Level 4 NVQ in Community Justice: Community Safety & Crime Reduction (7432-21)

Standards and assessment requirements

500/1867/X

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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 Qualification (NVQ):

Qualification title	City & Guilds qualification number	QCA accreditation number
Level 4 NVQ in Community Justice: Crime reduction and community safety	7432-21	500/1867/X

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

Version and date	Change detail	Section
Version 3.0 October 2011	New unit accreditation numbers	Structure

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[s] have been imported from the National Occupational Standards (NOS) developed by other Standards Setting Bodies (SSBs):

Unit Number	Unit Title	Sector Skills Council
HE1	Manage a budget	Management Standards Centre
HD14	Lead the work of teams and individuals to achieve their objectives	Management Standards Centre
HF2	Manage a programme of complementary projects	Management Standards Centre

Name of SSC	**Management Standards Centre**
Address	3rd Floor, 17-18 Hayward's Place, London EC1R 0EQ
Telephone	020 7240 2826
e-mail	**management.standards@managers.org.uk**
URL	**www.management-standards.org**

Apprenticeship frameworks

The Level 4 NVQ in Community Justice: Work with victims, survivors and witnesses does **not** form part of the Modern Apprenticeship in Community Justice framework.

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.

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 aimed at people who work directly with individuals, families, groups or communities to enable them to address issues relating to community safety and crime reduction. This work may take place in a range of settings including voluntary organisations, the police, local authorities, probation services and other agencies such as community safety and regeneration partnerships.

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 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.

Other 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: Community Safety (7494-42) may apply for approval for the new Level 3 NVQ in Community Justice: Community Safety and Crime Reduction (7432-21) 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 Appendix 2, Approved Centre Criteria 1.13 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 *Online Catalogue*.

Please check the *Online Catalogue* 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

Candidates
Assessors
Methods of assessment
Elements within the NVQ
Records
Assessment 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 the N/SVQs have been imported from other qualifications.

Unit Number	Unit Title	Sector Skills Council
HE1	Manage a budget	Management Standards Centre
HD14	Lead the work of teams and individuals to achieve their objectives	Management Standards Centre
HF2	Manage a programme of complementary projects	Management Standards Centre

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 N/SVQ.
- **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 4 NVQ in Community Safety & Crime Reduction candidates must complete unit AA2 and 7 other units from Group 1 and also choose 4 units from Group 2

Group 1
Candidates must complete unit AA2 and 7 other units from group 1

QCA unit reference	City & Guilds Unit no	Community Justice reference number	Unit title
A/503/5204	002	AA2	Develop a culture and systems that promote equality and diversity
T/503/5105	007	AD1	Develop and sustain effective working with staff from other agencies
F/503/5107	015	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
L/503/5126	017	BA4	Raise awareness to promote community safety and social inclusion
J/503/5108	018	BA5	Contribute to developing awareness and community action in relation to crime
A/503/5106	021	BA8	Contribute to the development of priorities and objectives for promoting community justice and social inclusion
R/503/5113	022	BA9	Contribute to strategies for promoting community safety and social inclusion

F/503/5110	024	BA12	Address problems identified with community safety and social inclusion
L/503/5109	025	BA13	Enable groups, communities and organisations to address issues which affect community safety and social inclusion
L/503/5112	027	BC1	Improve environments and practices to promote community safety and social inclusion
Y/503/5114	078	HD14	Lead the work of teams and individuals to achieve their objectives
H/503/5116	088	HF26	Contribute to the development and promotion of the agency and its services

Group 2
Candidates must complete 4 units from group 2

J/503/5206	013	AF3	Promote a health and safety culture within the workplace
R/503/5208	016	BA3	Promote the values of community justice and social inclusion and seize opportunities to influence policy development
L/503/5207	023	BA11	Monitor the development of policies to promote community justice and social inclusion and present information and recommendations for change
R/503/5127	026	BA14	Enable individuals and families to address factors which affect their safety, well-being and social inclusion
H/503/5214	032	BE5	Support people who have experienced serious personal assault or abuse

D/503/5129	036	DE1	Assist witnesses and their associates to prepare for judicial and legal processes
R/503/5130	037	DE2	Support witnesses and their associates during judicial and legal processes
D/503/5132	039	DE4	Offer, establish and maintain contact with victims to inform and update them on the progress of offenders through custodial sentences
K/503/5179	050	ED1	Plan, monitor and review integrated packages of interventions and support to address individuals' offending behaviour
K/503/5134	053	GA1	Enable individuals to find out about and use services and facilities
H/503/5133	062	GC2	Contribute to the protection of children from abuse
M/503/5216	080	HE1	Manage a budget
T/503/5217	083	HF2	Manage a programme of complementary projects
D/503/5115	090	HG2	Establish, maintain and use relationships with the media to explain and promote the agency and its work

9 Relationships to other qualifications

9.1 Relationship to previous versions of the qualification

This qualification replaces the existing Level 3 Community Justice: Community Safety (7494-42) 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 AA2   **Develop a culture and systems that promote equality and value diversity**

Summary

This unit is about developing a culture and systems within an organization to promote equality and value diversity ie. Setting the context in which others in an organization are themselves able to promote equality and value diversity.

There is one element

AA2   Develop a culture and systems that promote equality and value diversity

Target group

The unit is for managers in organisations who have a functional senior responsibility and accountability for developing a culture and systems that promote equality and value diversity within their part of the organization.

Linked units

This unit is a key requirement for senior managers in the justice sector as the promotion of equality and valuing of diversity is an essential component of all actions in the sector.

Unit AA2 Develop a culture and systems that promote equality and value diversity

Element AA2.1 Develop a culture and systems that promote equality and value diversity

Performance criteria

To meet the standard, you

1 interpret relevant legislation and employment regulations to inform how equality and individuals' rights and responsibilities should be promoted, and diversity valued, in your organisation

2 **evaluate** the effectiveness of your organisation's systems, policies, procedures and guidelines in promoting equality and valuing diversity

3 take the appropriate actions to ensure that your organisation's systems, policies, procedures and guidelines do promote equality and value diversity

4 **actively promote** equality and **value** diversity

5 actively demonstrate by your behaviour the promotion of equality and valuing of diversity

6 regularly review your organisation's systems and processes and improve them to address issues related to unfair and discriminatory practice

7 actively support individuals whose rights have been compromised in having their complaints appropriately addressed

8 actively challenge the discriminatory behaviour of individuals and institutional discrimination.

Range
1 Evaluate

a formal (eg. equality impact assessments)

b informal.

2 Actively promote and value by:

a profiling the workforce and promoting a diverse workforce

b acting as a mentor / role model for people in relation to equality and diversity

c involving diverse groups in different pieces of work

d setting objectives for own team to promote equality and value diversity

e ensuring that the organizational processes that you are responsible for are fair (eg. recruitment and selection)

f regularly seeking the views of under-represented groups on their experiences (in the organization and the local population) and acting on them

g communicating the importance of equality and diversity at every opportunity linking it to the wider work of the organization.

Explanatory notes

In performance criterion 1, legislation and employment regulations relate to:

- 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 criteria 2 and 3, organization's systems, policies, procedures and guidelines will include those relating to:

- the management and development of people in your organization (ie. recruitment, selection, management, appraisal, training and development, disciplinary etc)
- the services offered by your organization to the public
- the views of staff (eg. through staff surveys)
- complaints processes
- grievance procedures.

Unit AA2 Develop a culture and systems that promote equality and value diversity
Knowledge and understanding

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

1   how to interpret current and emerging relevant legislation and employment regulations that apply to the promotion of equality and the valuing of diversity

2   your duty of care under legislation and employment regulations

3   the benefits of diversity and the promotion of equality

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

5   why the promotion of equality and valuing of diversity is of vital importance in the justice sector

6   how the promotion of equality and valuing of diversity can be actively promoted by you in your day-to-day work and in a way which inspires others to see its value

7   the meaning of the term 'organizational culture', who this is set by and your role in this

8   the affect of organizational culture on groups who are a minority in the workforce and how they may respond as a result

9   how the promotion of equality and valuing of diversity can be built into the culture and systems of your organization and the reasons for doing this

10   how leadership roles and styles can be used in the promotion of equality and diversity and in challenging individual discrimination and institutional discrimination

11   how you can use complaints and grievance processes as a way of tackling discrimination and oppression

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

13   how the promotion of equality and valuing of diversity may be affected by systems and structures and your role in actively tackling these

14   the actions you may need to take to help other people promote equality and value diversity and how to do this effectively

15   what you need to do to support people whose rights have been compromised (including ensuring that adequate support systems are in place)

16   how you can actively challenge individual and organizational discrimination, the risks that you might be taking in doing this and why it is necessary to take these risks

17   who can support you in challenging individual and organizational discrimination

18   effective methods of evaluating the effectiveness of equality and diversity policies and procedures

19   how you can contribute to developing and implementing good and best practice in relation to equality and diversity

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

Unit AA2 Develop a culture and systems that promote equality and value diversity

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

- **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 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 effect of organizational culture on groups who are a minority in the workforce and how they may respond as a result. 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 effectiveness of your organisations systems, policies, procedures and guidelines in promoting equality and valuing diversity.

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

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

6   effective methods of identifying and resolving tensions and issues

7   methods of reviewing the effectiveness of joint working relationships

8   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 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

Summary

This unit is about determining the concerns and priorities of the range of diverse communities in the local area with which you are concerned. Communities are neighbourhoods, communities of interest (for example, business communities) and communities of identity (for example, minority ethnic groups, young people, lesbian and gay people). the purpose of determining concerns and priorities is to:

- inform agency plans and community safety partnership strategies for promoting safety, social inclusion and the prevention and reduction of crime and anti-social behaviour
- meet legislative and other requirements for the development of community safety strategies
- promote the principles of best value and best practice.

The unit addresses: the research needed before consultation can begin; the selection of appropriate consultation methods; carrying out the consultation and making full use of the information gathered. The unit emphasises the importance of evidence-based practice; evaluation; working in collaboration with multi-agency groups such as Youth Offending Teams and of reaching all communities within an area, including those that are often marginalised such as minority ethnic groups and victims and survivors of crime.

There are two elements:

BA2.1   **Identify and select methods for consulting with communities about their concerns and priorities in relation to safety, social inclusion and the prevention and reduction of crime and anti-social behaviour**

BA2.2   **Consult with communities about their concerns and priorities in relation to safety, social inclusion and the prevention and reduction of crime and anti-social behaviour**

Target group

This unit is intended for

1   those who consult with communities in order to inform their agency's plans for promoting safety, social inclusion and the prevention and reduction of crime and anti-social behaviour

2   those working in partnership with other agencies to develop and deliver community safety strategies

3   those representing the interests of communities such as agencies providing support and other services to victims and survivors.

Linked units

The following units are closely related:

HF13   Identify and track trends and changes in community justice and social inclusion and the effectiveness of different means of addressing issues

BA4   Raise awareness to promote community safety and social inclusion

BA5   Contribute to developing awareness and community action in relation to crime

BA13   Enable groups, communities and organisations to address issues which affect community safety and social inclusion

BA14   Enable individuals and families to address factors which affect their safety, well-being and social inclusion

BC1   Improve environments and practices to promote community safety and social inclusion.

Place in qualifications

This is an optional unit in the Community Justice (Community safety) NVQ/SVQ level 3 and level 4. When used within NVQs and SVQs, simulations (such as case studies) can be used as one source of evidence for this unit for specified performance criteria only; however evidence from real practice must form the majority of the candidate's performance evidence.

Unit 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**

Element BA2.1 Identify and select methods for consulting with communities about their concerns and priorities in relation to safety, social inclusion and the prevention and reduction of crime and anti-social behaviour

Performance criteria

To meet the standard, you

1   research, define and map clearly the different communities within the local area with which you are concerned

2   accurately identify other agencies and groups within the local area who have a shared interest in determining the concerns and priorities of communities

3   obtain and analyse thoroughly information from agencies and groups about

   • the communities consulted

   • the methods used

   • the outcomes of their research

   • evidence of effective practice

4   select communities within the local area which should be targeted for consultation on the basis of a thorough evaluation of the outcomes of research and audits carried out by others

5   include hard to reach communities in those selected

6   determine those **consultation methods** which should be used generically across a range of different communities and those which should be used for specific communities

7   select methods which

   • encourage people's active participation

   • are sensitive to their culture

   • promote their rights and responsibilities

   • engage their interest in helping to develop safer communities

   • are recognised as evidence based good practice in the field

   • are capable of gaining sufficient, valid and reliable information about the concerns and priorities of communities

   • are the most likely to develop a sufficient appreciation of the context of people's lives and of the opportunities, constraints and threats which affect them

8   organise joint consultation with other agencies and groups when this is the most effective use of the resources of the agency and of community members

9   determine appropriate evaluation criteria for assessing the consultation exercise in agreement with colleagues and other relevant parties.

Range
1   Consultation methods

      a   questionnaires/surveys

      b   public meetings/events

      c   peer consultation

      d   focus groups

      e   interviews

      f   free phone line.

Explanatory notes

In performance criterion 1, communities includes neighbourhoods, communities of interest (for example, business communities) and communities of identity (for example, minority ethnic groups, young people, lesbian and gay people).

In performance criterion 2, agencies and groups includes multi-agency groups (for example, Youth Offending Teams, Drug Action Teams), statutory agencies, voluntary sector agencies, health care organisations, community groups, formal and informal networks, agencies representing the interests of communities (for example, those working with victims and survivors of crime) and commercial sector agencies.

In performance criterion 5, hard to reach communities include, for example, young people.

In Range 1b, public meetings/events includes activities such as 'planning for real' (where people are invited to note their concerns, and place them onto a map of the local area), and 'citizens juries'.

Unit 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**

Element BA2.2 Consult with communities about their concerns and priorities in relation to safety, social inclusion and the prevention and reduction of crime and anti-social behaviour

Performance criteria

To meet the standard, you

1 publicise the consultation process using **publicity methods** that are most likely to reach the communities to be consulted

2 select and use **consultation methods** which are the most appropriate for the communities concerned

3 pilot consultation methods so that any problems in reaching communities can be identified

4 select and use appropriate alternative **consultation methods** if those initially selected are unsuccessful in gaining sufficient information

5 regularly check the accuracy of your understanding of concerns and priorities with those being consulted

6 obtain and record all the information gathered from communities in a manner which excludes or makes anonymous individual identity

7 analyse all of the information gathered, identifying

   • the concerns and priorities common to all communities

   • the concerns and priorities of particular communities

   • the plans and **resources** which are needed to effectively address all community concerns and priorities

8 produce information based on the analysis in formats and language that are useable by

   • your own agency

   • other agencies and groups with an interest in identifying and addressing community concerns and priorities

   • the communities involved in the consultation

9 use the analysis to inform

   • future consultation exercises with communities

   • the agency's plans for addressing community concerns and priorities in relation to safety, social inclusion and the prevention and reduction of crime and anti-social behaviour

   • the agency's contribution to the development of the area community safety strategy

10	evaluate the consultation exercise, using the agreed evaluation criteria, and disseminate the outcomes to all relevant parties.

Range

**1	Publicity methods**

   a	local media

   b	community newsletters

   c	through agencies representing the interests of communities

   d	information (posters, leaflets) in community centres and public places.

**2	Consultation methods**

   a	questionnaires/surveys

   b	public meetings/events

   c	peer consultation

   d	focus groups

   e	interviews

   f	free phone line.

**3	Resources**

   a	human

   b	financial.

Unit 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

Knowledge and understanding

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

Working with communities and community members

1   the profile of the local area with which you are concerned

- communities (neighbourhoods, communities of interest, communities of identity)

- crime and anti-social behaviour: incidence, types, levels, problems and contributing factors, the likely extent of unreported crime

- structures and amenities

- cultural diversity, community groups, formal and informal leaders, networks

2   the social and environmental factors which contribute to social exclusion; the particular needs of individuals who may be socially excluded or stigmatised; why social justice is important to working effectively with socially excluded individuals, groups and communities

3   the meaning of 'hard to reach' groups as it applies to the area with which you are concerned; why it is important to involve such groups in all community consultation and community-based action

4   the impact of crime on victims and their families and their right to protection, recognition, respect, information and confidentiality; direct and indirect victimisation; the meaning and implications of repeat victimisation for community safety practice

5   methods for developing and maintaining effective channels of communication with members of all communities in the local area with which you are concerned

6   how to respond to differences in the way that people communicate; the ways in which communication can be altered for different needs and contexts; barriers to cross cultural communication and ways of overcoming them; how to organise and provide appropriate translation and interpreting services

7   methods for consulting with communities about their concerns and priorities in ways that encourage ownership of the process and outcomes

8   the kinds of misinformation which people receive about crime and anti-social behaviour and how this can be counteracted

9   methods for managing the dynamics of groups and meetings

Working within the justice sector

10   the specific legislation, guidelines of good practice, charters and service standards that relate to the work being undertaken and the impact of these on the work

11   the services, policies and priorities of community safety partnerships and their members; the relationship between community safety partnership strategies and the strategies of other multi-agency partnerships (for example youth offending, drug and alcohol action, health and education action, regeneration projects); how to strengthen these links in order to provide coherent services to communities

Working to improve agency practice

12   the services, policies and priorities of police service and how they relate to other agencies

13   the data storage and retrieval systems used by key agencies working in community safety

14   codes of practice and protocols about confidentiality and information sharing between agencies working in partnership

Working to improve individual practice

15   your own role and responsibilities and from whom assistance and advice should be sought if you are unsure

16   the reasoning processes you used in determining your approach and methodology

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

18   what is evidence-based practice; why it is important to use evidence from research about what is effective; methods for monitoring and evaluating practice; why it is important to share information about successes and failures.

Unit 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

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.

- **Work products:** These are non-confidential records made, or contributed to, by you e.g. publicity material, reports, 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 social and environmental factors which contribute to social exclusion, the reasoning process you used in determining your approach and methodology. 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 analysed the information gathered to identify a communities concerns and priorities.

Unit BA4 Raise awareness to promote community safety and social inclusion

Summary

This unit is about taking action to raise awareness about and promote community safety and social inclusion. This includes assessing the need for awareness raising and determining the groups who are to be at the focus of the work; developing plans; implementation; and monitoring.

The awareness raising may be part of an ongoing programme or a specific, time-limited initiative. The awareness raising may be large scale, with the worker contributing to national or regional initiatives or smaller scale, with the worker organising local initiatives. Whatever the scale, the standards emphasise that the awareness raising should be planned and well thought out, with clarity from the planning stage as to how it will be evaluated. It is also important that plans are put in place to link with other initiatives.

The subject and focus of the awareness-raising will be dependant upon analysing information from community safety audits and from consultation with communities. The scope includes all aspects of safety, the relationship between safety and social inclusion and the needs and rights of victims, survivors and witnesses.

Awareness raising methods include using media and messages controlled by the worker and through influencing others to raise awareness through their actions and media.

Appropriate actions include changing nature of involvement to empower those involved, allocating and reallocating resources, clarifying the content and nature of the message, getting in touch with key partners to clarify direction, negotiation and facilitation and rescheduling.

Methods of support include encouragement and motivation, training and coaching, coordination, information and advice, facilitation and trouble shooting.

