justice units revised significantly** | | | | | |
| BA8 Contribute to the development of priorities and objectives for promoting community justice and social inclusion | H | - | - | H | H |
| BA9 Contribute to strategies for promoting community justice and social inclusion | H | - | - | H | H |
| BA4 Raise awareness to promote community safety and social inclusion | H | Int 2 | H | H | H |

| Core Skills<br><br>Skills for Justice Units | Communication | Numeracy | Information technology | Working with others | Problem solving |
|---|---|---|---|---|---|
| BA12 Address problems identified with community safety and social inclusion | H | Int 2 | H | H | H |
| BC1 Improve environments and practices to promote community safety and social inclusion | H | Int 2 | H | H | H |
| BE2 Provide initial support to victims, survivors and witnesses and assess their needs for further support | H | - | - | H | H |
| BE3 Assist victims, survivors and witnesses to manage the effects which their experience has had on their lives | H | - | - | H | H |
| BE4 Support victims, survivors and witnesses who have suffered bereavement | H | - | - | H | H |
| BE5 Support people who have experienced serious personal assault or abuse | H | -- | - | H | H |
| DE1 Assist witnesses and their associates to prepare for judicial and legal processes | H | - | Int 2 | H | H |
| DE3 Support vulnerable or intimidated witnesses during judicial and legal processes | H | - | - | H | H |
| DE5 Establish and maintain contact with victims, survivors and witnesses which acknowledges the effects of their experience | H | - | Int 2 | H | H |
| EA1 Assess individual's offending behaviour and plan provision | H | - | - | H | H |
| EA3 Assess individual's offending behaviour and prepare reports | H | - | Int 2 | H | H |
| EB1 Supervise, enforce and review low to medium risk offenders serving sentences in the community | H | - | - | H | H |
| ED4 Deliver programmes designed to reduce the risk of reoffending | H | - | Int 2 | H | H |
| ED1 Plan, monitor and review integrated packages of interventions and support to address individuals' offending behaviour | H | H | H | H | H |
| GC3 Assess and manage high risk of harm | H | - | - | H | H |

| | Core Skills | Communication | Numeracy | Information technology | Working with others | Problem solving |
|---|---|:---:|:---:|:---:|:---:|:---:|
| **Skills for Justice Units** | | | | | | |
| GC4 | Assess risk of harm and the need for intervention | H | - | - | H | H |
| EC6 | Assess individuals needs and plan agreed activities | H | - | - | H | H |
| GJ1 | Provide and evaluate agreed development activities for individuals | H | - | - | H | H |
| FA5 | Support the detained person taking part in police investigations | H | - | - | H | H |
| **Community Justice units that remain unchanged** | | | | | | |
| HF13 | Identify and track trends and changes in community justice and social inclusion and the effectiveness of different means of addressing issues | H | Int 2 | H | H | H |
| HF21 | Coordinate the development, issuing and evaluation of specifications to promote community justice and social inclusion | H | Int 2 | H | H | H |
| BA10 | Develop policies to promote community justice and social inclusion in partnership with others | H | Int 2 | H | H | H |
| BA11 | Monitor the development of policies to promote community justice and social inclusion and present information and recommendations for change | H | Int 2 | H | H | H |
| BA3 | Promote the values of community justice and social inclusion and seize opportunities to influence policy development | H | Int 2 | H | H | H |
| HK1 | Develop, implement and evaluate strategies and policies for recruiting and managing volunteers | H | Int 2 | H | H | H |
| HK2 | Contribute to the development, implementation and evaluation of strategies and policies for recruiting and managing volunteers | H | Int 2 | Int 2 | H | H |
| HE9 | Plan and coordinate fund raising for the agency | H | H | H | H | H |
| HE10 | Assess, negotiate and secure sources of funding | H | H | H | H | H |

| Core Skills<br><br>Skills for Justice Units | Communication | Numeracy | Information technology | Working with others | Problem solving |
|---|---|---|---|---|---|
| HF22 Develop, negotiate and agree proposals to offer services and products | H | Int 2 | H | H | H |
| HF25 Manage activities to meet requirements | H | - | - | H | H |
| HF27 Evaluate, prioritise and review demands for services | H | Int 2 | H | H | H |
| HF20 Commission specified programmes from providers | H | Int 2 | H | H | H |
| HJ2 Monitor compliance with quality systems | H | Int 2 | H | H | H |
| HG2 Establish, maintain and use relationships with the media to explain and promote the agency and its work | H | Int 2 | H | H | H |
| HF26 Contribute to the development and promotion of the agency and its services | H | Int 2 | Int 2 | H | H |
| HG3 Support others to make best use of the media | H | Int 2 | Int 2 | H | H |
| ZA7 Facilitate meetings | H | - | Int 2 | H | H |
| ZA8 Organise and record meetings | H | - | Int 2 | H | H |
| HF15 Provide information to support decision making | H | H | H | H | H |
| ZA2 Research, prepare and supply information | H | H | H | H | H |
| ZA1 Receive, transmit, store and retrieve information | H | H | H | H | H |
| HG2 Establish, maintain and use relationships with the media to explain and promote the agency and its work | H | Int 2 | H | H | H |
| BA2 Determine the concerns and priorities of communities in relation to safety, social inclusion, and the prevention and reduction of crime and anti- social behaviour | H | Int 2 | H | H | H |
| BA5 Contribute to developing awareness and community action in relation to crime | H | Int 2 | Int 2 | H | H |
| BA13 Enable groups, communities and organisations to address issues which affect community safety and social inclusion | H | Int 2 | H | H | H |

| Core Skills / Skills for Justice Units | Communication | Numeracy | Information technology | Working with others | Problem solving |
|---|---|---|---|---|---|
| BA14 Enable individuals and families to address factors which affect their safety, well-being and social inclusion | H | - | - | H | H |
| BA6 Promote the needs and rights of individuals and groups in the community | H | - | Int 2 | H | H |
| BA7 Promote the interests of individuals and groups in the community | H | - | Int 2 | H | H |
| BC3 Monitor and evaluate changes in environments and practices to promote community safety and social inclusion | H | - | Int 2 | H | H |
| BC2 Enable individuals to physically secure environments from crime and anti-social behaviour | H | - | - | H | H |
| BE1 Evaluate and process referrals to provide services to victims, survivors and witnesses | H | Int 2 | H | H | H |
| BE6 Enable people to support victims, survivors and witnesses in managing the effects of their experience on their lives | H | Int 2 | H | H | H |
| DE2 Support witnesses and their associates during judicial and legal processes | H | - | - | H | H |
| DE4 Offer, establish and maintain contact with victims to inform and update them on the progress of offenders through custodial sentences and seek their views on release plans | H | Int 2 | Int 2 | H | H |
| EA2 Process information relating to individuals' offending behaviour | H | - | Int 2 | H | H |
| EA4 Assess the offending behaviour of individuals who have mental health problems and prepare proposals for their sentencing and management | H | - | Int 2 | H | H |
| EB2 Plan, supervise, enforce and review sentences in the community | H | - | Int 2 | H | H |
| EB3 Plan, supervise, enforce and review sentences served in the community by those who have mental health problems and who pose a significant risk | H | - | Int 2 | H | H |