There are three elements:
BA4.1 **Assess the need for raising awareness about community safety and social inclusion**
BA4.2 **Plan awareness raising about community safety and social inclusion**
BA4.3 **Support the implementation of awareness raising**

Target group
This unit is intended for all workers with responsibilities for raising awareness to promote community safety and social inclusion.

This unit has been created by Skills for Justice.

Unit BA4 Raise awareness to promote community safety and social inclusion

Element BA4.1 Asses the need for raising awareness about community safety and social inclusion

Performance criteria

To meet the standard, you

1   analyse information from community safety audits and consultation with communities in order to identify those aspects of community safety and social inclusion which may be the focus for the awareness raising

2   determine those groups who are likely to be targeted by the awareness raising through analysing known information about their concerns and interests about, and risks to, their safety and social inclusion

3   identify others who have an interest in raising the awareness of the target group, using formal and informal contacts, and determine their areas of interest and their willingness to become involved

4   use appropriate methods to involve a sample of people from the target group in assessing the best way of raising awareness

5   involve in the sample people who are representative of the target group concerned and are willing to communicate their needs, interests and concerns

6   work closely with the sample group in order to identify their concerns, interests and priorities whilst recognising their limitations in representing the whole target group

7   use the information gained from the sample group about their concerns, interests and priorities to re-focus the content and structure of the awareness raising and to clarify who exactly is to be targeted

8   evaluate the potential impact of other factors on the awareness raising

9   use this information to inform the feasibility of the awareness raising and the approaches to be used

10 appraise the different options available for the awareness raising with all those who might be involved

11 select the options which are feasible in the context and likely to be effective in raising awareness

12 identify all those who need to be involved in the planning and implementation of awareness raising and disseminate to them the information on the purpose and nature of the awareness raising.

Explanatory notes

In performance criterion 3, the target group includes both those at whom the final safety and social inclusion messages are likely to be aimed and those who can provide access to groups at whom the final message is aimed (for example community groups).

In performance criterion 8, 'other factors' would include
- legislation
- national strategies and policies

- strategies and policies of any other agencies involved
- other competing messages in the media
- difficulties of accessing the target group
- political agendas which run counter to the message
- the resources available.

In performance criterion 12, 'all those who need to be involved in the planning' includes
- representatives from the target group
- those in the worker's team who are working on the awareness raising
- others who are connected with the awareness raising and with whom links have been made
- others working at national, regional and local level who may be undertaking awareness raising of their own to which links can be made.

Unit BA4 Raise awareness to promote community safety and social inclusion

Element BA4.2 Plan awareness raising about community safety and social inclusion

Performance criteria

To meet the standard, you

1 clarify the exact nature of the target group and the messages which are at the heart of the awareness raising with those involved in the planning

2 identify and appraise the methods which might be used to raise awareness for their ability to catch the interest of the target group whilst at the same time giving clear messages

3 identify the range of resources needed for the awareness raising and those which might be available in practice

4 contact those groups, communities, agencies and workers who may be willing to be involved in the awareness raising and contribute their own resources, in a manner which encourages their involvement and highlights the benefits which joint work would bring

5 identify accurately the nature of the resources available for the awareness raising and confirm this in writing with those making contributions

6 take the appropriate steps to secure the commitment of agencies and workers who show an interest in the awareness raising and keep them on board

7 identify factors which might affect the plan and its implementation and use them to inform its content and structure

8 identify valid and reliable methods for evaluating the effectiveness of the awareness raising and build them into the overall design

9 develop a plan which achieves the best balance between

- the concerns, interests and priorities of the target group

- the messages which need to be put across

- the available resources

10 include in the plan details about

- how the resources will be allocated

- who will do what and by when

- how the inputs and outcomes will be evaluated

11 draft and present plans in a way which is suitable for those who are to use them

12 discuss and agree plans with those involved in the implementation to confirm that the plans are clear and capable of implementation

13 brief people involved in the awareness raising on its nature, structure and purpose and their roles within it.

Explanatory notes

In performance criterion 1, the target group includes both those at whom the final safety and social inclusion messages are likely to be aimed and those who can provide access to groups at whom the final message is aimed (for example community groups).

In performance criterion 7, 'factors which might affect the plan' include

- legislation
- national strategies and policies
- strategies and policies of any other agencies involved
- other competing messages in the media
- difficulties of accessing the target group
- political agendas which run counter to the message
- the resources available
- perceived urgency and criticality of the message.

In Range 3, methods for evaluating effectiveness are in relation to

- the effectiveness of the processes used in the awareness raising
- the extent to which the awareness raising went as planned
- the impact of outside influences on the awareness raising
- trends and developments which mean that the messages or the target group need to be revised
- longer term changes in the safety and social inclusion of the target group.

Unit BA4 Raise awareness to promote community safety and social inclusion

Element BA4.3 Support the implementation of awareness raising

Performance criteria

To meet the standard, you

1 identify the roles and responsibilities of different people and agencies in the awareness raising through discussion and agreement with them

2 support and encourage people, through the creation of an appropriate environment, to

- understand their contribution to the awareness raising

- offer suggestions, ideas and views

- take an active part in the process

3 give clear and relevant reasons when it is impossible to act on a suggestion for whatever reason

4 contact those involved in the awareness raising at a frequency sufficient to identify any arising issues and offer solutions

5 give necessary and appropriate support throughout the awareness raising

6 encourage those involved, through the creation of an appropriate environment, to seek the support they need at the time when they need it

7 take the appropriate action as soon as is possible to solve any arising problems whilst maintaining the overall direction and thrust

8 contact people in the target group to gain feedback on the effectiveness of the inputs and outcomes of the awareness raising

9 record the achievements and lessons learnt and effectively disseminate the information to all involved to maintain commitment and target improvements

10 recognise achievements in a way which is appropriate to those concerned, the nature of the achievement and the overall context

11 monitor awareness raising at regular intervals to identify the extent to which it appears to be capturing the interest of the target group

12 undertake monitoring in a way which is capable of scanning all parts of the awareness raising and of identifying any trouble spots

13 contact those involved without delay when awareness raising plans need to be revised.

Explanatory notes

In performance criterion 4, the issues that might be identified include: lack of empowerment to take effective action, responsibilities not delegated to the level where it is possible to act effectively, inconsistent messages, lack of clarity and conflict between those involved, inconsistent purpose and direction, turnover of those involved, change of policies, direction and commitment of those involved, promised resources not materialising.

In performance criterion 8, the target group includes both those at whom the final safety and social inclusion messages are likely to be aimed and those who can provide access to groups at whom the final message is aimed, (for example community groups).

In performance criterion 10, the achievements are those of the target group and those involved in the awareness raising.

Unit BA4   Raise awareness to promote community safety and social inclusion
Knowledge and understanding

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

Working with communities and community members

1   the profile of the local area with which the worker is concerned

- communities (neighbourhoods, communities of interest, communities of identity)

- crime and anti-social behaviour: incidence, types, levels, problems and contributing factors, the likely extent of unreported crime

- structures and amenities

- cultural diversity, community groups, formal and informal leaders, networks

2   the social and environmental factors which contribute to social exclusion; the particular needs of individuals who may be socially excluded or stigmatised; why social justice is important to working effectively with socially excluded individuals, groups and communities

3   the meaning of 'hard to reach' groups as it applies to the area with which the worker is concerned; why it is important to involve such groups in all community consultation and community-based action

4   the impact of crime on victims and their families and their right to protection, recognition, respect, information and confidentiality; direct and indirect victimisation; the meaning and implications of repeat victimisation for community safety practice

5   methods for developing and maintaining effective channels of communication with members of all communities in the local area with which the worker is concerned

6   how to respond to differences in the way that people communicate; the ways in which communication can be altered for different needs and contexts; barriers to cross cultural communication and ways of overcoming them; how to organise and provide appropriate translation and interpreting services

7   methods for determining the financial and social costs of crime and anti-social behaviour and for analysing and illustrating the cost benefits of community safety action

8   the different methods which can be used to raise awareness about community safety and social inclusion and the advantages and disadvantages of each; known good practice in awareness raising and the reasons for its success

9   the kinds of misinformation which people receive about crime and anti-social behaviour and how this can be counteracted

10   the range of different factors which may affect the content and effectiveness of awareness raising about community safety and social inclusion and how the worker has taken these into account

Working within the community justice sector

11   the specific legislation, guidelines of good practice, charters and service standards that relate to the work being undertaken and the impact of these on the work

12   the services, policies and priorities of community safety partnerships and their members; the relationship between community safety partnership strategies and the strategies of other multi-agency partnerships (for example youth offending, drug and alcohol action,

health and education action, regeneration projects); how to strengthen these links in order to provide coherent services to communities

Working to improve agency practice

13   the services, policies and priorities of the worker's agency and how it relates to other agencies in the community justice sector

14   methods for managing resources effectively

15   the data storage and retrieval systems used by key agencies working in community safety

16   codes of practice and protocols about confidentiality and information sharing between agencies working in partnership

17   methods for developing positive working relationships with the media; the different media which might be used for awareness-raising about community safety and social inclusion and the advantages and disadvantages of each

18   methods for planning work: how to develop and agree objectives, targets, methods, evaluation criteria, timescales, key milestones and indicators of effective performance

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 reasoning processes the worker used in determining their approach and methodology

21   how the worker has applied the principles of equality, diversity and anti-discriminatory practice to their work

22   what is evidence-based practice; why it is important to use evidence from research about what is effective; methods for monitoring and evaluating practice; why it is important to share information about successes and failures.

Unit BA4 Raise awareness to promote community safety and social inclusion
Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria 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. reports, plans, promotional material.

- **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. what is evidence-based practice and why it is important to use evidence from research about what is effective. 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 factors which might affect the plan and its implementation and used them to inform its content and structure.

Unit BA5 Contribute to developing awareness and community action in relation to crime

Summary

This unit focuses on contributing to community awareness and involvement in relation to crime and crime prevention. This includes assisting in the assessment of the need for awareness raising and planning how this can best be undertaken, raising people's awareness of specific issues and helping them to identify their responses, and contributing to evaluation and improvement. Plans and promotional activities should be based on evidence of effective practice. The worker needs to demonstrate that they are able to work on a one-to-one basis with individuals and with groups (such as at promotional events in public places). The term 'community' has been used to mean a set of people who are united either by a common geographical location or by a common aspect, such as their gender or a disability. The worker may seek to work directly with those who are the target group for the awareness raising or community action, or influence them indirectly through others.

The worker will draw on a range of sources of information including: agency records , associations and self-help groups , the media, published crime prevention/crime and disorder data, and research evidence on effectiveness.

The worker will offer support including education and training, counselling and support, advocacy and representation, interpretation, quantitative and qualitative information and accessing expertise.

There are three elements:

BA5.1 Develop plans to promote awareness and community action in relation to crime
BA5.2 Promote awareness and community action in relation to crime
BA5.3 Contribute to the evaluation and improvement of awareness raising and community action in relation to crime

Target group

This unit is applicable across the community justice sector. It is designed for non-specialist workers for whom awareness raising of this kind is not the primary focus of their work. This might relate to work with people who have particular needs for information and advice (such as those particularly vulnerable to crime or who have been the victims of crime) and the provision of general information and advice as part of a wider role.

This unit has been created by Skills for Justice.

Unit BA5 Contribute to developing awareness and community action in relation to crime

Element BA5.1 Develop plans to promote awareness and community action in relation to crime

Performance criteria

To meet the standard, you

1   clearly establish with the community their role and responsibilities in the awareness raising and community action process

2   identify those who have an interest in awareness raising and community action

3   identify and access potentially valuable sources of information about crime in the community

4   identify the aims, objectives, methods and content of the awareness raising and consultation, and there sources that will be required

5   base their actions on evidence of effective practice in awareness raising and community action

6   identify and explore the opportunities and constraints which will affect the feasibility of different forms of awareness raising and community action

7   recommend options which are most likely to meet the identified aims and objectives and are sufficiently flexible to meet changing circumstances

8   present reports in a way which is suitable for those who are to use them.

Explanatory notes
'Changing circumstances' (performance criterion 7) might include changes in the interests of the target groups, changes in legislation, advances in knowledge and practice, changing public pressure, operational changes (eg. changes in staffing and resourcing).

Unit BA5   Contribute to developing awareness and community action in relation to crime

Element BA5.2   Promote awareness and community action in relation to crime

Performance criteria

To meet the standard, you

1   establish contact with relevant community members and target audiences, and arrange meetings at appropriate times and places

2   explore with community members the aims, objectives, methods and target audiences for awareness raising and community action, and address any difficulties that arise

3   present to community members clear, accurate and relevant information about crime in the community, its effects on the community and on victims

4   communicate with the target audience in a manner that promotes their interest and participation

5   help members of the community to understand and use their capabilities in community safety, the prevention of crime and work with individuals who have offended

6   support members of the community in ways which are appropriate to the action they wish to take and encourage them to take ownership of their actions

7   challenge attitudes and behaviour which are aggressive, abusive or discriminatory

8   make explicit any conflicts of interest which the worker has, and offer ideas as to how they can be dealt with

9   give people the opportunity to ask questions and confirm their understanding of the information provided

10   refer those who need further information and advice to the appropriate sources.

Explanatory notes
The 'difficulties' (performance criterion 2) that might need to be addressed include: differences of opinion between community members; community disagreement with the proposals for awareness raising and action; abusive, aggressive or discriminatory behaviour and attitudes.

Unit BA5 Contribute to developing awareness and community action in relation to crime

Element BA5.3 Contribute to the evaluation and improvement of awareness raising and community action in relation to crime

Performance criteria

To meet the standard, you

1 seek feedback from target groups and colleagues on the effectiveness of awareness raising and community action

2 gather information on the process and outcomes of the awareness raising and community action and collate it in a form which facilitates evaluation

3 present an evaluation of the awareness raising and community action against its agreed aims, objectives, methods and content

4 offer constructive feedback to others involved in the awareness raising and community action on their contributions

5 make recommendations for improving future awareness raising and community action based on the available evidence

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

7 communicate information to people who are authorised to have it

8 promote the outcomes of the evaluation in a manner which supports future awareness raising and community action and contributes to the continuing development of best practice.

Unit BA5   Contribute to developing awareness and community action in relation to crime
Knowledge and understanding

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

Working with communities and community members

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   crime in the local community: contributing factors; types and rates of offending; its impact on victims; community-based services to address crime in the wider context of the criminal justice system

4   holistic concepts and approaches to community safety and crime prevention

5   evidence of effective practice in community safety, crime prevention and community justice programmes

6   issues relating to community safety and healthy societies

7   agencies, groups and individuals who may have an interest in community safety and crime prevention, what their interests may be and methods of identifying and establishing relationships with these stakeholders

8   the short and long term effects of awareness raising and the effect of this on evaluating the effectiveness of any awareness raising activity

Working within the community justice sector

9   the specific legislation (national and European) which relates to the work being undertaken 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 agency practice

11   methods and strategies of awareness raising which have been carried out by others and the strengths and weaknesses of different approaches

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

Working to improve individual practice

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 BA5   Contribute to developing awareness and community action in relation to crime

Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria 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. plans, promotional material.

- **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. 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 nature of crime in the local community and the impact of that crime on victims and their need for protection, respect, recognition and information. 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 BA8   Contribute to development of priorities and objectives for promoting community justice and social inclusion

Summary

The focus of this unit is the development and agreement of priorities and objectives to promote community justice and social inclusion. This unit builds on the identification of trends and changes in community safety and community justice and the evaluation of different means of meeting those needs described in unit (HF13). The population who are at the focus of this work may be at national, regional or local level.

In this unit community justice and social inclusion may be promoted by creating healthy environments and practices, awareness raising, community action projects delivered through community provision and self-help groups, statutory services, voluntary sector services and approaches, approaches to promoting community justice and social inclusion, prevention measures and other services which affect community safety and community justice, such as transport, housing, and education.

The range of stakeholders is likely to include other workers in the same agency, workers in other agencies, inter-agency forums, the population under consideration and politicians.

The candidate will be involved in consultation methods such as focus groups, briefing and debriefing events, questionnaires, group discussions and meetings and community development forums.

There are two elements:

BA8.1   **Contribute to development of priorities for promoting community justice and social inclusion**

BA8.2   **Contribute to development of objectives to promote community justice and social inclusion**

Target group

This unit is intended for anyone who contributes to the development by others of priorities and objectives to promote community justice and social inclusion, primarily at regional or local level. the unit is designed to be relevant to a wide range of agencies, including probation services, social work, the police, prison services, local authorities, inter-agency teams and agencies in the voluntary sector. The agency's work may be focused on community safety, reducing crime and the fear of crime, work with those affected by offending (victims, survivors and witnesses) or work with those who have offended.

This unit has been created by Skills for Justice.

Unit BA8   **Contribute to development of priorities and objectives for promoting community justice and social inclusion**

Element BA8.1   Contribute to development of priorities for promoting community justice and social inclusion

Performance criteria

To meet the standard, you

1   identify potential means of promoting community justice and social inclusion in the identified population

2   identify and evaluate emerging trends and developments that may affect priorities

3   identify and summarize accurately significant opportunities and constraints and their inter-relationships

4   identify ways in which available resources could best be allocated to meet the identified concerns of the population and their particular needs and characteristics

5   think critically about current practice in addressing the concerns and needs of all of the identified population

6   justify your preferences for one means over others with evidence of effectiveness

7   help develop draft priorities to promote community justice and social inclusion for the population

8   scrutinize draft priorities to confirm that all are feasible and realistic, and that all relevant information has been considered

9   participate in consultation processes in order to identify additional valid and reliable information and to gain the views of all stakeholders

10   discuss with stakeholders the detailed wording and content of priorities

11   disseminate finalised priorities to stakeholders in an appropriate form at the time they need them.

Explanatory notes

In performance criterion 2, trends and developments might relate to: crime which has the potential to be prevented; patterns of crime and anti-social behaviour; changes in factors which affect community justice and social inclusion; new thinking and technology; changes in legislation, targets and policy; changes in resourcing; changes in public opinion.

Unit BA8   **Contribute to development of priorities and objectives for promoting community justice and social inclusion**

Element BA8.2   Contribute to development of objectives to promote community justice and social inclusion

Performance criteria

To meet the standard, you

1   identify accurately stakeholders in the objective setting process

2   help to implement effective consultation methods that will generate sufficient information for setting objectives

3   in discussion with stakeholders translate overall objectives into specific objectives for promoting community justice and social inclusion and meeting the concerns of the population

4   clearly relate objectives to the overall concerns of the population and clarify the value that each objective will add

5   set objectives which are clear and achievable and contain criteria by which outcomes and processes can be evaluated

6   negotiate and discuss draft objectives with others and refine them in the light of their feedback

7   evaluate agreed objectives to confirm they meet targets and priorities and are consistent with known trends and developments

8   disseminate agreed objectives in an appropriate format to those who need to know.

Explanatory notes

In performance criterion 5, the criteria which might be used for evaluating outcomes and processes might include: effectiveness, equity (including the promotion of human rights), efficiency, accessibility, appropriateness, acceptability, responsiveness, best value.

In performance criterion 7, trends and developments might relate to: crime which has the potential to be prevented; patterns of crime and anti-social behaviour; changes in factors which affect community justice and social inclusion; new thinking and technology; changes in legislation, targets and policy; changes in resourcing; changes in public opinion.

Unit BA8 Contribute to development of priorities and objectives for promoting community justice and social inclusion

Knowledge and understanding

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

Working within the community justice sector

1 the means which are available for promoting community justice and social inclusion and the purpose of mapping them; how to undertake such a mapping; those areas of work which may be highly regarded and highly effective in addressing the population's concerns but which may be vulnerable to resource constraints, the reasons for their vulnerability and how they can best be protected

2 what is meant by the term 'stakeholders', who may be seen as a stakeholder and the different, and perhaps competing, interests which stakeholders may have and why this occurs; how to work with a range of different stakeholders and across their different interests; how to develop priorities and objectives which balance the needs and interests of different stakeholders and move towards a win-win situation; how to challenge effectively the views and interests of others, whilst respecting their rights to hold such views and asserting one's own views; the purpose of encouraging stakeholders to make explicit their aims, commitments and concerns in relation to the various means of promoting community justice and social inclusion

3 obstacles to change, the reasons for them and how to encourage people to think past obstacles to change and gain the confidence and interest to move forward; the plans and processes which need to be put in place to enable people to manage change; effective change management processes and how these may differ in different contexts and settings; how the worker can adopt an approach and working style which is supportive of change

4 different emerging priorities and how these can be analysed and evaluated; the factors which should influence decision making in relation to priorities, the nature of each of these and the effects which they have on priority setting and long term planning

5 how to present proposals effectively in ways which capture people's interests and the purpose of following up those which are not accepted and learning from this

6 how to detail clear and measurable objectives and relate these to promoting community justice and social inclusion and the concerns of the population; who needs to be involved in the development of objectives and the value of the different perspectives which they each bring; the reasoning processes the worker followed during developing and agreeing priorities and objectives

7 the criteria by which the quality of services can be evaluated and the meaning of each of the criteria

8 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

9 the nature of the community safety and community justice sector and the nature, roles and functions of the principal agencies within the sector; agency structures, functions, methods of communication and decision making processes; how to monitor, analyse and evaluate implications of changes in the agency in which one works

Working to improve individual practice

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

11   how to evaluate one's own competence and determine when further support and expertise are needed; how to inform and consult with others on problems and proposals and encourage others to offer ideas and challenge practice; the need to develop one's own competence and skills in line with changes in knowledge and practice and how the worker's area of practice is changing and the implications of this for their own skill and knowledge base.

Unit BA8   Contribute to development of priorities and objectives for promoting community justice and social inclusion
Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria 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.

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

- **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 nature of the community safety and community justice sector and the nature, roles and functions of the principal organisations within the sector. 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 thought critically about current practice in addressing the concerns and needs of all of the identified population.

Unit BA9   Contribute to strategies for promoting community justice and social inclusion

Summary

This unit is about acting upon agreed priorities and objectives for promoting community justice and social inclusion by helping to develop and implement clear strategies, and then monitoring and improving the strategies in practice, constantly evaluating and re-evaluating them as they are implemented. It builds on unit (BA8) as setting priorities and objectives should precede the development of strategies.

The stakeholders will include: other workers in the same agency, workers in other agencies, statutory inter-agency forums, the population under consideration, politicians. Resource constraints will include: finance, human, time, equipment and materials, capital.

Element 1 includes both formal and informal negotiation and consultation processes.

Indicators of effectiveness should include: outcomes, outputs and targets, inputs and processes, costs and best value.

the support provided will include: encouragement and motivation, training and coaching, representation of views to others, information and advice, accessing expertise and resourcing.

There are three elements:

BA9.1   Develop and agree strategies for promoting community justice and social inclusion

BA9.2   Implement strategies for promoting community justice and social inclusion

BA9.3   Monitor, evaluate and improve strategies for promoting community justice and social inclusion

Target group

This unit is intended for anyone who contributes to the development by others of strategies for promoting community justice and social inclusion for a population, primarily at regional or local level. The unit is designed to be relevant to a wide range of agencies, including probation services, social work, the police, prison services, local authorities, inter-agency teams and voluntary sector agencies. The agency's work may be focused on community safety, crime reduction, work with those affected by offending (victims, survivors and witnesses) or work with those who have offended.

This unit has been created by Skills for Justice.

Unit BA9 **Contribute to strategies for promoting community justice and social inclusion**

Element BA9.1 Contribute to development of strategies for promoting community justice and social inclusion

Performance criteria

To meet the standard, you

1 communicate with stakeholders in a manner which is open, realistic and likely to engage their interest and support

2 obtain information on the evaluation criteria and the range of strategic options that are being considered

3 help to implement negotiation and consultation processes which are appropriate to stakeholders

4 monitor negotiation and consultation processes for their effectiveness in producing the necessary feedback

5 make necessary modifications to negotiation and consultation processes when they are failing to produce the feedback required

6 provide feedback from negotiation and consultation processes

7 participate in discussions on preferred strategic options and confirm they

- meet the identified criteria
- reduce risks
- are attainable within agreed timescales

are within resource constraints.

Unit BA9 Contribute to strategies for promoting community justice and social inclusion

Element BA9.2 Contribute to implementation of strategies for promoting community justice and social inclusion

Performance criteria

To meet the standard, you

1. identify the indicators that will be used to guide the implementation and evaluation of strategies

2. identify the methods of implementing strategies that will be suitable for the context and the people who work within them, in the light of previous experience

3. clarify for the methods

   - evidence of past practice
   - the context
   - priorities and objectives
   - cost
   - level of commitment
   - skills needed and skill base
   - time available

4. monitor implementation of the strategy, in partnership with the different people and their roles and responsibilities

5. support and encourage people to understand their contribution to strategy implementation, to offer suggestions, ideas and views and take an active part in the process

6. discuss and agree action plans for implementing the strategy with those responsible

7. obtain and give necessary and appropriate support for as long as is necessary to achieve effective implementation

8. encourage those involved to seek the support they need as and when they need it

9. identify and use effectively opportunities to inform and advise people on strategies.

Explanatory notes

In performance criterion 4, roles and responsibilities might relate to: statutory obligations, responsibilities of post-holders/jobholders, the public and other workers.

Unit BA9 **Contribute to strategies for promoting community justice and social inclusion**

Element BA9.3 Monitor and contribute to the improvement of strategies for promoting community justice and social inclusion

Performance criteria

To meet the standard, you

1   identify the nature and sources of information required to monitor and evaluate strategies

2   establish effective systems for collecting and processing monitoring information

3   collect valid and reliable information as required

4   identify and report on the benefits and drawbacks of the strategies

5   communicate the results of the review and evaluation to stakeholders at a time when they are able to make use of it

6   clarify concerns regarding the availability of resources and their impact on meeting the concerns of the population and address them to those who need to know and may act upon them

7   disseminate achievements and lessons learnt effectively to all involved to maintain commitment and target improvements

8   recognise achievements in a way which is appropriate to those concerned, the nature of the achievement and the overall context.

Unit BA9   Contribute to strategies for promoting community justice and social inclusion
Knowledge and understanding

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

Working within the community justice sector

1   the range of strategic options for promoting community justice and social inclusion, those which are particularly helpful for meeting the concerns of different groups and how to assess their relative strengths, weaknesses, opportunities and threats; the complexity of working with different communities, how different communities perceive crimes and how perceptions of crime are socially-based; crimes which may remain hidden, why crimes may not be reported or talked about in group settings (eg. domestic violence)

2   what is meant by the term 'stakeholders', why the term is used, who may be seen as a stakeholder and the different, and perhaps competing, interests which stakeholders may have and why this occurs; how to work with a range of different stakeholders and across their different interests; the purpose of encouraging stakeholders to make explicit their aims, commitments and concerns in relation to the various means of promoting community justice and social inclusion

3   the means which are available for promoting community justice and social inclusion, and the purpose of mapping them; factors which affect the focus and range of the different means and any preferred suppliers

4   how to identify and assess the types and level of risk (within and outside the agency) inherent in different strategic options; methods of evaluating strategic options (such as modelling and scenario building)

5   methods of presenting and preparing reports for decision making

6   managing change: the different options for change to make means more appropriate for the whole of the population; the ways in which the implementation of those different options would need to be managed and the knock-on effects which they might have (eg. redeployment of staff); the extent to which options for change are feasible given other factors; how to present proposals for change constructively and in ways which help people see their benefits; the sort of arguments which may be effective to counter others' views and how these can be offered constructively; how to challenge current practice and help people to think creatively particularly in relation to the needs of those groups who are socially excluded; obstacles to change, the reasons for them and how to encourage people to think past obstacles to change and gain the confidence and interest to move forward; the plans and processes which need to be put in place to enable people to manage change; effective change management processes and how these may differ in different contexts and settings; how the worker can adopt an approach and working style which is supportive of change

7   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

8   own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure

9   the nature of the community justice sector and the nature, roles and functions of the principal agencies within the sector; agency structures, functions, methods of communication and decision making processes; how to monitor, analyse and evaluate implications of changes in the agency in which one works

Working to improve individual practice

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

11   how to evaluate one's own competence and determine when further support and expertise are needed; how to inform and consult with others on problems and proposals and encourage others to offer ideas and challenge practice; the need to develop one's own competence and skills in line with changes in knowledge and practice and how the worker's area of practice is changing and the implications of this for their own skill and knowledge base.

Unit BA9   Contribute to strategies for promoting community justice and social inclusion
Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria 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.

- **Work products:** These are non-confidential records made, or contributed to by you eg. minutes of meetings, strategy 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. 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 legislation, guidelines, charters and service standards which relate to the work being undertaken, the different options for managing change. 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 made modifications to negotiation and consultation processes when they are failing to produce the feedback required.

Unit BA12   Address problems identified with community safety and social inclusion

Summary

This unit is about planning, implementing and evaluating action that is targeted to address problems with community safety and social inclusion that have been identified through community safety audits and through consultation with local communities. The problems which might be addressed would include:

- incidence of crime, disorder and anti-social behaviour
- fear of crime
- the extent of unreported crime
- other safety hazards (for example fire safety, road safety)
- social exclusion indicators (such as the number of school exclusions).

the worker will need to be able to work with relevant parties: from the worker's own agency, from agencies working in partnership with the worker's agency, and representatives from the community concerned and the wider community (multi-agency groups and partnerships, statutory agencies, voluntary sector agencies, commercial sector agencies, health care organisations, formal and informal leaders within the community, community groups, and those not involved in established community groups) the worker will need to use social methods, environmental methods and rule enforcement methods.

Those involved in implementing the action will include those working day to day on implementation, community members who can support implementation, those with line management responsibilities for implementation, those who steer the implementation of the action plan and those with service level agreements or other arrangements for delivering specific human and financial resources.

The unit emphasises the importance of

- being clear about the nature, location, seriousness and causes of problems before any planning takes place
- identifying the roles, responsibilities and tasks of all those delivering the action
- establishing evaluation criteria at an early stage in the planning
- involving the wider community in order to build the capacity for developing safer communities
- using a range of approaches, (for example community mobilisation, mainstreaming, specific projects and influencing others) in order to achieve objectives
- evidence based practice
- principles of best value and best practice.

There are three elements:

BA12.1   Plan action designed to address identified problems with community safety and social inclusion

BA12.2   Coordinate the implementation of action plans to address identified problems with community safety and social inclusion

BA12.3   Evaluate action designed to address identified problems with community safety and social inclusion

Target group

This unit is intended for workers in all statutory and non-statutory agencies working in communities to improve safety and social inclusion; workers in community safety partnerships with responsibilities for action planning to deliver community safety strategies.

This unit has been created by Skills for Justice.

Unit BA12   Address problems identified with community safety and social inclusion

Element BA12.1 Plan action designed to address identified problems with community safety and social inclusion

Performance criteria

To meet the standard, you

1   analyse information from community safety audits, community consultation and from research undertaken by others to determine the problems that need to be addressed

2   assess the nature, location and seriousness of the problems that need to be addressed from the information available and in discussion with relevant parties

3   assess the social and environmental factors which are contributing to causing the problems from the information available and in discussion with relevant parties

4   agree with relevant parties the priorities for action

5   research and develop baseline information about how others have addressed the agreed priorities and the cost effectiveness of different options

6   appraise with relevant parties a range of options for addressing the agreed priorities and undertake a cost benefit analysis of each option

7   select with relevant parties those options which have the best chance of addressing the agreed priorities and are the most effective use of human and financial resources

8   determine with relevant parties the approaches for delivering the agreed options

9   develop an action plan with relevant parties which specifies

- the aims and objectives of the action

- the targets of the action

- the methods that will be used to achieve the aims and objectives

- the outputs

- the inputs

- costing and available resources

- timescales and key milestones

- indicators of effective performance

- key people and their roles, responsibilities and tasks

- evaluation criteria

10   record plans and agreements accurately and disseminate them promptly to relevant parties.

Explanatory notes

In performance criterion 8, the different approaches which might be tried for delivering options would include: community mobilisation and action; programmes of action involving several

partnership members; specific projects commissioned by the partnership; through mainstream services and through influencing others

-        formal and informal leaders within the community.

In performance criterion 9, the targets of action which might be set might relate to: a particular social group; a particular type of crime or anti-social behaviour; other types of safety hazard; a particular locality or neighbourhood.

An example of a social method might be mentoring projects for young people. An example of an environmental method might be estate regeneration.

An example of a rule enforcement method might be enforcing tenancy agreements.

Unit BA12 Address problems identified with community safety and social inclusion

Element BA12.2 Coordinate the implementation of action plans to address identified problems with community safety and social inclusion

Performance criteria

To meet the standard, you

1   use formal and informal methods of co-ordination which are appropriate to the nature of the action and the people involved in implementing it

2   offer those involved in implementing the action appropriate support to enable them to achieve the objectives and develop a commitment to implementation

3   maintain contact with those involved at a realistic level and frequency

4   encourage those involved in implementing the action to involve the wider community and include their interests whenever possible

5   support and encourage other workers to build similar development approaches into their own work

6   regularly monitor the management of human and financial resources and take appropriate action when there are problems

7   offer appropriate acknowledgements to those involved on their achievements in implementing the action plan

8   make explicit to those involved any conflicts of interest which the worker has, and discuss how these can be dealt with.

Unit BA12   Address problems identified with community safety and social inclusion

Element BA12.3 Evaluate action designed to address identified problems with community safety and social inclusion

Performance criteria

To meet the standard, you

1   encourage those involved in implementation to see the value of evaluation

2   use evaluation methods which are appropriate to

*   the aims, objectives and targets of the action plan

*   the agreed evaluation criteria

and which enable all those involved in implementation to contribute their own views and information

3   evaluate both the outputs and outcomes of the action and the processes used to achieve them

4   offer those involved in implementation the appropriate level and forms of support so that they can evaluate outputs, outcomes and processes systematically

5   reach agreement with all those involved about any changes which need to be made to the action plan, supporting them to consider the impact of such changes on the nature of their involvement

6   produce a report of the outcomes of the evaluation in language and formats that are likely to be readily understood by interested parties.

Unit BA12   Address problems identified with community safety and social inclusion

Knowledge and understanding

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

Working with communities and community members

1   the profile of the local area with which the worker is concerned

- communities (neighbourhoods, communities of interest, communities of identity)

- crime and anti-social behaviour: incidence, types, levels, problems and contributing factors, the likely extent of unreported crime

- structures and amenities

- cultural diversity, community groups, formal and informal leaders, networks

2   the social and environmental factors which contribute to social exclusion; the particular needs of individuals who may be socially excluded or stigmatised; why social justice is important to working effectively with socially excluded individuals, groups and communities

3   the meaning of 'hard to reach' groups as it applies to the area with which the worker is concerned; why it is important to involve such groups in all community consultation and community-based action

4   the impact of crime on victims and their families and their right to protection, recognition, respect, information and confidentiality; direct and indirect victimisation; the meaning and implications of repeat victimisation for community safety practice

5   methods for determining the financial and social costs of crime and anti-social behaviour and for analysing and illustrating the cost benefits of community safety action

6   the kinds of misinformation which people receive about crime and anti-social behaviour and how this can be counteracted

7   why it is important that action to address crime and anti-social behaviour is in proportion to the scale and seriousness of the problem and does not

- produce a fear that is disproportionate to the actual risk

- impede the rights of ordinary citizens to public space, goods and services

- stigmatise individuals, neighbourhoods or institutions

and how account of this has been taken in the work

Working within the community justice sector

8   the specific legislation, guidelines of good practice, charters and service standards that relate to the work being undertaken and the impact of these on the work

9   the services, policies and priorities of community safety partnerships and their members; the relationship between community safety partnership strategies and the strategies of other multi-agency partnerships (for example youth offending, drug and alcohol action, health and education action, regeneration projects); how to strengthen these links in order to provide coherent services to communities

Working to improve agency practice

10   the services, policies and priorities of the worker's agency and how it relates to other agencies in the community justice sector

11   methods for managing resources effectively

12   codes of practice and protocols about confidentiality and information sharing between agencies working in partnership

13   methods for determining the costs of planned community safety action; methods for assessing available human and financial resources; methods for building budgets to meet the costs of planned work; sources of available funding and how to access them

14   why it is important to incorporate community capacity building within resource allocation and funding bids

15   methods for planning work: how to develop and agree objectives, targets, methods, evaluation criteria, timescales, key milestones and indicators of effective performance

Working to improve individual practice

16   own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure

17   the reasoning processes the worker used in determining their approach and methodology

18   how the worker has applied the principles of equality, diversity and anti-discriminatory practice to their work

19   what is evidence-based practice; why it is important to use evidence from research about what is effective; methods for monitoring and evaluating practice; why it is important to share information about successes and failures.

Unit BA12   Address problems identified with community safety and social inclusion

Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria 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 eg. action plans, reports, 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. 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 reasoning processes you have used in determining your approach and methodology 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 eg. how you have supported and encouraged other workers to build similar development approaches into their own work.

Unit BA13 Enable groups, communities and organisations to address issues which affect community safety and social inclusion

Summary

This unit is about using community or organisational development models for enabling groups, communities and organisations to address issues which affect community safety and social inclusion. This involves enabling people to determine their own issues and concerns and working with them as they plan how to address them. The practitioner's role is not to set the agenda, but to be there as a resource to groups, communities and organisations. This includes clarifying, summarising, reflecting back and encouraging people to take realistic steps so that they can see their achievements and evaluate areas of success. It also includes enabling people to evaluate, review and modify their plans in the light of their experience, so that they are able to learn and progress.

'Communities' means neighbourhoods, communities of interest (for example, business communities), communities of identity (for example minority ethnic groups, young people, lesbian and gay people).

The worker will provide information about the nature and impact of social exclusion and the causes of crime and anti-social behaviour. The candidate will also provide information about the area community safety audit and strategy and its relationship to the issues being raised.

The worker will need to take into account the support available to achieve the objectives (from funding, information, technical support, advice and consultancy, to education and training, interpretation of information, or simply encouragement).

The consequences will include the groups, communities and organisations:

- providing their own services

- obtaining new services from organisations

- seeking to modify existing services

- lobbying and campaigning

- fund raising

There are five elements:

BA13.1 Enable groups, communities and organisations to determine their own issues and concerns

BA13.2 Enable groups, communities and organisations to plan how to address their issues and concerns

BA13.3 Act as a resource to groups, communities and organisations as they take actions to address their issues and concerns

BA13.4 Support groups, communities and organisations in evaluating their actions and learning from their experience

BA13.5 Support groups, communities and organisations as they review and modify their plans and actions

Target group

This unit is intended for those who work with organisations, communities and groups using organisational or community development approaches to enable them to address issues which affect community safety and social inclusion.