| Core Skills Skills for Justice Units | Communication | Numeracy | Information technology | Working with others | Problem solving |
|---|---|---|---|---|---|
| FI3 Develop plans to manage the risk of harm of releasing and resettling offenders in the community following custodial sentences | H | - | - | H | H |
| GC3 Plan with other agencies the release and resettlement in the community of offenders who pose a significant risk of harm and likelihood of re-offending following custodial sentences | H | - | Int 2 | H | H |
| EC1 Help individuals address their offending behaviour | H | - | - | H | H |
| EC2 Enable individuals to change their offending behaviour | H | - | - | H | H |
| EC4 Prepare, implement and evaluate group activities | H | - | Int 2 | H | H |
| EC5 Contribute to the implementation of group work programmes | H | - | Int 2 | H | H |
| DJ9 Facilitate mediation and reparation processes between victims and those who have offended against them | H | - | - | H | H |
| EC7 Reinforce positive behavioural goals during relationships with individuals | H | - | - | H | H |
| EC3 (19)Enable others to support individuals to address their offending and anti-social behaviour and develop positive alternatives | H | - | Int 2 | H | H |
| ED2 Deliver externally-validated evidence-based programmes designed to reduce the likelihood of reoffending by offenders who pose a medium to low risk of harm | H | - | H | H | H |
| ED3 Assist in the delivery of externally-validated evidence-based complex programmes designed to reduce the likelihood of reoffending by offenders who pose a significant risk of harm | H | - | Int 2 | H | H |
| GG1 Promote employment, training and education opportunities for those who have offended or are likely to offend | H | Int 2 | Int 2 | H | H |

| Core Skills<br><br>Skills for Justice Units | Communication | Numeracy | Information technology | Working with others | Problem solving |
|---|---|---|---|---|---|
| GG2 Enable individuals who have offended or who are likely to offend to maximise their employment opportunities | H | - | Int 2 | H | H |
| GG3 Negotiate with employers and support them in offering opportunities to individuals who have offended or who are likely to offend | H | Int 2 | Int 2 | H | H |
| GF3 Develop, manage and review packages of housing, support and protection | H | H | H | H | H |
| GF4 Contribute to planning and reviewing integrated housing and support | H | Int 2 | Int 2 | H | H |
| GC1 Contribute to the protection of individuals from abuse | H | - | Int 2 | H | H |
| GC2 Contribute to the protection of children from abuse | H | - | Int 2 | H | H |
| GC7 Contribute to the prevention and management of abusive and aggressive behaviour | H | - | - | H | H |
| GC5 Develop control for people who are a risk to themselves or others | H | - | - | H | H |
| GA1 Enable individuals to find out about and use services and facilities | H | - | - | H | H |
| GB4 Support individuals with difficult or potentially difficult relationships | H | - | - | H | H |
| GB5 Enable individuals to maintain contacts in potentially isolating situations | H | - | Int 2 | H | H |
| GF1 Assist individuals to move from a supportive to a more independent living environment | H | - | - | H | H |
| GB6 Enable individuals to present their own needs and interests | H | - | Int 2 | H | H |
| GB8 Represent individuals' and families' interests when they are not able to do so themselves | H | - | Int 2 | H | H |
| GB10 Contribute to establishing and running mutual support networks | H | - | Int 2 | H | H |
| GH1 Support parents in developing their parenting skills | H | - | Int 2 | H | H |

| Core Skills<br><br>Skills for Justice Units | Communication | Numeracy | Information technology | Working with others | Problem solving |
|---|---|---|---|---|---|
| GF5 Support individuals' involvement in the management of housing and support | H | - | Int 2 | H | H |
| GF6 Support individuals in developing their involvement in the management of the organisation | H | - | Int 2 | H | H |
| GF2 Organise provision of housing for individuals | H | - | H | H | H |
| GD1 Support individuals in undertaking health care | H | - | - | H | H |
| GB2 Support individuals experiencing difficulties | H | - | Int 2 | H | H |
| GB3 Enable individuals to understand and address their difficulties | H | - | Int 2 | H | H |
| GF7 Enable individuals to administer their financial affairs | H | Int 2 | H | H | H |
| AA3 Contribute to developing and maintaining cultures and strategies in which people are respected and valued as individuals | H | - | - | H | H |
| HI2 Develop and maintain a strategic overview of developments in knowledge and practice | H | H | H | H | H |
| HI3 Develop, implement and evaluate strategies to advance knowledge and practice | H | H | H | H | H |
| HI4 Commission, monitor and evaluate projects to advance knowledge and practice | H | H | H | H | H |
| HI5 Contribute to the evaluation and implementation of research and development outcomes | H | Int 2 | Int 2 | H | H |
| ZE1 Contribute to the development of the knowledge and practice of others | H | Int 2 | Int 2 | H | H |
| HD8 Support and challenge workers on specific aspects of their practice | H | H | H | H | H |
| HD16 Develop teams and individuals to enhance performance | H | H | H | H | H |
| ZE5 Facilitate individual learning and development through mentoring | H | Int 2 | Int 2 | H | H |
| HD9 Support the induction and transfer of staff on secondment | H | H | H | H | H |