This unit has been created by Skills for Justice.

Unit BA13 Enable groups, communities and organisations to address issues which affect community safety and social inclusion

Element BA13.1 Enable groups, communities and organisations to determine their own issues and concerns

Performance criteria

To meet the standard, you

1   acknowledge the rights of groups, communities and organisations to make their own decisions about issues which affect community safety and social inclusion

2   communicate in a manner which encourages openness and a frank exchange of views and is consistent with the culture of those with whom they are working

3   make explicit their own values and perspectives and those of their agency

4   enable groups, communities and organisations to explore the aspects of community safety and social inclusion which concern them

5   help groups, communities and organisations to

   •   research and evaluate the views of others in the wider community

   •   acknowledge the value of diversity

   •   acknowledge the rights of minority groups

6   encourage groups, communities and organisations to recognise that developing their own plans is legitimate

7   provide information and advice which

   •   is appropriate to the group's, community's and organisation's issues, context and situation

   •   recognises the complexity of the decisions which they have to make

8   enable groups, communities and organisations to reach agreement on the issues and concerns which affect them most

9   explain in a supportive manner any problems with the choices made

10   enable groups, communities and organisations to prioritise the agreed issues into an agenda for action that is likely to be acceptable to all those in the wider community with a shared interest in community safety and social inclusion

11   provide appropriate support to enable effective consultation to take place with all those with a shared interest in community safety and social inclusion.

Explanatory notes

In performance criterion 5, 'others in the wider community' would include multi-agency groups and partnerships, statutory agencies, voluntary sector agencies, health care organisations, commercial sector agencies, community groups, people in the wider community not involved in established community groups who may therefore be harder to reach, agencies representing the interests of communities (for example, those working with victims and survivors of crime) and formal and informal leaders within the community.

Unit BA13 Enable groups, communities and organisations to address issues which affect community safety and social inclusion

Element BA13.2 Enable groups, communities and organisations to plan how to address their issues and concerns

Performance criteria

To meet the standard, you

1   allow different individuals to identify their own concerns and priorities and reflect on these in the context of the wider group

2   enable groups, communities and organisations to systematically identify the aims they hope to achieve and how these will address their issues and concerns

3   encourage those involved to

- take account of the interests of the wider community

- welcome diversity

- acknowledge the rights of minority groups

- plan how the maximum number of interests can be accommodated

4   help those involved to

- identify the steps needed to achieve their aims

- establish short, medium and long-term objectives

5   explore with those involved the options available for achieving the objectives and the implications of each

6   discuss with those involved the feasibility of the options, given the context and situation in which the group, community or organisation is operating

7   offer advice where the options selected have the potential to directly affect the rights of others

8   enable the group, community or organisation to select options which are capable of implementation

9   make explicit conflicts of interest for the worker and discuss with the groups, communities and organisations how these can be addressed.

Explanatory notes

In performance criterion 3, the 'wider community' would include In performance criterion 5, 'others in the wider community' would include multi-agency groups and partnerships, statutory agencies, voluntary sector agencies, health care organisations, commercial sector agencies, community groups, people in the wider community not involved in established community groups who may therefore be harder to reach, agencies representing the interests of communities (for example, those working with victims and survivors of crime) and formal and informal leaders within the community.

Unit BA13 Enable groups, communities and organisations to address issues which affect community safety and social inclusion

Element BA13.3 Act as a resource to groups, communities and organisations as they take actions to address their issues and concerns

Performance criteria

To meet the standard, you

1 encourage groups, communities and organisations to discuss the choices they have made and the reasons for their chosen course of action

2 explore the implications of these choices in a manner which encourages those involved to understand their impact and any difficulties which might arise

3 clarify and provide accurate information about the range of support mechanisms available

4 explore, when requested, the different ways in which the worker could act as a resource to the group, community and organisation

5 act as a resource using methods which are

  • agreed with the group, community and organisation concerned

  • agreed with any others who will be involved in the implementation

  • consistent with the role of the worker and their agency

6 maintain contact at a level which offers the amount of support necessary and is realistic given

  • the policy of the worker's agency

  • the resourcing and priorities of the worker's agency

  • the worker's role

  • the worker's other commitments

7 achieve the best balance between encouraging the group, community and organisation to

  • take responsibility for action

  • seek further support when they need it

8 respect the right of the group, community and organisation to change its mind and consider alternative approaches.

Unit BA13 **Enable groups, communities and organisations to address issues which affect community safety and social inclusion**

Element BA13.4 Support groups, communities and organisations in evaluating their actions and learning from their experience

Performance criteria

To meet the standard, you

1 encourage groups, communities and organisations to see the value of evaluation and how it can contribute to their development and effectiveness

2 suggest evaluation processes which allow those involved to contribute their own views and perspectives and reflect on these in the context of the wider group

3 enable groups, communities and organisations to systematically evaluate

- their achievements

- those aspects in which they have been less successful

- the reasons for each of these

- the role of the worker

- the role of other agencies in supporting them

4 actively encourage individuals to offer their views, through communicating in ways which encourage openness and frankness

5 encourage those involved to

- take account of the wider community

- welcome diversity

- evaluate the success of their actions in relation to the community as a whole.

Unit BA13 Enable groups, communities and organisations to address issues which affect community safety and social inclusion

Element BA13.5 Support groups, communities and organisations as they review and modify their plans and actions

Performance criteria

To meet the standard, you

1   agree with the group, community and organisation any changes which need to be made and how these will be achieved

2   encourage those involved to

- agree changes which are justifiable and capable of implementation

- consider the implications which the changes may have for them

- consider the implications which the changes may have for other groups, communities and organisations

3   make a complete, accurate and legible report of the review process in formats and language useable by those involved and the worker's agency

4   support groups, communities and organisations in planning how they will move forward to the next phase of their development.

Unit BA13   Enable groups, communities and organisations to address issues which affect community safety and social inclusion

Knowledge and understanding

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

Working with communities and community members

1   the social and environmental factors which contribute to social exclusion; the particular needs of individuals who may be socially excluded or stigmatised; why social justice is important to working effectively with socially excluded individuals, groups and communities

2   the impact of crime on victims and their families and their right to protection, recognition, respect, information and confidentiality; direct and indirect victimisation; the meaning and implications of repeat victimisation for community safety practice

3   how to respond to differences in the way that people communicate; the ways in which communication can be altered for different needs and contexts; barriers to cross cultural communication and ways of overcoming them; how to organise and provide appropriate translation and interpreting services

4   the kinds of misinformation which people receive about crime and anti-social behaviour and how this can be counteracted

5   the principles of community development; models of community development including both top-down approaches and community action approaches, and how these have been put into practice by others

6   the principles of organisational development and how these have been put into practice by others

7   methods for resolving conflict between individuals and groups

8   methods for managing the dynamics of groups and meeting

9   how the principles of restorative justice apply to the work being undertaken; available community mediation schemes and how to access them

Working within the community justice sector

10   the specific legislation, guidelines of good practice, charters and service standards that relate to the work being undertaken and the impact of these on the work

11   the services, policies and priorities of community safety partnerships and their members; the relationship between community safety partnership strategies and the strategies of other multi-agency partnerships (for example youth offending, drug and alcohol action, health and education action, regeneration projects); how to strengthen these links in order to provide coherent services to communities

Working to improve agency practice

12   the services, policies and priorities of the worker's agency and how it relates to other agencies in the community justice sector

13   codes of practice and protocols about confidentiality and information sharing between agencies working in partnership

14   how to recognise conflicts of interest, make them explicit and work with others to solve them

15   the tensions that are likely to exist between the agendas of the worker, their agency, and the concerns and priorities of the groups, organisations and communities with whom the worker is working; ways of managing these tensions

Working to improve individual practice

16   own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure

17   the reasoning processes the worker used in determining their approach and methodology

18   how the worker has applied the principles of equality, diversity and anti-discriminatory practice to their work

19   what is evidence-based practice; why it is important to use evidence from research about what is effective; methods for monitoring and evaluating practice; why it is important to share information about successes and failures.

Unit BA13   Enable groups, communities and organisations to address issues which affect community safety and social inclusion
Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria 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 eg. reports, proposals, 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 eg. Community Justice Progression Award. 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 principles and models of community development, the principles of restorative Justice and how they apply to the work being undertaken. 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 made explicit conflicts of interest for you as a worker and have discussed with the group, community or organisations how these can be addressed.

Unit BC1 Improve environments and practices to promote community safety and social inclusion

Summary

This unit describes standards for improving environments and practices to promote safer and more inclusive communities and to reduce associated fear of crime and disorder. This involves: assessing the requirements and expectations of stakeholders together with the environments and practices in order to find out areas that need to be improved. The second element is about implementing the changes: encouraging the stakeholders to see the value of improving environments and practices; working with them to develop action plans and supporting them while they take action.

'Stakeholders' means those with a legitimate interest in the environments and practices.

'Environments' means buildings, spaces, centres and estates that are domestic, industrial or commercial, public or private and in urban or rural areas.

'Practices' includes:
- maintenance of the environment
- the improvement of physical security measures
- initiatives that will increase the capacity of those who live in, work in or otherwise use the environment to protect themselves from crime, the fear of crime and from other safety hazards. These initiatives might include
    - neighbourhood surveillance systems
    - involvement of stakeholders in managing the environment (for example tenant management)
    - crime reporting initiatives
    - strengthening and enforcing tenancy agreements
    - initiatives to protect vulnerable witnesses
    - initiatives to resolve neighbourhood disputes (for example community mediation schemes)
    - the provision of support to those who have suffered from crime or anti-social behaviour

There is a wide range of stakeholders with whom workers may need to work:
- people who live in the environments
- people who work in the environments
- people who use the environments
- people with an interest in the environments

These stakeholders therefore might include: residents; people who manage environments (for example town centre managers, estate warden schemes); people with a commercial interest in the environments; those who meet the financial and social (for example health) costs of crime and anti-social behaviour; planners, designers and developers; those who approve plans and designs for environments; those responsible for maintaining particular environments (for example Highways Department); those campaigning for improved environments; those responsible for fire, water and transport safety; community safety partnership member agencies; and elected members.

There are two elements:

BC1.1   **Assess environments and practices against stakeholders' requirements and expectations**

BC1.2   **Work with stakeholders to improve environments and practices to promote community safety and social inclusion**

Target group

The unit is intended for those working in communities to promote community safety and social inclusion.

This unit has been created by Skills for Justice.

Unit BC1 Improve environments and practices to promote community safety and social inclusion

Element BC1.1 Assess environments and practices against stakeholders' requirements and expectations

Performance criteria

To meet the standard, you

1 identify all **stakeholders** with a legitimate interest in the environments and practices

2 identify situational factors

3 establish and agree the **objectives and scope of the assessment** with all interested stakeholders

4 identify the data needed for the assessment and cost effective **methods** appropriate to the environments and practices

5 estimate the resources needed to carry out the assessment and agree resource allocation with relevant people

6 modify the methods, **objectives and scope of the assessment** if it is not possible to obtain sufficient

7 use valid and reliable methods to consult with **stakeholders** which

- determine their requirements and expectations of the environments and practices

- engage their interest in helping to develop safer and more inclusive communities

- promote their rights and responsibilities

- are recognised as evidence-based good practice in the field

8 encourage individuals who are asked to contribute information to do so honestly and openly in the interest of improving environments and practices to develop safer and more inclusive communities

9 access other **relevant information** about requirements and expectations, environments and practices, verifying and confirming its validity

10 make explicit the factors affecting the purpose and structure of the data collection to all those involved in providing information

11 analyse and summarise the data using qualitative and quantitative methods which are appropriate to the nature, scope and purpose of the data and the task in hand

12 present the outcomes in language and formats that are likely to be understood by those who will use them

13 identify any tensions between the requirements and expectations of different **stakeholders** and the reasons for them, and make proposals about how to prioritise and reconcile competing requirements and expectations

14 obtain sufficient information to allow an accurate and complete assessment to be made, identifying and addressing any weaknesses

15 produce a complete assessment report which proposes and justifies realistic, sustainable ways of improving environments and practices, taking account of:

- the requirements and expectations of the different parties involved

- the reality of the situation

- known good practice in improving environments and practices to promote safer and more inclusive communities

16   make the assessment report available to all interested parties in language and formats that are likely to be understood.

Range

1   Stakeholders

a   people who live in the environment

b   people who work in the environment

c   people who use the environment

d   people with an interest in the environment.

2   Aims, commitments and concerns

a   those which are directed at community safety and social inclusion

b   those which have an impact on community safety and social inclusion.

3   Methods

a   Interviews

b   Presentation

c   Media

d   Lobbying

e   meetings.

Explanatory notes

In performance criterion 4, inconsistencies would include those within the aims, commitments and concerns of individual stakeholders and those which arise between stakeholders.

In performance criterion 6, the 'outcomes of assessing environments and practices' refers to work described in unit BC1 about assessing how environments and practices can be improved to promote community safety and social inclusion. Information from this assessment should be available to the worker whether or not they carried out the assessment themselves.

In Range 1a, people who live in the environment includes those who do not necessarily see themselves as stakeholders as they are socially excluded and/or vulnerable.

Unit BC1 Improve environments and practices to promote community safety and social inclusion

Element BC1.2 Work with stakeholders to improve environments and practices to promote community safety and social inclusion

Performance criteria

To meet the standard, you

1 assess the vision and commitment of **stakeholders** to improving environments and practices to promote safer and more inclusive communities

2 encourage **stakeholders** to think through and make explicit their **aims, commitments and concerns** about improving environments and practices

3 bring to the attention of **stakeholders** any inconsistencies in **aims, commitments and concerns** in a manner which is likely to facilitate future discussions

4 present to **stakeholders** the outcomes of assessing environments and practices in a style and at a level appropriate to the **stakeholders**

5 propose realistic and sustainable ways of improving environments and practices in a manner which emphasises

- their advantages and added value to the different **stakeholders**

- the need for stakeholders' interest and action

6 counter objections to proposals for improvement with alternative views and benefits

7 acknowledge the legitimacy of different views while maintaining a clear focus on the need for environments and practices which promote safer and more inclusive communities

8 explain the legitimacy of the concerns and interests of different **stakeholders** when a stakeholder disregards the views of others

9 encourage **stakeholders** to

- work together towards an agreement for improving environments and practices

- take ownership of the issues and to take responsibility for their actions.

10 identify and present to **stakeholders** the advantages of improving environments and practices and the **implications** of not doing so

11 enable **stakeholders** in determining any **obstacles to change** and how these will affect how they may proceed

12 enable **stakeholders** to develop priorities for improving environments and practices through considering

- the advantages of doing so

- the **implications** of inaction

balanced against known **obstacles to change**

13 propose the different ways in which the priorities could be implemented

14 encourage **stakeholders** to think through and explore their commitments to change and to find areas of common agreement

15 assist **stakeholders** to appraise the different options available and determine which is best in the circumstances

16 propose courses of action which

- achieve the best possible balance between the perspectives of different **stakeholders**

- limit the known **obstacles to change**

17 recommend courses of action which are within available human and financial resources and which specify

- the essential details of what will happen

- who is responsible for doing it

- when it will be done

18 modify plans until overall agreement is gained when **stakeholders** do not agree or cannot commit themselves to the initial proposals for courses of action

19 record accurately and completely the agreed action plans and send them to **stakeholders** without delay

20 put in place effective processes to confirm stakeholders' formal agreement to the plans

21 contact those involved in improving environments and practices with sufficient frequency to identify any emerging **issues** and to offer solutions

22 encourage those involved to seek the **support** they need when they need it

23 provide **support** when requested that is appropriate to the worker's role

24 encourage those involved to monitor progress and identify improvements that need to be made to action plans

25 monitor progress at regular intervals and identify any problems

26 take appropriate action to solve problems as soon as possible whilst maintaining the overall direction of the action plan

27 maintain commitment and improve implementation by disseminating information about achievements and lessons learnt to all those involved in improving environments and practices

28 recognise achievements in a way that is appropriate to

- those concerned

- the nature of the achievement

- the worker's role.

Range

1   Stakeholders

a   people who live in the environment

b   people who work in the environment

c   people who use the environment

d   people with an interest in the environment.

2   Implications

a   the effects on community safety and social inclusion

b   inconsistencies with related commitments, strategies, policies and agreements

c   inconsistencies with standards and guidance for designing environments

d   inconsistencies with legislative requirements.

3   Obstacles to change

a   personal resources and capabilities of those involved

b   financial and human resources

c   motivation and commitment of those involved

d   differing and incompatible views of stakeholders.

Explanatory notes

In Range 1a, people who live in the environment includes those who do not necessarily see themselves as stakeholders as they are socially excluded and/or vulnerable.

In Range 2b, strategies would include, for example, Youth Offending Teams, Drug and Alcohol Action, Health action, regeneration projects.

In Range 2d, inconsistencies with legislative requirements might include, for example, health and safety requirements.

Unit BC1 Improve environments and practices to promote community safety and social inclusion
Knowledge and understanding

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

Working with communities and community members

1   the profile of the local area with which the worker is concerned

- communities (neighbourhoods, communities of interest, communities of identity)

- crime and anti-social behaviour: incidence, types, levels, problems and contributing factors, the likely extent of unreported crime

- structures and amenities

- cultural diversity, community groups, formal and informal leaders, networks

2   the social and environmental factors which contribute to social exclusion; the particular needs of individuals who may be socially excluded or stigmatised; why social justice is important to working effectively with socially excluded individuals, groups and communities

3   the meaning of 'hard to reach' groups as it applies to the area with which the worker is concerned; why it is important to involve such groups in all community consultation and community-based action

4   the impact of crime on victims and their families and their right to protection, recognition, respect, information and confidentiality; direct and indirect victimisation; the meaning and implications of repeat victimisation for community safety practice

5   methods for developing and maintaining effective channels of communication with members of all communities in the local area with which the worker is concerned

6   how to respond to differences in the way that people communicate; the ways in which communication can be altered for different needs and contexts; barriers to cross cultural communication and ways of overcoming them; how to organise and provide appropriate translation and interpreting services

7   methods for determining the financial and social costs of crime and anti-social behaviour and for analysing and illustrating the cost benefits of community safety action

8   methods for consulting with stakeholders in ways that encourage ownership of the process and outcomes

9   the kinds of misinformation which people receive about crime and anti-social behaviour and how this can be counteracted

10   the principles of community development; models of community development including both top-down approaches and community action approaches, and how these have been put into practice by others

11   methods for reducing opportunities for crime and anti-social behaviour in environments through

- increasing perceived effort (for example access control)

- increasing perceived risks (for example natural and formal surveillance)

- removing anticipated rewards (for example property marking)

- removing excuses (for example notices)

and how these have been taken into account in the work

12 the relationship between

- environmental decay and disrepair

- the quality of life

- opportunities for crime and anti-social behaviour

- the fear of crime

and how this has been taken into account in the work

13 why it is important that action to address crime and anti-social behaviour is in proportion to the scale and seriousness of the problem and does not

- produce a fear that is disproportionate to the actual risk

- impede the rights of ordinary citizens to public space, goods and services

- stigmatise individuals, neighbourhoods or institutions

- and how account of this has been taken in the work

Working within the community justice sector

14 the specific legislation, guidelines of good practice, charters and service standards that relate to the work being undertaken and the impact of these on the work

15 the services, policies and priorities of community safety partnerships and their members; the relationship between community safety partnership strategies and the strategies of other multi-agency partnerships (for example youth offending, drug and alcohol action, health and education action, regeneration projects); how to strengthen these links in order to provide coherent services to communities

Working to improve agency practice

16 the services, policies and priorities of the worker's agency and how it relates to other agencies in the community justice sector

17 methods for managing resources effectively

18 the data storage and retrieval systems used by key agencies working in community safety

19 codes of practice and protocols about confidentiality and information sharing between agencies working in partnership

Working to improve individual practice

20 own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure

21 the reasoning processes the worker used in determining their approach and methodology

22 how the worker has applied the principles of equality, diversity and anti-discriminatory practice to their work

23 what is evidence-based practice; why it is important to use evidence from research about what is effective; methods for monitoring and evaluating practice; why it is important to share information about successes and failures.

Unit BC1 Improve environments and practices to promote community safety and social inclusion
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 eg. assessment report, promotional material, 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 eg. 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 eg. the relationship between: environmental decay and disrepair; the quality of life; opportunities for crime and anti-social behaviour and the fear of crime and how this has been taken into account in the 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 eg. how you have identified any tensions between the requirements and expectations of different stakeholders and made proposals about how to prioritise and reconcile the competing requirements and expectations.

Unit HD14   Lead the work of teams and individuals to achieve their objectives

Summary

This unit is about the worker making best use of their team and its members so that they can achieve their objectives. It covers planning and assessing work, and providing feedback to team members. Workers need to plan their team's work in ways which make the best use of their individual skills. They need to agree objectives with individuals, plan their work in line with effective practice, appraise individuals against their agreed objectives, demonstrate where individual and team objectives have been achieved, and, where they have not, and provide constructive feedback, development or training to improve performance.

There are three elements:

HD14.1   Plan the work of teams and individuals

HD14.2   Assess the work of teams and individuals

HD14.3   Provide feedback to teams and individuals on their work

Target group

This unit is applicable across the community justice sector. It is designed to be applicable to a wide range of workers who have responsibility for leading work teams. It is likely that those workers for whom it is relevant will have functional responsibility for others, such as community service supervisors.

Linked Units

HD15   Manage the performance of teams and individuals

HE8   Support the efficient use of resources

HF24   Maintain activities to meet requirements

Place in qualifications

This is an optional unit in the Community Justice (Community safety) NVQ/SVQ level 3 and level 4.

This unit is taken from the Management Standards where it appears as unit C12. Although it has been tailored slightly for the community justice sector, it provides credit transfer.

Unit HD14 Lead the work of teams and individuals to achieve their objectives

Element HD14.1 Plan the work of teams and individuals

Performance criteria

To meet the standard, you

1 give opportunities to **team members** to contribute to the planning and organisation of their work

2 ensure that their **plans** are consistent with their team's objectives

3 ensure that their **plans** cover all those personnel for whose work they are responsible

4 ensure that their **plans** and schedules are realistic and achievable within **agency constraints**

5 take full account of team members' abilities and development needs in **plans** and in allocating work

6 explain **plans** and work activities to **team members** in sufficient detail and at a level and pace appropriate to them

7 confirm the team members' understanding of the **plans** and their work activities at appropriate times

8 update **plans** at regular intervals and take account of individual, team and agency changes.

Range

1 Team members

a people for whom the worker has line responsibility

b people for whom the worker has functional responsibility.

2 Plans

a short-term

b medium-term.

3 Agency constraints

a agency objectives

b agency policies

c resources.

Unit HD14 Lead the work of teams and individuals to achieve their objectives

Element HD14.2 Assess the work of teams and individuals

Performance criteria

To meet the standard, you

1. explain clearly the **purpose** of **assessment** to everyone involved

2. give team members opportunities to assess their own work

3. ensure that their **assessment** of work takes place at times most likely to maintain and improve effective performance

4. base assessments on sufficient, valid and reliable **information**

5. make assessments objectively against clear and agreed criteria.

Range

1 Purpose

    a   assuring that objectives have been achieved

    b   assuring that quality and customer requirements have been met

    c   appraising team or individual performance

    d   recognising competent performance and achievement.

2 Assessment

    a   specific to one activity or objective

    b   general to overall performance of the team or individual.

3 Information

    a   qualitative

    b   quantitative.

Unit HD14 Lead the work of teams and individuals to achieve their objectives

Element HD14.3 Provide feedback to teams and individuals on their work

Performance criteria

To meet the standard, you

1   provide feedback to team members in a situation and in a form and manner most likely to maintain and improve performance

2   give clear feedback based on an objective assessment of team members' work

3   give feedback which recognises team members' achievements and provides constructive suggestions and encouragement for improving their work

4   give feedback in a way which shows respect for the individuals involved

5   treat all feedback to individuals and teams confidentially

6   give team members opportunities to

- respond to feedback
- recommend how they could improve their work.

Range

1   Feedback

a   positive

b   negative.

2   Situations

a   during normal day-to-day activities

b   when required to maintain motivation, morale and effectiveness

c   during formal appraisals

d   at team meetings and briefings

e   during confidential discussions of work.

3   Form of feedback

a   spoken

b   written.

Unit HD14 Lead the work of teams and individuals to achieve their objectives
Knowledge and understanding

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

Communication

1 the importance of effective communication when explaining work plans and allocations

2 how to present work plans in a way that gains the support and commitment of those involved

3 the importance of the worker being clear about the purpose of assessment and of communicating this effectively to those involved

4 the importance of good communication skills when providing feedback

5 how to provide both positive and negative feedback to team members on their performance

6 how to choose an appropriate time and a place to give feedback to teams and individuals

7 how to provide feedback in a way which encourages team members to feel that the worker respects them

Continuous improvement

8 the importance of regularly reviewing work

9 the importance of assessing the ongoing work of teams and individuals and the worker's role and responsibilities in relation to this

10 the importance of providing clear and accurate feedback to team members on their performance and the worker's role and responsibilities in relation to this

Involvement and motivation

11 the importance of providing team members with the opportunity to contribute to the planning and organisation of their work

12 the importance of providing opportunities to team members to assess their own work and how to encourage and enable this involvement

13 how to motivate team members and gain their commitment by providing feedback

14 the importance of being encouraging when providing feedback to team members and showing respect for those involved

15 why it is important to provide constructive suggestions on how performance can be improved

16 the importance of giving those involved the opportunity to provide suggestions on how to improve their work

Agency context

17 the types of agency constraints which influence the worker's planning

Planning

18 the importance of planning work activities to agency effectiveness and the worker's role and responsibilities in relation to this

19 how to develop realistic and achievable work plans for teams and individuals both in the short and medium term

20   the team's objectives and how the worker's plans succeed in meeting these

Working relationships

21   the difference between someone who is within the worker's line management control and someone for whom the worker has functional responsibility, and the implications this difference may have for planning work.

Unit HD14 Lead the work of teams and individuals to achieve their objectives

Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria 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.

Evidence from performance

As this unit has been drawn from the Management Standards, the evidence requirements are presented slightly differently. The evidence requirements allow for the range to be covered by a mixture of evidence from performance and evidence from knowledge and understanding. However, unless otherwise indicated for specific performance criteria, evidence from performance must be as a result of real work activities.

The candidate's package of evidence from their performance needs to cover all the performance criteria and all of the aspects of range, except those detailed below, for which evidence from performance or from knowledge and understanding can be used:

- HD14.1, range 1: 1 of the 2 types of team member
- HD14.2, range 1: 2 of the 4 purposes
- HD14.2, range 2: 1 of the 2 types of assessment
- HD14.3, range 2: 3 of the 5 situations.

Evidence from knowledge and understanding

Much of the candidate's knowledge and understanding will be evident in how they plan, carry out and review their work, and the critical decision-making inherent in this process.

Evidence should be gathered for all aspects of knowledge and understanding detailed either by inferring this from performance evidence or through the use of questions or case studies.

Unit HF26   Contribute to the development and promotion of the agency and its services

Summary

This unit focuses on the contributions a worker makes to the ongoing development of their agency's policy and practice and the promotion of its services. The worker needs to help identify possible ways in which the agency might develop its policies and practice within its existing context, put forward suggestions or ideas positively and effectively, and promote agency services to others. The continuous review, improvement and promotion of agencies and their services is essential to sustaining and improving community justice services.

There are three elements:

HF26.1   Contribute to identifying the potential for agency development
HF26.2   Present information and ideas to contribute to agency development
HF26.3   Promote agency services

Target group

This unit is based on the concept that active involvement of this kind is essential to agency progress and should include all members of staff. It is applicable across the community justice sector.

Place in qualifications

This is an optional unit in the Community Justice (Community Safety & Crime Reduction) NVQ/SVQ level 3 and level 4 and Community Justice (Victims, Survivors and Witnesses) NVQ/SVQ level 3 and level 4.

This unit has been created by Skills for Justice.

Unit HF26 Contribute to the development and promotion of the agency and its services

Element HF26.1 Contribute to identifying the potential for agency development

Performance criteria

To meet the standard, you

1   develop and maintain effective working relationships with relevant **people**

2   contribute to regular reviews of the effectiveness and **context** of their own agency's services

3   seek relevant information from, and provide it to, appropriate **people**

4   identify areas in which there is potential for the development of own agency's services

5   consult relevant **people** about areas for possible agency development and acknowledge conflicting interests

6   identify potential **constraints** to progress and develop proposals for addressing them constructively

7   contribute to the development of realistic proposals for development

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

Range

1   Context

a   structure, decision-making processes, resources, aims and objectives of own agency

b   services provided by other agencies

c   statutory requirements.

2   People

a   staff in own agency

b   other agencies

c   users of the agency's services.

3   Constraints

a   incompatibility of the proposed change with the statutory requirements placed on the agency, or its aims and objectives

b   availability of resources

c   people's resistance to change

d   competing interests.

Unit HF26   Contribute to the development and promotion of the agency and its services

Element HF26.2 Present information and ideas to contribute to agency development

Performance criteria

To meet the standard, you

1   identify opportunities for taking forward agency development and pursue them appropriately

2   **present** relevant **information and ideas**

- clearly, accurately and concisely

- in ways which are appropriate to the situation

- in a form likely to be of interest to the people concerned

3   set out clearly

- resource and other implications of the proposed development

- its benefits

- the strengths which the agency can bring to the development

- potential **constraints** to progress and how these might be addressed constructively

- the timescales which are necessary for achievement

- how the development can be evaluated

4   evaluate the effectiveness of the presentation and use the information to improve future presentations.

Range

1   **Present information and ideas**

   a   orally

   b   in writing

   c   visually.

2   **Constraints**

   a   incompatibility of the proposed change with the statutory requirements placed on the agency, or its aims and objectives

   b   availability of resources

   c   people's resistance to change

   d   competing interests.

Unit HF26   Contribute to the development and promotion of the agency and its services

Element HF26.3 Promote agency services

Performance criteria

To meet the standard, you

1   identify and pursue **opportunities** for promoting agency services within their own role boundaries and the resources available

2   respond promptly and constructively to requests for information

3   present information about the agency's work

   •   clearly, concisely and accurately

   •   using **methods** appropriate to the recipients

   •   at appropriate times

   •   in ways which are consistent with agency policy and guidelines and statutory requirements, and which show due regard for sensitivity about the nature of the agency's work

4   present positive images of the agency and its services which emphasise its strengths

5   target promotional activities at appropriate **agencies**

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

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

Range

1   Opportunities

   a   formal planned

   b   informal, ad hoc.

2   Methods

   a   orally

   b   in writing

   c   audio-visual.

3   Agencies

   a   users of the agency's services

   b   community groups and organisations, including interest groups

   c   other statutory/voluntary service providers.

Unit HF26   Contribute to the development and promotion of the agency and its services
Knowledge and understanding

To meet the standard, you need to know and understand

Working within the community justice sector

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

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

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

4   the meaning of organisational development and how it can affect the work of individuals

5   how changes in the services offered by the agency will lead to changes in the system in which it works as a whole

6   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.

Working to improve agency practice

7   existing relationships with other agencies and how to evaluate the potential impact on these relationships of changes in own agency's services.

Working to improve individual practice

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

9   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 HF26　Contribute to the development and promotion of the agency and its 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.

- **Work products:** These are non-confidential records made, or contributed to by you eg. reports, presentation material, 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 eg. 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 eg. the meaning of organisational development and how it can affect the work of 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 eg. how you have evaluated the effectiveness of presentations and used the information to improve future presentations.

Unit AF3   Promote a health and safety culture within the workplace

Summary

This unit is about undertaking the research and planning that is necessary for a positive health and safety culture and involving others through consultation, communication and presentations. It is also about encouraging a culture where changes, which may impact on health and safety procedures, are discussed and resolved with persons responsible for health and safety matters.

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

AF3.1   Develop plans to promote a health and safety culture in the workplace
AF3.2   Implement plans to promote a health and safety culture in the workplace

Target group
This unit has been developed for those who need promote a health and safety culture.

Linked units
This unit is an important aspect of some posts in the justice sector as it sets a health and safety culture in which ongoing work takes place.

Place in qualifications
It is proposed that this unit should be a mandatory unit within qualifications for managers / leaders in the justice sector.

Origin of this unit
This standard is taken from the Employment National Training Organisation where it appears as unit E in the health and safety standards.

Unit AF3 Promote a health and safety culture within the workplace

Element AF3.1 Develop plans to promote a health and safety culture in the workplace

Performance criteria

To meet the standard, you

1 identify accurately where improvements and changes may be necessary using all current **sources of information** available in the workplace

2 find out accurately the way information on health and safety procedures and regulations is currently disseminated within the workplace

3 find out the current level of understanding of and response to **health and safety policies and procedures by people at work**

4 plan improvements based on your findings

5 describe concisely in your plans those resources which are necessary to improve the current health and safety culture

6 include suitable performance measures and review dates in your plans.

Range

1 Sources of information

a workplace information and instruction on health and safety

b workplace risk assessment results

c workplace records holding data on incidents and accidents

d publications or information relating to good health and safety practice and legislation.

2 Health and safety policies and procedures

a provision of health and safety information

b lines of communication and reporting

c dealing with hazards in the workplace

d the responsible persons for health and safety.

3 People at work

a colleagues working at the same level as the worker

b part time employees

c higher level colleagues or managers

d contractors working at the worker's workplace.

Unit AF3   Promote a health and safety culture within the workplace

Element AF3.2   Implement plans to promote a health and safety culture in the workplace

Performance criteria

To meet the standard, you

1 present your plans for promoting a health and safety culture to **appropriate people** in a clear and effective manner

2 identify accurately those people in the workplace who will require **information and advice** about the plans to promote a health and safety culture in the workplace

3 check that relevant information and advice is provided at an appropriate time, level and pace

4 include promoting the advantages and legal necessities of following health and safety procedures in your plans

5 provide practical opportunities for regular communications on **health and safety issues** and ways of encouraging ideas on good practice

6 monitor regularly the effectiveness of your plans against agreed performance measures

7 identify and review opportunities for further improvements to the health and safety culture in the workplace.

Range

1 Appropriate people

     a   senior managers

     b   line managers

     c   employee representatives

     d   people directly affected by changes.

2 Information and advice on

     a   general health and safety regulations and good practice

     b   common hazards within the workplace

     c   changes to workplace health and safety procedures

     d   ideas to encourage good practice.

3 Health and safety issues are

     a   changes in working practices

     b   impact of new technology

     c   workplace health and safety procedures.

Unit AF3   Promote a health and safety culture within the workplace
Knowledge and understanding

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

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

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

3   how to interpret health and safety data kept at the workplace on risk assessment, incidents and complaints for an appreciation of the level of understanding of health and safety within the workplace

4   your organisation's structure and lines of communication

5   workplace procedures for communicating with colleagues and others in the workplace

6   what hazards may exist in your place of work

7   the particular health and safety risks which may be present in your job role

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

9   the importance of dealing with or promptly reporting risks

10   the work areas and job roles where you are reviewing the current working practices

11   workplace requirements for conducting such a review of current working practices

12   your own capabilities and the scope of your job role

13   the work areas and people who work there

14   the information needs of those people in the workplace affected by the plans

15   the available information sources on health and safety within your workplace

16   the importance of keeping people regularly informed and discussing their involvement.

Explanatory notes

In knowledge statement 8, triggers of violence are factors that might prompt violence occurring. They can be categorised in four different types:

- temporary personal factors – for example, the individual being uncomfortable from a lack of food, warmth, light, or presenting challenging behaviour whilst under the influence of drink or drugs, or

- persistent personal factors such as having a difficulty or disability which prevents normal communication, movement or behaviour, or

- temporary environmental factors such as a hot, noisy, crowded room, poor work dynamics in terms of furniture layout, etc, or

- persistent environmental factors such as too much being expected of the individual or that the quality of the service consistently does not meet the required standards of the user.

Unit AF3 Promote a health and safety culture within 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 eg. reports, minutes of meetings, promotional materials.

- **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 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 eg. how you interpret health and safety data kept at 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 eg. how you found out the current level of understanding of and response to health and safety policies and procedures by people at work.

Unit BA3   Promote the values of community justice and social inclusion and seize opportunities to influence policy development

Summary

This unit describes standards for the development of policies which will have an effect on community justice and social inclusion but which are not specifically directed at promoting community justice and social inclusion (eg. education and training, employment, heath and social care, social security). Such policies are likely to be developed in other settings and contexts than that of the worker. The purpose of such influencing roles is to maximise the positive impact of these policies on community justice and social inclusion.

The worker will have little or no direct influence on the policies under development and will need to promote community justice and social inclusion as an essential value in policy development. As the worker has little direct influence, they will also need to be proactive in creating and capitalising on opportunities to influence the setting of policies by scanning what is going on in the overall environment in which they work and linking the promotion of community justice and social inclusion into policy makers' other aims and objectives.

By being alert to opportunities that may arise (for example for training and development, publicity, awareness campaigns, interaction - formal or informal, involvement in collaborative ventures) the worker will add value in a variety of ways:

- benefits of actively promoting community justice and social inclusion in the policy
- costs which might accrue through not considering community justice and social inclusion
- public image which might act in their favour and increase public confidence or be to their detriment unintended consequences of the policy which were not originally envisaged (including the mixed messages which may result from the policy, benefits to the individuals with whom the worker is working and who were not the focus of the policy development).

There are two elements:

BA3.1   Create and capitalise upon opportunities to influence the setting of policies that will affect community justice and social inclusion

BA3.2   Promote community justice and social inclusion as an essential value when setting policies

Target group

This unit is intended to be relevant to anyone who seeks to influence the development and setting of policies by other individuals and agencies that are likely to have an impact on community justice and social inclusion. This may include policies developed by other parts of the worker's agency (eg. in a local authority where the worker may be seeking to influence the development of transport policies) or policies set by other agencies (eg. where a worker in an agency that supports victims and survivors or an agency that works with those who have offended may seek to influence the local authority's housing policies). The unit is designed to be relevant to a wide range of agencies, including probation, social work, police or prison, local authorities, inter-agency teams and voluntary sector agencies.

This unit has been created by Skills for Justice.