| Core Skills<br><br>Skills for Justice Units | Communication | Numeracy | Information technology | Working with others | Problem solving |
|---|---|---|---|---|---|
| GA3 Assist in the transfer of individuals between agencies and services | H | - | Int 2 | H | H |
| DA1 Provide and obtain information at courts and formal hearings | H | - | Int 2 | H | H |
| DA2 Represent the agency in courts and formal hearings | H | - | Int 2 | H | H |
| AD3 Represent one's own agency at other agencies' meetings | H | - | Int 2 | H | H |

**KEY SKILLS SIGNPOSTING**

| Key Skills / Skills for Justice Units | Communication | Application of number | Information and Communication Technology | Working with others | Problem solving | Improving own learning and performance |
|---|---|---|---|---|---|---|
| **Community Justice units that were revised significantly (to become new units)** | | | | | | |
| GC8 Minimise and deal with disruptive and obstructive behaviour | 3 | - | - | 3 | 2 | 2 |
| ZA3 Research, prepare and present information from a variety of sources | 3 | 2 | 2 | 2 | 2 | 2 |
| GC9 Contribute to the prevention and management of inappropriate behaviour | 3 | - | - | 3 | 3 | 3 |
| **Community Justice units that were revised and remain unchanged** | | | | | | |
| FB1 Maintain restrictions on individuals' liberty whilst promoting and protecting their rights | 3 | - | - | 3 | 3 | 3 |
| FC2 Maintain security at entry and exit points | 3 | 2 | - | 3 | 2 | 2 |
| CK4 Search individuals, premises and surrounding areas | 2 | - | - | 2 | 2 | 2 |
| FD1 Contribute to the security of the custodial environment | 2 | - | - | 2 | 2 | 2 |
| FF1 Assist in the control of incidents and emergencies | 2 | - | - | 2 | 2 | 2 |
| FG1 Contribute to planning the installation and decommissioning of electronic monitoring equipment | 2 | 2 | 2 | 2 | 2 | 2 |
| FG4 Identify electronic monitoring incidents and initiate a response | 2 | 2 | 2 | 2 | 2 | 2 |
| FE3 Drive vehicles to carry out custodial duties | 2 | 2 | 2 | 2 | 2 | 2 |
| FG2 Install and decommission electronic monitoring equipment | 2 | 2 | 2 | 2 | 2 | 2 |
| FG3 Help people to comply with electronic monitoring requirements | 2 | - | - | 2 | 2 | 2 |
| FG5 Follow up electronic monitoring incidents in the field | 2 | - | - | 2 | 2 | 2 |