Unit BA3 Promote the values of community justice and social inclusion and seize opportunities to influence policy development

Element BA3.1 Create and capitalise upon opportunities to influence the setting of policies that will affect community justice and social inclusion

Performance criteria

To meet the standard, you

1. monitor the environment to identify potential opportunities to influence policies which affect community justice and social inclusion

2. prioritise opportunities for influencing policy

3. explain clearly and effectively the added value which the promotion of community justice and social inclusion brings to the agendas and objectives of policy makers

4. prioritise improvements in community justice and social inclusion which are relevant, current and consistent with the agendas and issues identified

5. offer examples of how community justice and social inclusion has been effectively included in others' policy development

6. communicate information to the appropriate people in a manner which promotes its value and emphasises ways in which improvements in community justice and social inclusion will facilitate the achievement of other aims and goals

7. prepare information on community justice and social inclusion and related issues in a form which is likely to be of interest and value to the policy makers concerned

8. reinforce improvements, successes and achievements made by policy makers at every opportunity supported by relevant and accurate information

9. constructively tackle queries and objections to the idea of including community justice and social inclusion in policies and make alternative proposals

10. provide advice and information on specific areas of policy

    • at the times policy makers can best make use of it

    • based on evidence

    • in a form which is capable of their ready use

11. encourage policy makers to seek advice on the worker's area of expertise when it would benefit them to do so

12. evaluate their effectiveness in influencing the policy agenda and use this to inform future practice.

Explanatory notes

In performance criterion 2, the prioritisation of opportunities might relate to: the population (number and nature) who will be affected by the policy; risks to the population from the policy or lack of it; potential benefits and improvements which could be made in community justice and social inclusion in the short and long term; opportunity-cost ratio; extent to which the policy and/or setting

meets the objectives and priorities of the worker's employing agency; the worker's personal interest and knowledge of specific areas of practice and the likelihood of others acting.

Unit BA3 Promote the values of community justice and social inclusion and seize opportunities to influence policy development

Element BA3.2 Promote community justice and social inclusion as an essential value when setting policies

Performance criteria

To meet the standard, you

1   obtain information on individuals and agencies likely to be interested in community justice and social inclusion as an issue and identify those which are a priority

2   obtain details for contacting the policy makers within these agencies and confirm they are correct

3   identify the most appropriate methods for gaining the interest of different policy makers and agencies

4   work out in advance of any contact the potentially most effective ways of interesting policy makers in community justice and social inclusion given their overall context

5   contact identified policy makers at a time that is most likely to arouse their interest and in a manner which is conducive to an effective relationship being established

6   design the initial contact to be a basis for further cooperation and discussion at times and in ways which are of benefit to both parties

7   use the initial interests of policy makers to identify how useful ongoing contact might be maintained

8   identify the nature of the policy makers' agency and the issues which they face and use this information to relate community justice and social inclusion to their issues and agendas

9   present ideas in a form which

   •   shows how the promotion of community justice and social inclusion will add value to the interests and agendas of policy makers and agencies

   •   is likely to catch their interest

10   give policy makers opportunities to communicate their views and make appropriate responses

11   identify the reasons for disinterest in, or rejection of, initial proposals and make alternative suggestions

12   maintain contact with policy makers and agencies at an optimum level in relation to

   •   the promotion of community justice and social inclusion

   •   maintaining the goodwill of the individual and agencies

   •   other work commitments of the worker

13   keep accurate, legible and complete records of contacts in a form that can be used by others.

Explanatory notes

In performance criterion 1, the information may be obtained from: the press, databases (computer/Internet), surveys, colleagues, corporate reports, national reports on community justice and social inclusion, informal networking with individuals.

In performance criterion 3, the methods of gaining attention may include lobbying, letter writing, interviewing, engaging in discussion at meetings, presentation, mass media, telephone contact, electronic media.

Unit BA3 Promote the values of community justice and social inclusion and seize opportunities to influence policy development

Knowledge and understanding

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

Working within the community justice sector

1   the impact of crime on victims and survivors and their right to protection, recognition, respect, information and confidentiality; the meaning and implications of repeat victimisation

2   the positive benefits of cultural, religious and ethnic diversity; the impact of discrimination on the lives of those who experience it

3   the concepts of community justice and social inclusion; the importance of working effectively with socially excluded individuals, groups and communities; the means which are available for promoting community justice and social inclusion

4   policy development: the nature of policies directed at community justice and social inclusion; the principles which underpin policy setting and how these can be built into policy formulation; the context in which policy development takes place; the process and purpose of policy development; the factors and priorities which may influence the development of policies and their acceptance (eg. public opinion, legislation, resource implications, knowledge and practice and technology); the range of different aspects which needs to be developed in policies directed at community justice and social inclusion; the tensions and conflicts which may arise during the development of policies directed at community justice and social inclusion (eg. between public and personal responsibility)

5   how community justice and social inclusion can be promoted in policies which have other aims at their centre; the ways in which policies directed at community justice and social inclusion can address a wide number of social exclusion issues; the range of different opportunities which there may be to highlight the value of community justice and social inclusion and the importance of doing this in setting policy; how to assess the best times to catch policy makers' interest and the necessity of respecting that their agendas do not necessarily coincide with the worker's own; how to link in with the initial interests of policy makers and gradually influence them towards community justice and social inclusion; the timescales and cycles in which services and activities are planned and how best to link into these; the factors which may influence the development of policies and their acceptance (eg. public opinion, legislation, resource implications, knowledge and practice and technology)

6   the purpose of keeping, and how to keep, records of contacts; the different roles which people have within the agencies concerned and whom it is likely to be most effective to influence in relation to policy development; the different settings of policy makers and the policies related to these settings

7   how to relate community justice and social inclusion to the agendas and issues of others; priorities for improving community justice and social inclusion within the worker's own agency and how these may relate to the settings and interests of others; how to prepare information on community safety and community justice which will capture the interests of policy makers; how to counter arguments with benefits; evidence of how community justice and social inclusion has been integrated into policies in a range of settings and the benefits of using these examples as illustrations

8   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; how to monitor,

analyse and assess the implications of, and changes in, legislation and the regulatory environment.

Working to improve agency practice

9   own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure

10   the nature of the sector in which the worker is working and the nature, roles and functions of the principal agencies within the sector; agency structures, functions, methods of communication and decision making processes.

Working to improve individual practice

11   how the worker has applied the principles of equality, diversity and anti-discriminatory practice to their work

12   how to evaluate the effectiveness of one's own actions and learn from experience.

Unit BA3   Promote the values of community justice and social inclusion and seize opportunities to influence policy development

Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria 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 eg. reports, minutes of meetings, promotional materials.

- **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. the positive benefits of cultural, religious and ethnic diversity; the impact of discrimination on the lives of those who experience it. 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 monitored the environment to identify potential opportunities to influence policies which affect community justice and social inclusion.

Unit BA11 Monitor the development of policies to promote community justice and social inclusion and present information and recommendations for change

Summary

This unit is about influencing the development of policies whose purpose is to promote community justice and social inclusion. The worker will have little direct control over policy decisions but is seeking to influence policy debates and policy development. This includes: monitoring trends and developments in policy development to consider how they impact on community justice and social inclusion: presenting information and arguments to others on how policies affect community safety and community justice; and evaluating changes to policies and recommending how they could be improved to promote community justice and social inclusion.

The worker will gather evidence of effectiveness of promotion and preventive measures as compared with measures targeted at those who have offended, effectiveness of previous policies in improving community justice and social inclusion, effectiveness of specific interventions and effectiveness of new technology.

This will allow the worker to evaluate and make recommendations in relation to changes in practice which the policies have brought about, influences on community justice and social inclusion as a result of changes in policies, the extent to which it is possible to sustain different policies, the impact of outside influences which may have affected the policies (for example the media, low occupational expectations and norms which detrimentally affect how people view the policy, public opinion) and trends and developments which mean that policies need to be revised, including changes in legislation.

There are three elements:

BA11.1 Monitor trends and developments in policies for their impact on community justice and social inclusion

BA11.2 Present information and arguments to others on how policies affect community justice and social inclusion

BA11.3 Evaluate and recommend changes to policies to improve community justice and social inclusion

Target group

This unit should be applicable to anyone who seeks to influence the development of policies related to promoting community justice and social inclusion. The unit is designed to be relevant to a wide range of agencies, including probation services, social work, the police, prison services, local authorities, inter-agency teams and voluntary sector agencies. The agency's work may be focused on community safety, crime reduction, work with those affected by offending (victims, survivors and witnesses) or work with those who have offended.

This unit has been created by Skills for Justice.

Unit BA11 Monitor the development of policies to promote community justice and social inclusion and present information and recommendations for change

Element BA11.1 Monitor trends and developments in policies for their impact on community justice and social inclusion

Performance criteria

To meet the standard, you

1   monitor significant trends and developments in policies and their impact on community justice and social inclusion

2   determine the changes needed in policies and prioritise those which are most likely to have an effect on community justice and social inclusion

3   identify the need to carry out further evaluation and research into specific aspects of policies and put the necessary arrangements in place to achieve this

4   base the need for changes to be made to policies on evidence and known trends and developments in community justice and social inclusion

5   keep accurate, legible and complete records of policy monitoring which contain details of

   - trends and developments

   - reasoning processes

   - actions taken as a result of monitoring

6   Offer information on trends and developments in policies and their impact on community justice and social inclusion to others who may have an influence on policy development in time for it to be of use.

Explanatory notes

In performance criterion 1, trends and developments in policies might relate to: a shift in the balance between individual and public responsibility for community justice and social inclusion; changes in the range of products, services and activities offered; changes in how products, services and activities are resourced and who will pay for them; changes in access criteria for services and activities; impact of the policies on environment and practices; changes in responsibility and control of public services (eg. privatisation); changes in public accountability; changes in those involved in the setting of policies (eg. the extent to which communities have had a voice); adverse impact of other agendas (eg. political, fiscal, economic).

In performance criterion 2, the prioritisation of policies might relate to: inherent risks to the population as a whole; inherent risks to groups within the population; potential impact on equity, accessibility and effectiveness; potential impact on the extent to which it is possible to offer best value; potential impact on improvements in community justice and social inclusion; impact on resourcing of products, services and activities; the worker's personal interest and knowledge of specific areas of practice and the likelihood of others acting.

In performance criterion 4, trends and developments in community justice and social inclusion would include those in: crime that potentially may be prevented; patterns of crime and anti-social behaviour; changes in factors which affect community justice and social inclusion; new thinking and technology; changes in legislation, targets and policy; resourcing and changes in public opinion.

Unit BA11 Monitor the development of policies to promote community justice and social inclusion and present information and recommendations for change

Element BA11.2 Present information and arguments to others on how policies affect community justice and social inclusion

Performance criteria

To meet the standard, you

1   identify, as the main targets for the information, individuals who are likely to be responsive to ideas and are in a position of influence and authority

2   seize appropriate and timely opportunities to stress community justice and social inclusion as positive concepts which can be actively promoted in policy development

3   offer information on trends and developments which may have relevance to policy development in time for it to be of use

4   explain clearly and effectively the added value that the promotion of community justice and social inclusion brings to the agendas and objectives of policy makers

5   encourage policy makers to consider how their decisions will directly affect people's community justice and social inclusion and the risks to community justice and social inclusion in the decisions they take

6   encourage policy makers to involve everyone who has a stake in the policy under development and understand the reasons for their active involvement

7   provide up-to-date information which acknowledges the agendas and interests of policy makers

8   present information and offer arguments which are justifiable in terms of the policy makers' interests and situation and recognise the complexity of the decisions which they may have to make

9   provide advice and information on specific areas of policy

    •   at the times policy makers can best make use of them

    •   based on evidence

    •   in a form which is capable of their ready use

10   encourage policy makers to seek advice on the worker's area of expertise when it would benefit them to do so

11   evaluate their effectiveness in influencing the policy agenda and use this to inform future practice.

Explanatory notes

In performance criterion 3, trends and developments which may have relevance to policy development would include those in: crime that potentially may be prevented; patterns of crime and anti-social behaviour; changes in factors which affect community justice and social inclusion;

new thinking and technology; changes in legislation, targets and policy; resourcing; and changes in public opinion.

In performance criterion 5, risks will include: costs which might accrue through not promoting community justice and social inclusion (for example, interventions which might be necessary in the longer term), costs of implementing the policy, particularly in the shorter term, unintended consequences (such as the mixed messages which may arise as a result of the policy and its relationship to other pieces of work), the impact of the policy on particular groups who might be particularly adversely affected.

In performance criterion 6, everyone who has a stake in the policy might include: individuals who use or are the focus of services; communities (including those who do not currently use services or are hidden); the public in general; politicians (local, national, UK, European); those who deliver services and activities and who have to work within the policy framework; those whose work may be affected (directly or indirectly) as the result of the policy; policy setters; experts with a research and development interest in the field; those who will be using the policy to undertake further work.

Unit BA11   Monitor the development of policies to promote community justice and social inclusion and present information and recommendations for change

Element BA11.3 Evaluate and recommend changes to policies to improve community justice and social inclusion

Performance criteria

To meet the standard, you

1   monitor the effectiveness of policies in achieving their intended purpose at optimum intervals

2   undertake monitoring so that it scans all potential areas of impact and in a way that is capable of identifying trouble spots

3   analyse information validly and reliably so that it reveals any actual or potential problems in the formulation or implementation of policy

4   bring issues about the implementation of policy to the attention of stakeholders in an appropriate way

5   develop clear recommendations for improving policies which strike the best balance between the achievements made and any noted shortfalls

6   offer recommendations to stakeholders in a form and at a time which is suitable for their use

7   offer the appropriate support to resolve the situation when individuals misinterpret or query the information provided.

Explanatory notes

Stakeholders may include individuals who use or are the focus of services, communities (including those who do not currently use services), the public in general, politicians (local and national), those who deliver services and activities and who have to work within the policy framework, those whose work may be affected (directly or indirectly) as the result of the policy, policy makers, experts with a research and development interest in the field and those who will be using the policy to undertake further work.

In performance criterion 5, shortfalls might include: targets not achieved; policies not implemented either in full or part; policies not meeting statutory obligations; improvements in community justice and social inclusion not happening as anticipated; lack of commitment and/or resources by some of the stakeholders; dissipation of effort; ineffective change management strategies.

In performance criterion 6, the 'form' in which recommendations are made to stakeholders would include: detailing the benefits which might accrue; relating contents to stakeholders' visions, mission and overall objectives; the resource implications; noting the risks of inaction.

In performance criterion 7, support includes: advice, referral to or involvement of expert advisors, source information.

Unit BA11 Monitor the development of policies to promote community justice and social inclusion and present information and recommendations for change

Knowledge and understanding

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

Working within the community justice sector

1   the impact of crime on victims and survivors and their right to protection, recognition, respect, information and confidentiality; the meaning and implications of repeat victimisation

2   the positive benefits of cultural, religious and ethnic diversity; the impact of discrimination on the lives of those who experience it

3   the concepts of community justice and social inclusion; the importance of working effectively with socially excluded individuals, groups and communities; the means which are available for promoting community justice and social inclusion

4   policy development: the nature of policies directed at community justice and social inclusion; the principles which underpin policy setting and how these can be built into policy formulation; the context in which policy development takes place; the process and purpose of policy development; the factors and priorities which may influence the development of policies and their acceptance (eg. public opinion, legislation, resource implications, knowledge and practice and technology); the range of different aspects which needs to be developed in policies directed at community justice and social inclusion; the tensions and conflicts which may arise during the development of policies directed at community justice and social inclusion (eg. between public and personal responsibility)

5   how community justice and social inclusion can be promoted in policies which have other aims at their centre; the ways in which policies directed at community justice and social inclusion can address a wide number of social exclusion issues;

6   the various uses of information technology in the development of policies (eg. in modelling); methods of forecasting trends and developments and identifying factors which may affect policies; methods of analysing relevant information (eg. via SWOT analysis [strengths, weaknesses, opportunities and threats], modelling) and assessing implications for future direction and policy

7   those individuals and groups who have a stake in the development of policy and the different views each may have, how to facilitate access for people/sections of the population so they can have a voice in policy setting; overall framework for conceptualising and developing indicators to measure participation in policy development; the purpose of involving, and ways to involve, the community in policy development and the benefits of using structures already in existence to do so

8   how to present information and arguments in ways and at times which capture people's interests and encourage them to take action; the range of formats which can be used to present information and how to use these formats effectively; how to analyse information to reveal actual or potential problems; the relationship between offering support and identifying issues and problems; how to decide the most appropriate strategy for the situation balancing the requirements of one's own work role with the needs and interests of the people and the context

9   how to develop recommendations which strike the best balance between the different factors which have to be taken into account; how to present recommendations in forms which are suitable for the audience who are to use them

10   methods of forecasting trends and developments and identifying factors which may affect policies; the factors which may influence the development of policies and their acceptance (eg. public opinion, legislation, resource implications, knowledge and practice and technology); the range of issues which people and agencies are likely to experience when they are seeking to implement new policies, and the ways in which issues can be turned round to develop solutions and move practice forward

11   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; how to monitor, analyse and assess the implications of, and changes in, legislation and the regulatory environment

Working to improve agency practice

12   own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure

13   the nature of the sector in which the worker is working and the nature, roles and functions of the principal agencies within the sector; agency structures, functions, methods of communication and decision making processes

Working to improve individual practice

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

15   how to evaluate the effectiveness of one's own actions and learn from experience.

Unit BA11 Monitor the development of policies to promote community justice and social inclusion and present information and recommendations for change

Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria 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.

- **Work products:** These are non-confidential records made, or contributed to by you eg. minutes of meetings, 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. 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 functions of the agencies within the sector in which you are working and the legislation, guidelines, charters and service standards which relate to the work being undertaken. 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 based the need for changes to be made to policies on evidence and known trends and developments in community justice and social inclusion.

Unit BA14 Enable individuals and families to address factors which affect their safety, well-being and social inclusion

Summary

This unit describes the role of the worker in enabling individuals and families to address the social, environmental and personal factors which affect their safety, well-being and social inclusion and that of those who are close to them. The term 'to address' has been used to mean 'paying attention to the issues and trying to understand them and deal with them'. The worker enables individuals and families to:

- identify issues that affect their safety, well-being and social inclusion (local incidence of crime and anti-social behaviour, experience of victimisation, fear of crime, discrimination, isolation, mental health problems, physical illness or disability, learning difficulties, drug and alcohol use, lack of employment., access to services and amenities)

- identify the options that are available to them for improving their safety, well-being and social inclusion (what it is possible for the individuals and families to directly influence, what it may be possible to achieve if they join with others, and those factors which may be outside of individuals' direct control but which impinge on their choice of options)

- put their choices into action and sustain this effort

- and review the effectiveness of their actions in the context of their daily lives, whether and how goals and aims need to be revised.

The types of Community initiatives, resources and services which can be used include: employment, training and education schemes, community safety initiatives, agencies providing services for particular needs, community action groups, community mediation services.

Typical methods would include: information provision, coaching and training, support, practical assistance, advocacy, representation, mediation.

There are four elements:

BA14.1 **Enable individuals and families to identify factors which affect their safety, well-being and social inclusion**

BA14.2 **Enable individuals and families to identify options for improving their safety, well-being and social inclusion**

BA14.3 **Enable individuals and families to put their informed choices into action**

BA14.4 **Review with individuals and families the effectiveness of addressing factors which affect their safety, well-being and social inclusion**

Target group

This unit is intended for those who work with individuals and families to enable them to address issues which affect their safety, well-being and social inclusion.