| Skills for Justice Units | | Communication | Application of number | Information and Communication Technology | Working with others | Problem solving | Improving own learning and performance |
|---|---|---|---|---|---|---|---|
| ZB3 | Provide effective customer service | 3 | - | 3 | 3 | 2 | 2 |
| ZH2 | Enter and find data using a computer | 3 | 2 | 3 | 3 | 3 | 3 |
| FD2 | Maintain security and order in the custodial environment | 3 | 2 | 2 | 3 | 3 | 3 |
| FC1 | Receive and discharge individuals and property into and out of the custodial environment | 3 | - | - | 3 | 3 | 3 |
| CK5 | Search individuals, accommodation and areas | 2 | - | 2 | 3 | 3 | 3 |
| CK3 | Search vehicles | 3 | - | 2 | 3 | 2 | 2 |
| FF2 | Contribute to the control of incidents and emergencies | 3 | - | 2 | 3 | 3 | 3 |
| FF3 | Control and restrain individuals | 3 | - | - | 3 | 3 | 3 |
| FF4 | Contribute to the adjudication process | 3 | - | 2 | 3 | 2 | 2 |
| FE1 | Maintain security whilst escorting individuals to courts and other environments | 3 | 2 | 2 | 3 | 3 | 3 |
| FE2 | Prepare and drive secure vehicles to and from custodial and other environments | 3 | - | 2 | 3 | 3 | 3 |
| FB2 | Contribute to planning and reviewing how to meet individuals' needs and rights in the custodial environment | 3 | - | 2 | 3 | 3 | 3 |
| GD2 | Encourage individuals to look after their own health and hygiene | 3 | - | 2 | 3 | 3 | 3 |
| GJ2 | Support individuals in custody to take part in purposeful activities | 3 | - | 2 | 3 | 3 | 3 |
| GC6 | Support individuals where abuse has been disclosed | 3 | - | 2 | 3 | 3 | 3 |
| FH1 | Help individuals in custody to maintain and develop relationships | 3 | - | - | 3 | 3 | 3 |
| FI1 | Prepare individuals for resettlement in the community | 3 | 2 | 2 | 3 | 3 | 3 |
| HE8 | Support the efficient use of resources | 3 | 2 | 3 | 3 | 3 | 3 |
| HF16 | Manage information for action | 3 | 2 | 3 | 3 | 3 | 3 |

| Key Skills<br><br>Skills for Justice Units | | Communication | Application of number | Information and Communication Technology | Working with others | Problem solving | Improving own learning and performance |
|---|---|---|---|---|---|---|---|
| FG6 | Maintain security using screening equipment | 2 | 2 | 2 | 2 | 3 | 2 |
| FG7 | Contribute to preparing and implementing voice verification monitoring | 2 | 2 | 2 | 2 | 2 | 2 |
| FG8 | Establish and maintain voice verification monitoring in the field | 2 | 2 | 2 | 2 | 2 | 2 |
| GH2 | Assist parents in custody to develop their parenting skills | 3 | - | 2 | 3 | 3 | 3 |
| FH2 | Develop and maintain effective relationships with the families of individuals held in custody | 3 | - | 2 | 3 | 3 | 3 |
| ZJ1 | Monitor and maintain the health, well-being and safety of dogs | 2 | - | - | 2 | 2 | 2 |
| ZJ2 | Maintain and develop the performance of dogs | 2 | - | - | 2 | 2 | 2 |
| ZJ3 | Contribute to the security of the custodial environment using a dog | 2 | - | - | 2 | 2 | 2 |
| ZJ4 | Prepare for, and carry out searches using a dog | 2 | - | - | 2 | 2 | 2 |
| FI2 | Contribute to plans for the release and resettlement of offenders | 3 | - | 3 | 3 | 3 | 3 |

**COMMUNITY JUSTICE NOS**

**CORE SKILLS SIGNPOSTING**

| Core Skills<br><br>Skills for Justice Units | Communication | Numeracy | Information technology | Working with others | Problem solving |
|---|---|---|---|---|---|
| **Community Justice units that were revised significantly (to become new units)** | | | | | |
| GC8 Minimise and deal with disruptive and obstructive behaviour | H | - | - | H | Int 2 |
| ZA3 Research, prepare and present information from a variety of sources | H | Int 2 | Int 2 | Int 2 | Int 2 |
| GC9 Contribute to the prevention and management of inappropriate behaviour | H | - | - | H | H |
| **Community Justice units that were revised and remain unchanged** | | | | | |
| FB1 Maintain restrictions on individuals' liberty whilst promoting and protecting their rights | H | - | - | H | H |
| FC2 Maintain security at entry and exit points | H | Int 2 | - | H | Int 2 |
| CK4 Search individuals, premises and surrounding areas | Int 2 | - | - | Int 2 | Int 2 |
| FD1 Contribute to the security of the custodial environment | Int 2 | - | - | Int 2 | Int 2 |
| FF1 Assist in the control of incidents and emergencies | Int 2 | - | - | Int 2 | Int 2 |
| FG1 Contribute to planning the installation and decommissioning of electronic monitoring equipment | Int 2 | Int 2 | Int 2 | Int 2 | Int 2 |
| FG4 Identify electronic monitoring incidents and initiate a response | Int 2 | Int 2 | Int 2 | Int 2 | Int 2 |
| FE3 Drive vehicles to carry out custodial duties | Int 2 | Int 2 | Int 2 | Int 2 | Int 2 |
| FG2 Install and decommission electronic monitoring equipment | Int 2 | Int 2 | Int 2 | Int 2 | Int 2 |
| FG3 Help people to comply with electronic monitoring requirements | Int 2 | - | - | Int 2 | Int 2 |
| FG5 Follow up electronic monitoring incidents in the field | Int 2 | - | - | Int 2 | Int 2 |
| ZB3 Provide effective customer service | H | - | H | H | Int 2 |