This unit has been created by Skills for Justice.

Unit BA14   Enable individuals and families to address factors which affect their safety, well-being and social inclusion

Element BA14.1 Enable individuals and families to identify factors which affect their safety, well-being and social inclusion

Performance criteria

To meet the standard, you

1   acknowledge individuals' rights to make their own decisions about their safety, well-being and social inclusion

2   communicate in a manner which encourages openness and a frank exchange of views

3   encourage individuals and families

- to talk about those aspects of safety, well-being and social inclusion which concern them

- to explore the factors which are affecting their safety, well-being and social inclusion

- to ask any necessary questions

giving appropriate support in a sensitive and unobtrusive way

4   respect and acknowledge appropriately individuals' and families' rights to discontinue conversations and discussions

5   provide information and offer advice which takes account of the different factors which are affecting the individuals' and families' safety, well-being and social inclusion is justifiable in terms of the individuals' and families' interests and situation recognises the complexity of the decisions which they may have to make.

Explanatory notes

'Their safety, well-being and social inclusion' in the unit title refers not only to that of the individual or family concerned but also to that of those who are close to them, particularly when the person has some responsibility which directly affects others (for example as a parent).

Unit BA14   Enable individuals and families to address factors which affect their safety, well-being and social inclusion

Element BA14.2 Enable individuals and families to identify options for improving their safety, well-being and social inclusion

Performance criteria

To meet the standard, you

1. support individuals and families to reflect on their own concerns for their safety, well-being and social inclusion and encourage them to identify what could be improved

2. encourage individuals and families to identify

   - their own personal beliefs and preferences in relation to their safety, well-being and social inclusion

   - what they value most in their lives

   - how these may inter-relate

3. explore with individuals and families the inter-relationship between their personal beliefs and preferences and those things which they value, and support them in identifying their own priorities in relation to their safety, well-being and social inclusion

4. discuss and reflect back to individuals their priorities for their safety, well-being and social inclusion to confirm that the worker has interpreted them correctly

5. adopt processes when working with a family which allow the different members to identify their own concerns, beliefs and priorities and make their own decisions

6. explore and discuss the various options which are available for meeting the agreed priorities together with the implications of each

7. discuss options which are feasible for the people concerned

8. explain any problems involved in an individual's choice of options in a manner which is supportive of the individual concerned, is not critical of them and is without self or agency interest

9. encourage individuals to select options which are capable of being implemented and to which they are committed.

Explanatory notes

In performance criterion 5, the 'processes' referred to would include consideration of time and different approaches.

In performance criterion 7, 'feasibility' will need to take into account the socio-economic context of people (such as employment, housing, access to services and amenities); their personal context (such as their personal beliefs and preferences, support systems), and any environmental constraints.

Unit BA14 Enable individuals and families to address factors which affect their safety, well-being and social inclusion

Element BA14.3 Enable individuals and families to put their informed choices into action

Performance criteria

To meet the standard, you

1   encourage individuals and families to be clear about the choices which they have made and the reasons for their chosen course of action

2   explore the implications of choices with individuals and families in a manner which encourages them to understand the impact on their daily life and any difficulties which might arise

3   provide clear and accurate information about community initiatives, resources and services which are relevant to individuals' and families' choices

4   explore with the individual the methods available to enable them to put their informed choices into action

5   choose methods which are appropriate to the agreed course of action and agree them with individuals and families and any others who will be involved in their implementation

6   use selected methods in a manner

   •   appropriate to the individuals concerned

   •   which encourages them to put their informed choices into action

7   maintain contact at a level which offers the amount of support necessary for the individuals and families concerned and is realistic given other factors

8   encourage individuals to seek further support when they are in need of it

9   respect individuals' right to change their minds and consider alternative approaches

10   keep accurate, legible and complete records of the choices made and the actions agreed.

Explanatory notes

In the element title, 'putting their informed choices into action' will include sustaining approaches as well as the initial use of them.

In performance criterion 5, 'any others who will be involved in the implementation of courses of action' might include: colleagues in the worker's agency; the worker; people in other agencies; friends and colleagues of the individual or family and community groups.

In performance criterion 7, the 'factors' which the worker needs to take into account will include: the policy of the agency for which they work, their own work role and the agency's resourcing and priorities.

Unit BA14 Enable individuals and families to address factors which affect their safety, well-being and social inclusion

Element BA14.4 Review with individuals and families the effectiveness of addressing factors which affect their safety, well-being and social inclusion

Performance criteria

To meet the standard, you

1   actively encourage individuals and families to take a full and active part in reviewing progress

2   review with individuals and families in an appropriate manner, level and pace, the outcomes and effectiveness of putting their informed choices into action

3   reach agreement with those involved as to any changes which need to be made in how they address factors and the support they receive

4   encourage and support individuals to consider the implications of any changes in the actions they are going to take and who is involved

5   actively encourage those involved to offer their opinions and suggest ways in which they might improve the process

6   keep accurate, legible and complete records of the review process.

Explanatory notes

In performance criterion 2, 'outcomes' would include progress; maintenance of status quo, deterioration of status quo.

In performance criterion 5, the sort of 'opinions' which people might be encouraged to offer are: their views of the methods used and their effectiveness; the extent to which community initiatives, resources and services have been of use and any other factors which may have affected the outcomes achieved.

In performance criterion 6, 'complete' records means that the records should be signed, dated and contain all the relevant information.

Unit BA14 Enable individuals and families to address factors which affect their safety, well-being and social inclusion
Knowledge and understanding

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

Working with communities and community members

1   the social and environmental factors which contribute to social exclusion; the particular needs of individuals who may be socially excluded or stigmatised; why social justice is important to working effectively with socially excluded individuals, groups and communities

2   the impact of crime on victims and their families and their right to protection, recognition, respect, information and confidentiality; direct and indirect victimisation; the meaning and implications of repeat victimisation for community safety practice

3   how to respond to differences in the way that people communicate; the ways in which communication can be altered for different needs and contexts; barriers to cross cultural communication and ways of overcoming them; how to organise and provide appropriate translation and interpreting services

4   the kinds of misinformation which people receive about crime and anti-social behaviour and how this can be counteracted

5   methods for resolving conflict between individuals and groups

6   methods for managing the dynamics of groups and meetings

7   how the principles of restorative justice apply to the work being undertaken; available community mediation schemes and how to access them

Working within the community justice sector

8   the specific legislation, guidelines of good practice, charters and service standards that relate to the work being undertaken and the impact of these on the work

9   the services, policies and priorities of community safety partnerships and their members; the relationship between community safety partnership strategies and the strategies of other multi-agency partnerships (for example youth offending, drug and alcohol action, health and education action, regeneration projects); how to strengthen these links in order to provide coherent services to communities

Working to improve agency practice

10   the services, policies and priorities of the worker's agency and how it relates to other agencies in the community justice sector

11   how to recognise conflicts of interest, make them explicit and work with others to solve them

12   the tensions that are likely to exist between the agendas of the worker, their agency, and the concerns and priorities of the groups, organisations and communities with whom the worker is working; ways of managing these tensions

Working to improve individual practice

13   own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure

14   the reasoning processes the worker used in determining their approach and methodology

15   how the worker has applied the principles of equality, diversity and anti-discriminatory practice to their work

16   what is evidence-based practice; why it is important to use evidence from research about what is effective; methods for monitoring and evaluating practice; why it is important to share information about successes and failures.

Unit BA14   Enable individuals and families to address factors which affect their safety, well-being and social inclusion

Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria 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 eg. case records.

- **Work products:** These are non-confidential records made, or contributed to by you eg. written information.

- **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. 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 eg. the tensions that are likely to exist between the agendas of the worker, their organisation, and the concerns and priorities of the organisations with whom the worker is working; ways of managing these tensions. 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 BE5   Support people who have experienced serious personal assault or abuse

Summary

This unit is about the support, safety and protection of people who have experienced serious personal assault or abuse. This includes those who experience serious personal assault, domestic abuse, sexual abuse or hate crime. This also covers the emotional and psychological impact of assault or abuse, or its threat. the worker needs to provide initial support and assess people's needs for safety and protection, taking great care that the referral process and method of initial contact do not in themselves undermine people's safety. The location could be in: the home, a hostel, a refuge, hospital, temporary accommodation or the agency's premises.

Immediate needs for support could include: practical, emotional, safety and protection, information, health care.

The worker then needs to agree with people the measures needed to protect both the people themselves and anyone else, especially children, who are at risk of harm. These measures could take the form of:

- temporary refuge
- court orders
- reporting the assault or abuse to another agency such as the police, a housing authority or a local crime reporting scheme
- child protection through involvement of statutory services
- home security
- alarm helpline support .or other system for emergencies
- help from other agencies.

Finally, the worker needs to monitor whether or not protection and safety are being achieved in practice.

There are two elements:

BE5.1   Provide initial support to people and assess their needs for safety and protection
BE5.2   Assist people to manage the risk of serious personal assault or abuse

Target group
This unit is intended for those working in agencies which receive referrals from people who are victims/survivors of serious personal assault or abuse and for those working in agencies which provide support and other services to victims/survivors of serious personal assault or abuse.

This unit has been created by Skills for Justice.

Unit BE5 Support people who have experienced serious personal assault or abuse

Element BE5.1 Provide initial support to people and assess their needs for safety and protection

Performance criteria

To meet the standard, you

1. assess referral information carefully in order to determine

    *   the nature of the assault or abuse and when it happened

    *   whether the assault or abuse has been reported to another agency

    *   whether people have given their informed consent to a referral to the worker's agency

    *   whether people have particular needs which make them vulnerable

    *   whether any children are involved, directly or indirectly

    *   whether the perpetrator of assault or abuse is known to the people

    *   the current position of people

    *   whether other agencies are involved

2. identify any problems with the information and take appropriate steps to address them

3. make arrangements to gather any additional information needed to evaluate the referral at a speed consistent with the priority of the case

4. maintain the confidentiality of referral information by recording, storing and transmitting it according to agency policies about risk, protection and confidentiality

5. arrange to meet with people, if they want this, using methods of contact and locations which are appropriate to the person's' current position and the worker's safety

6. encourage people, through the creation of an appropriate environment, to express their own views about their immediate needs and what would make them feel safer

7. discuss with people the risk of any further assault or abuse to

    *   themselves

    *   other family members

8. discuss with people the measures needed to ensure, as far as possible, their and others' safety and protection

9. seek advice and support from an appropriate person as soon as possible if the worker is unable to meet people's needs themselves or is unsure about the action they should take

10. explain clearly to people the range of support and other services available from

    *   the worker's own agency

    *   other agencies who may be able to provide relevant services

11. complete records accurately and clearly of

    *   people's immediate needs

    *   the risks of further assault or abuse

- the measures needed to ensure people's safety and protection

in accordance with agency policy on recording and storing information.

Explanatory notes

In performance criterion 1, particular needs can include: age (if the people are children or elderly), mental health problems, learning difficulties, disability and sensory impairment, gender, sexual orientation (if the assault or abuse is homophobic or transphobic), ethnicity (if the assault or abuse is racially motivated), language difference.

In performance criterion 9, the worker may be unsure about the action they should take if, for instance, children appear to be at risk but people wish all information to be kept in confidence and there is a risk of further assault or abuse to people if information is disclosed.

Unit BE5 Support people who have experienced serious personal assault or abuse

Element BE5.2 Assist people to manage the risk of serious personal assault or abuse

Performance criteria

To meet the standard, you

1 encourage people, through the creation of an appropriate environment, to express their fears and think through the measures needed to ensure, as far as possible, their and others' safety and protection, in a manner which respects their right to make their own decisions

2 agree with people the actions that will need to be taken by

- them

- the worker and the worker's agency

- other agencies

in order to put the agreed measures into practice

3 seek advice from an appropriate person as soon as possible if the worker is unsure about what action to take

4 provide people with accurate information about how to contact the worker or other agencies in an emergency

5 arrange further contact with people, if they want this, taking account of their position and the workers' safety

6 monitor with people, on a regular basis, whether measures taken to address safety and protection are working in practice

7 encourage people, through the creation of an appropriate environment, to feel able to contact the agency for support regardless of whether they have been able to undertake the agreed actions or not

8 complete records accurately and clearly of

- agreed measures

- actions

- the extent to which these are managing the risks of further assault or abuse in practice.

in accordance with agency policy on recording and storing information.

Explanatory notes

In performance criterion 3, the worker may be unsure what action to take if, for instance, people are so frightened of angering the perpetrator and increasing the risk of further assault or abuse that they do not want to take any action.

Unit BE5 Support people who have experienced serious personal assault or abuse
Knowledge and understanding

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

Working with victims, survivors and witnesses

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 (for example family, friends or other associates); repeat victimisation and its implications

2   different forms of assault and abuse and their short and long term impact on victims and survivors

3   how to assess needs and determine the type of services that are necessary to meet them; the ways in which stereotyping and discrimination might affect the assessment of people's needs and how to guard against this

4   the specific aspects which have to be considered when supporting those who have experienced:

   •   serious personal assault

   •   domestic abuse (for example the harm caused to others who witness assault or abuse)

   •   hate crime

   •   sexual violence

5   the range of court orders available to protect those at risk from assault or abuse

6   methods for assessing and managing risk within the agency context

Working within the community justice sector

7   how to use legislation, guidelines of good practice, charters and service standards to benefit and protect victims and survivors

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   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

10   own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure

11   how the worker has applied the principles of equality, diversity and anti-discriminatory practice to their work

12   the options for supporting people which they considered and the reasoning processes they used in determining the most appropriate options for the person concerned.

Unit BE5 Support people who have experienced serious personal assault or abuse
Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria 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. 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. 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 eg. the methods for assessing and managing risk within the organisation and the range of court orders available to protect those at risk from assault or 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 eg. how you have identified any problems with the information and taken appropriate steps to address them.

Unit DE1   Assist witnesses and their associates to prepare for judicial and legal processes

Summary

This unit is about helping witnesses prepare for legal proceedings by providing information about the process, the role and responsibilities of witnesses (whilst waiting to give evidence, whilst they are giving evidence (in the courtroom or via TV link), whilst the court is adjourned and only part of their evidence has been given, after they have given evidence and been officially released), and by providing (or arranging) further practical and emotional support. This is usually done by arranging a pre-trial visit to court to introduce the service and familiarise witnesses with the layout of the courtroom, explain the role of court personnel and where they sit in court, the process of the trial and to help the witness understand their own role in court. It also provides an opportunity for witnesses to ask questions and seek clarification. The witnesses may include those who are young, vulnerable or intimidated and for whom special arrangements have been made (eg. giving evidence via TV link, use of screens); and individuals and families who have been bereaved though crime. In this unit 'individual' has been used to refer to the people the worker is assisting; who may be victims, survivors, witnesses or their associates.

In all cases, the worker will need to recognise individuals' needs and wishes and work with them in ways that are sensitive to their situation and feelings. Pre-trial visits may be conducted on a date prior to the trial or on witnesses' first day at the court. Witnesses may be accompanied by associates (family members, friends, colleagues or workers from agencies that support victims and survivors) and the worker will need to provide support to them as well. Workers need to be aware of their role and responsibilities, particularly that they must not discuss evidence with witnesses as this may be seen as coaching or influencing their evidence. Such action could have serious consequences for the worker, their agency and for the trial.

There are two elements:

DE1.1   Offer initial support and practical advice to witnesses and their associates and assess their need for further support

DE1.2   Familiarise witnesses and their associates with the court and court processes prior to trial

Target group

This unit is designed to be relevant to all workers who are responsible for providing information and support to witnesses and their associates, and helping them to prepare themselves for court proceedings. The proceedings may be in any court of law, and the worker may be employed or acting in a voluntary capacity. The unit is most likely to be relevant to workers in agencies that provide support to victims, survivors and witnesses and for police family liaison.

This unit has been created by Skills for Justice.

Unit DE1   Assist witnesses and their associates to prepare for judicial and legal processes

Element DE1.1   Offer initial support and practical advice to witnesses and their associates and assess their need for further support

Performance criteria

To meet the standard, you

1   familiarise yourself with any information the agency already has concerning the case before contact with the individual

2   communicate with individuals in a manner, and at a level and pace which

- is appropriate to them, their level of understanding and their preferred form of communication

- minimises any constraints to effective communication

- is empathic, genuine and respectful

3   explain clearly to individuals

- the nature of the services which the worker's agency offers and the specific support and assistance the agency can offer to them

- the relationship between the agency and other agencies in the criminal justice system

- the agency's policy regarding confidentiality of information and disclosure of information to third parties

4   encourage individuals, through the creation of an appropriate environment, to express their concerns, anxieties and support needs

5   discuss with individuals how you may be able to support their needs with the resources available

6   agree an action plan with individuals which best supports their needs and includes:

- what support you can provide

- what support others will provide

- whether your agency or the individual themselves is responsible for seeking support from others

7   seek support and advice from an appropriate person as soon as possible if the worker is unsure about the action they should take

8   provide individuals with details of how to contact the worker's agency and other agencies from which they wish to seek support

9   make the necessary arrangements within their own agency and with other agencies to give the agreed support to the individual

10   complete records accurately and clearly of

- the individual's needs for support and preferences

- agreements reached

- the resulting actions taken

in accordance with agency policy on recording and storing information.

Explanatory notes

In performance criterion 2, constraints to effective communication might include difficulties with language, hearing or sight impairment, the worker's attitude or behaviour.

The individual's preferences about their support needs (performance criterion 5) may include for example the gender or background of the worker with whom they have contact.

In performance criterion 7, the worker may be unsure about the action to take if, for instance, the individual asks the worker to assist them in a way which is outside of their role or is contrary to agency policy. They may need to contact their manager or a specialist worker for advice.

Arrangements (performance criterion 9) might include reporting to the appropriate person the need for an interpreter, reporting concerns about intimidation or identifying the need for child care arrangements.

Unit DE1 Assist witnesses and their associates to prepare for judicial and legal processes

Element DE1.2 Familiarise witnesses and their associates with the court and court processes prior to trial

Performance criteria

To meet the standard, you

1   offer individuals the opportunity to visit an empty courtroom when one is available to familiarise themselves with its layout and atmosphere

2   select and use materials which are appropriate to the individual to assist them to familiarise themselves with the layout of a court if it is not possible to visit an empty courtroom

3   explain clearly and accurately to individuals

•   the layout of the courtroom

•   the roles and responsibilities of the key people in the court and where they will sit

•   who will be asking them questions

•   the likely process in the courtroom

•   the role and responsibilities of witnesses

•   what they should do if they do not understand a question or need assistance whilst giving evidence

4   explain clearly and accurately to individuals

•   the facilities available at the court and any relevant administrative arrangements

•   court conventions regarding dress and behaviour

•   court rules about communication between the worker and the individual

•   any special measures that have been put in place to assist them

•   for how long they are likely to have to wait before giving evidence

•   what they will be able to see and who will be able to see them whilst they are giving evidence

5   encourage individuals to feel comfortable to ask questions and provide accurate and complete answers, where this is within the worker's role, referring promptly to an appropriate person any questions which the worker is unable to answer

6   encourage individuals, through the creation of an appropriate environment, to discuss any concerns or special needs that they may have and, if it has been agreed by the individual, take appropriate steps to address these concerns and needs

7   discuss with individuals the possible outcomes of the trial and their implications

8   complete records accurately and clearly of

•   the contact with individuals

•   agreements reached with them

•   the resulting actions taken

in accordance with agency policy on recording and storing information.