| | Core Skills | | | | |
| --- | --- | --- | --- | --- | --- |
| **Skills for Justice Units** | Communication | Numeracy | Information technology | Working with others | Problem solving |
| ZH2 Enter and find data using a computer | H | Int 2 | H | H | H |
| FD2 Maintain security and order in the custodial environment | H | Int 2 | Int 2 | H | H |
| FC1 Receive and discharge individuals and property into and out of the custodial environment | H | - | - | H | H |
| CK5 Search individuals, accommodation and areas | Int 2 | - | Int 2 | H | H |
| CK3 Search vehicles | H | - | Int 2 | H | Int 2 |
| FF2 Contribute to the control of incidents and emergencies | H | - | Int 2 | H | H |
| FF3 Control and restrain individuals | H | - | - | H | H |
| FF4 Contribute to the adjudication process | H | - | Int 2 | H | Int 2 |
| FE1 Maintain security whilst escorting individuals to courts and other environments | H | Int 2 | Int 2 | H | H |
| FE2 Prepare and drive secure vehicles to and from custodial and other environments | H | - | Int 2 | H | H |
| FB2 Contribute to planning and reviewing how to meet individuals' needs and rights in the custodial environment | H | - | Int 2 | H | H |
| GD2 Encourage individuals to look after their own health and hygiene | H | - | Int 2 | H | H |
| GJ2 Support individuals in custody to take part in purposeful activities | H | - | Int 2 | H | H |
| GC6 Support individuals where abuse has been disclosed | H | - | Int 2 | H | H |
| FH1 Help individuals in custody to maintain and develop relationships | H | - | - | H | H |
| FI1 Prepare individuals for resettlement in the community | H | Int 2 | Int 2 | H | H |
| HE8 Support the efficient use of resources | H | Int 2 | H | H | H |
| HF16 Manage information for action | H | Int 2 | H | H | H |
| FG6 Maintain security using screening equipment | Int 2 | Int 2 | Int 2 | Int 2 | H |
| FG7 Contribute to preparing and implementing voice verification monitoring | Int 2 | Int 2 | Int 2 | Int 2 | Int 2 |

| Core Skills / Skills for Justice Units | Communication | Numeracy | Information technology | Working with others | Problem solving |
|---|---|---|---|---|---|
| FG8 Establish and maintain voice verification monitoring in the field | Int 2 | Int 2 | Int 2 | Int 2 | Int 2 |
| GH2 Assist parents in custody to develop their parenting skills | H | - | Int 2 | H | H |
| FH2 Develop and maintain effective relationships with the families of individuals held in custody | H | - | Int 2 | H | H |
| ZJ1 Monitor and maintain the health, well-being and safety of dogs | Int 2 | - | - | Int 2 | Int 2 |
| ZJ2 Maintain and develop the performance of dogs | Int 2 | - | - | Int 2 | Int 2 |
| ZJ3 Contribute to the security of the custodial environment using a dog | Int 2 | - | - | Int 2 | Int 2 |
| ZJ4 Prepare for, and carry out searches using a dog | Int 2 | - | - | Int 2 | Int 2 |
| FI2 Contribute to plans for the release and resettlement of offenders | H | - | H | H | H |

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