Explanatory notes

Materials (performance criterion 2) might include leaflets and illustrations of courtrooms to explain the information listed in performance criterion 3.

In performance criterion 3, the key people in court will include: the prosecution legal team, defence legal team, court staff, jury, judiciary. These will vary between different UK countries. The prosecution legal team will be from the Crown Prosecution Service in England and Wales, from the Procurator Fiscal's office in Scotland. Court staff may be known as Ushers in England and Wales and as Sheriff Clerk's staff in Scotland. There will also be different levels of judiciary depending on the type of court. The terms defendant and accused are used to represent the terminology used in different UK countries.

In performance criterion 4, the facilities at court might include cafe, parking, child care, waiting areas, arrangements that can be made for private waiting areas away from the defendant/accused and their family; related administrative arrangements might include how to contact the worker and their agency when they arrive, how to claim travel costs. The likely process in the courtroom will include what is likely to happen, in what order, the likely timings and when it is expected that they might give evidence. Key people in the court.

Appropriate steps (performance criterion 6) might include identifying and reporting to the appropriate person the need for an interpreter, for special arrangements for young, vulnerable and intimidated witnesses, or reporting concerns about intimidation or identifying the need for child care arrangements.

Unit DE1 Assist witnesses and their associates to prepare for judicial and legal processes
Knowledge and understanding

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

Working with victims, survivors and witnesses

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 (eg. family, friends or other associates); repeat victimisation and its implications

2   the facilities available at the court at which the worker works, to whom they are available and how to access them; the procedures for listing trials at the court, the different ways in which cases may be listed and how this may affect when and for how long witnesses may be required to attend court; court conventions regarding dress, behaviour and communication

3   the typical layout of a courtroom, the roles and responsibilities of those in the courtroom

4   the impact that appearance at court can have on witnesses and their associates and how different people's need for support will differ

5   the needs of witnesses who may be particularly vulnerable (for example people with mental health problems; people who have learning disabilities; children and young people, those bereaved through crime); the availability and use of special measures to assist vulnerable and intimidated witnesses, and to whom requests for their use should be made

6   the importance of establishing and developing relationships with witnesses and their associates which maintain professional boundaries, methods of doing this and the particular difficulties which may arise (eg. balancing emotional attachment to the witness with the need to remain independent and impartial)

7   the possible different outcomes of the case and the possible impact on the witnesses

8   the options for supporting witnesses and associates which they considered and the reasoning processes they used in determining the most appropriate options for the individuals concerned

Working within the community justice sector

9   how to use legislation, guidelines of good practice, charters and service standards to benefit and protect witnesses

Working to improve agency practice

10   the role of the agency and its services and how they relate to other agencies and services in the community justice sector

11   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

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

13   own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure.

Unit DE1 Assist witnesses and their associates to prepare for judicial and legal processes
Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria 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. 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. 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 eg. the impact that appearance at court can have on witnesses and their associates and how different people's need for support, including those who are particularly vulnerable will differ. 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 DE2 Support witnesses and their associates during judicial and legal processes

Summary

This unit is about providing practical and emotional support to witnesses and their associates at both criminal and civil courts and tribunals. The first element deals with the period before the witness is called into court, which can sometimes be lengthy, during which the witness does not know what is happening in the courtroom. During this period the worker needs to be aware of the limits of their role and the need to avoid discussing the witness' evidence or disclosing information about what other witnesses may have said. The second element is about situations where the worker accompanies witnesses into the courtroom and provides support whilst they are giving evidence. This situation is not likely to occur very frequently, but may be requested if witnesses feel that they need to be accompanied. the third element is about supporting witnesses and their associates after the witness has given their evidence (including situations where they stay or return to hear the judgement), helping them to reflect on their experiences and what they said in court, explaining any legal jargon and encouraging them to 'move on'. The worker may be involved in supporting a witness over a few hours or over several days or weeks depending on the length of the trial and the needs and wishes of the witness. Within the unit the term 'individual' has been used to indicate that the person with whom the worker is working might be a witness or their associate, but where the unit relates specifically to work and interaction with a witness, this term has been used.

Witnesses may ask workers a vast range of questions about the court, legal processes and what may happen during the trial. Workers will therefore need a wide range of knowledge in relation to these subjects, and also need to be aware of the limits of what they can and cannot disclose. Workers also need to know to whom they should refer questions that they are unable to answer.

There are three elements:

DE2.1 Support witnesses and their associates who are waiting to give evidence

DE2.2 Support witnesses whilst they are giving evidence in court

DE2.3 Support witnesses and their associates after they have given evidence

Target group

This unit is designed to be applicable to all workers who provide emotional and practical support to witnesses at court. The unit is designed to be relevant to all forms of trial in the four UK countries.

This unit has been created by Skills for Justice.

Unit DE2 Support witnesses and their associates during judicial and legal processes

Element DE2.1 Support witnesses and their associates who are waiting to give evidence

Performance criteria

To meet the standard, you

1 familiarise yourself with the circumstances of the case before contact with the individual

2 greet individuals in a friendly and professional manner which encourages them to have confidence in the agency and you

3 communicate with individuals in a manner, and at a level and pace which

- is appropriate to them, their level of understanding and their preferred form of communication

- minimises any constraints to effective communication

- is empathic, genuine and respectful

4 find out from individuals the type and level of support they would prefer whilst they are waiting to give evidence and support them in an appropriate manner which respects their needs and wishes

5 explain clearly and accurately to individuals

- the role and responsibilities of a witness

- guidelines on what witnesses should and should not discuss with others, including you, and the possible consequences of not following this advice

- your role and responsibilities and the extent of the information that you are able to discuss with them

- the agency's policy regarding confidentiality of information and its disclosure to third parties

- the court processes and procedures

- how to contact you if they require support after they have given evidence

6 observe individuals' behaviour and reactions during interactions with them and accurately identify when their needs and wishes regarding support may have changed and take the appropriate action

7 keep up to date with progress in the courtroom and explain significant developments to individuals in an appropriate manner

8 encourage individuals feel comfortable to ask questions, and provide accurate and complete answers where this is within your role, referring promptly to an appropriate person any questions which you are unable to answer or any concerns or requests which are beyond your role

9 seek immediate support and assistance from appropriate people if

- you are unsure of the individual's role or the actions they should take

- the individual becomes significantly distressed

- there are signs of intimidation or threat to you or to the individual.

Explanatory notes

In performance criterion 4, supporting individuals in an appropriate manner will depend on their expressed needs and wishes, which might range from being left alone to having the worker with them throughout the time that they are waiting to give evidence.

In performance criterion 5, the worker's responsibilities will include responsibility to pass on information about any intimidation of individuals, if a witness indicates their intention to lie in court, or other information that may suggest that the court process has been prejudiced.

Performance criterion 8 may require the worker to go and ask someone else for an answer, or request that an appropriate person comes to discuss an issue or question with the individual. Concerns or requests which are beyond the worker's role might include requests to re-check police statements, concerns about intimidation.

Unit DE2 Support witnesses and their associates during judicial and legal processes

Element DE2.2 Support witnesses whilst they are giving evidence in court

Performance criteria

To meet the standard, you

1 explain clearly and accurately to witnesses who have requested that the worker accompany them, before entering the courtroom

- the limits on the forms of support that the worker is permitted to provide inside the courtroom

- the court conventions that apply to the worker's behaviour in court

- the purpose of these limits and conventions and the possible consequences if they are breached

2 identify themselves to those in the courtroom and provide a clear and accurate explanation of their role and responsibilities if they are asked to do so

3 present themselves and interact with others in a manner which promotes the work of the agency and is consistent with court conventions for dress, speech, body language and eye contact

4 remain with witnesses in the courtroom whilst the witness gives their evidence and support them in a manner which encourages their self confidence and sense of safety

5 avoid interacting with witnesses in any way that could be interpreted as coaching or influencing their evidence.

Unit DE2   Support witnesses and their associates during judicial and legal processes

Element DE2.3   Support witnesses and their associates after they have given evidence

Performance criteria

To meet the standard, you

1   after they have left the courtroom, offer witnesses

- time alone if appropriate

- practical support and access to facilities

- the opportunity to talk about their experience of giving evidence and to ask questions

2   provide accurate and complete answers to individuals' questions when this is within the worker's role, and refer promptly to an appropriate person any questions which are outside the worker's role to answer

3   offer clear and accurate information to individuals about

- what is likely to happen next in the court process and the possible effects upon them if they decide to listen to the rest of the case

- what they can now do

- when the trial is likely to end

- the possible outcomes of the trial and their implications

- when sentencing is likely to happen

- how to find out the judgement if they are not in court

- what further contact the witness may have from the courts or other agencies

4   pass on to the appropriate people, if the individuals have agreed, any concerns they have raised about risk of harm to themselves or others as a result of what they have said in court

5   discuss any concerns individuals may have about the possible outcomes of the trial and assist them to find ways to manage their feelings and anxieties about the outcome

6   offer individuals information about other agencies that may be able to offer them support and the nature of the services they offer, and assist them to make contact if they so wish

7   seek immediate support and assistance from appropriate people if

- you are unsure of your role or the actions you should take

- the individuals become significantly distressed

- there are signs that indicate that the individuals may be at risk of harm

8   complete records accurately and clearly of

- the support offered and provided to individuals

- any agreements made with them

- any actions taken as a result

in accordance with agency policy on recording and storing information.

Explanatory notes

In performance criterion 3:

- what individuals can do might include whether or not they can sit in the public gallery or whether permission has been given for them to leave the court
- the implications of a trial outcome might include media attention or threats to personal safety.

Unit DE2 Support witnesses and their associates during judicial and legal processes
Knowledge and understanding

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

Working with victims, survivors and witnesses

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 (eg. family, friends or other associates); repeat victimisation and its implications

2   the facilities available at the court at which the worker is based, those facilities that are available for all (eg. refreshments) and those that are available in special circumstances (eg. use of private/staff entrance to the court) and how to access them; the procedures for listing trials at the court, the different ways in which cases may be listed and how this may affect when and for how long witnesses may be required to attend court; court conventions regarding dress, behaviour and communication, and the particular requirements if the worker accompanies witnesses into the courtroom

3   the typical layout of a courtroom, the roles and responsibilities of those in the courtroom, and any legal restrictions on identification of the accused's location

4   the process by which cases come to court and the various agencies that are responsible for making recommendations and decisions about whether to proceed with a case, which charges should be brought against the defendant, whether to accept a plea to a lesser or other charge and making sentencing recommendations to the courts

5   the range of possible outcomes of cases and how witnesses may react (eg. anger or disappointment if they feel that the judgement is inappropriate, frustration or anger if a re-trial is ordered, feeling that if they had said something else the outcome would be different) and how to help witnesses deal with their feelings

6   the impact that appearance at court can have on witnesses and their associates and how different people's need for support will differ

7   the needs of witnesses who may be particularly vulnerable (for example people with mental health problems; people who have learning disabilities; children and young people, those bereaved through crime); the availability and use of special measures to assist young, vulnerable and intimidated witnesses, and to whom requests for their use should be made

8   the different ways that witnesses may feel and behave before, during and after giving evidence and the different ways that they may wish to interact with the worker (eg. sitting quietly, talking about their feelings and concerns in relation to the case, or talking about anything but the case), and how to gauge which is the most appropriate way of interacting with each individual

9   what action to take (eg. challenge the individual in an appropriate manner or inform the relevant person/people) if the worker becomes aware of anything which could prejudice legal proceedings

10 the limits on the information that the worker may offer to witnesses (eg. about general court processes) and that which they must not discuss (eg. what other witnesses have said, advice about what to say in court), the purpose of these limits and what the worker must do if these limits are breached

11 the importance of establishing and developing relationships with witnesses and their associates which maintain professional boundaries, methods of doing this and the particular

difficulties which may arise (eg. balancing emotional attachment to the witness with the need to remain independent and impartial)

12   methods of handling situations where there is the potential for conflict between the needs and wishes of witnesses and their associates and examples of how they have done this

13   the options for supporting individuals which they considered and the reasoning processes they used in determining the most appropriate options for the individual concerned

Working within the community justice sector

14   how to use legislation, guidelines of good practice, charters and service standards to benefit and protect witnesses

Working to improve agency practice

15   the role of the agency and its services and how they relate to other agencies and services in the community justice sector

16   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

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

18   own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure about the actions they should take.

Unit DE2 Support witnesses and their associates during judicial and legal processes
Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria 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. 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. 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 eg. what action to take if the worker becomes aware of anything which could prejudice legal proceedings. 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 sought immediate support and assistance if there are signs that the individuals may be at risk of harm.

Unit 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**

Summary

This unit describes standards for establishing and maintaining contact with victims and survivors, explaining the custodial process and identifying their views and concerns in relation to the release of the offender. The worker will then need to feed this into the process whereby decisions are made regarding release and related conditions. The worker may have contact with the victim on a number of occasions and over a long period of time. The worker may be trying to establish contact with a victim shortly after the court case, or some considerable time after the crime was committed and in all cases will need to make all reasonable efforts to trace and establish contact with the victim. The victim's participation in the process is entirely voluntary and their rights (including their rights to confidentiality and safety), needs and preferences should be paramount in guiding the worker's actions. The worker will need to operate within relevant legislation, service standards (eg. National Standards) and good practice guidelines and on the basis of evidence of effective practice.

The offender may be held in custody or within secure hospital care (in which case the offender's supervising medical officer may need to be consulted). Victims may be direct victims (ie. those against whom an offence was committed), a partner or family bereaved by crime or the parent/guardian of a child who has been the direct victim of crime.

Arrangements for contact will include: frequency, key events in the sentence (the worker may agree that they will make contact with the victim when a particular event occurs - the date of which cannot be predicted, such as the offender working outside the prison, or any absence from prison including hospital visits or compassionate leave, and eventual release from custody), method of making contact, methods of advising on changes of address and contact details.

There are three elements:

DE4.1   **Trace and establish contact with victims and identify their wishes regarding further contact**

DE4.2   **Maintain contact with victims to update them on offenders' progress through custodial sentences**

DE4.3   **Consult with victims regarding the conditions of release of offenders**

Target group

This unit is designed to be relevant to those who have responsibility for establishing and maintaining contact with victims, explaining the custodial process and identifying their views and concerns in relation to the release of the offender.

This unit has been created by Skills for Justice.

Unit 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**

Element DE4.1   Trace and establish contact with victims and identify their wishes regarding further contact

Performance criteria

To meet the standard, you

1   maintain contact with victims in accordance with the arrangements for contact agreed with them

2   communicate with individuals in a manner, and at a level and pace which

- is appropriate to them, their level of understanding and their preferred form of communication

- minimises any constraints to effective communication

- is empathic, genuine and respectful

3   offer victims clear and accurate information, in a manner and at a level and pace appropriate to them, about

- the sentence passed, the custodial process, possible opportunities for temporary release and who is responsible for making decisions

- the likely timescale for the release of the offender from custody

- post-release supervision

- the information that it is possible to disclose to them

- the steps that will be taken to maintain the confidentiality of any information that they provide to the worker

- the appeal process

- risk management

4   explain clearly and accurately to victims

- their right to express their views regarding the conditions of release of the offender and have them included in a written report

- who may have access to reports of their views and their right to request that information is not disclosed to the offender

- the steps that can be taken to protect their anonymity in such reports

5   offer victims the opportunity to ask questions and confirm their understanding of the information provided

6   provide victims with only that information about the offender to which they are entitled

7   discuss and agree with the victim the information that can be made available to

- the offender and their representatives

- those who have responsibility for risk assessment and management relating to the offender

- those who make decisions regarding the release of the offender

8   offer victims information about other agencies that may be able to offer them support, the nature of the services they offer and assist them to make contact if they so wish

9   accurately record the victim's wishes about being consulted regarding the conditions of release of offenders, store the records securely, and explain to victims their right to change their mind at any time.

Unit 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**

Element DE4.2 Maintain contact with victims to update them on offenders' progress through custodial sentences

Performance criteria

To meet the standard, you

1 maintain contact with victims in accordance with the arrangements for contact agreed with them

2 communicate with individuals in a manner, and at a level and pace which

- is appropriate to them, their level of understanding and their preferred form of communication

- minimises any constraints to effective communication

- is empathic, genuine and respectful

3 offer victims clear and accurate information, in a manner and at a level and pace appropriate to them, about

- the sentence passed, the custodial process, possible opportunities for temporary release and who is responsible for making decisions

- the likely timescale for the release of the offender from custody

- post-release supervision

- the information that it is possible to disclose to them

- the steps that will be taken to maintain the confidentiality of any information that they provide to the worker

- the appeal process

- risk management

4 explain clearly and accurately to victims

- their right to express their views regarding the conditions of release of the offender and have them included in a written report

- who may have access to reports of their views and their right to request that information is not disclosed to the offender

- the steps that can be taken to protect their anonymity in such reports

5 offer victims the opportunity to ask questions and confirm their understanding of the information provided

6 provide victims with only that information about the offender to which they are entitled

7 discuss and agree with the victim the information that can be made available to

- the offender and their representatives

- those who have responsibility for risk assessment and management relating to the offender

- those who make decisions regarding the release of the offender

8   offer victims information about other agencies that may be able to offer them support, the nature of the services they offer and assist them to make contact if they so wish

9   record accurately the victim's wishes about being consulted regarding the conditions of release of offenders, store the records securely, and explain to victims their right to change their mind at any time.

Unit 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**

Element DE4.3 Consult with victims regarding the conditions of release of offenders

Performance criteria

To meet the standard, you

1   provide victims with accurate, relevant, up to date information about the intended release of offenders and encourage them to ask questions and confirm that they have understood the information

2   explain clearly to the victim

- the information which the worker can disclose to them and why there are limits to this information

- who may have access to reports of their views and their right to request that information is not disclosed to the offender

- the steps that can be taken to protect their anonymity in such reports

- the factors that are considered by decision-makers and why it may not always be possible to act on victims' views

- the range of possible conditions that could be attached to the offender's release and those that are being considered

- management of risk

3   encourage victims, through the creation of an appropriate environment, to

- comment on any proposed conditions attached to the offender's release

- suggest any additional, reasonable conditions that they feel are needed

4   discuss and agree with the victim the information that can be made available to

- the offender and their representatives

- those who have responsibility for risk assessment and management relating to the offender

- those who make decisions regarding the release of the offender

5   record the victim's views fairly, accurately and completely, structure and present them in an appropriate format which protects the victim's anonymity

6   assess any potential risk to the victim or the offender and record this accurately in the report

7   offer victims the opportunity to read those parts of the report that relate to them or which are intended to reflect their views prior to its distribution, invite them to suggest changes and make any necessary amendments

8   distribute the report to those who are responsible for making recommendations and decisions regarding the release of the offender in sufficient time for the report to be of use

9   store records securely in a manner that protects their confidentiality

10   advise victims promptly, once conditions of release have been set, of any conditions which are directly relevant to them and their family, and advise them of what they should do if these conditions are breached

11   offer victims information about other agencies that may be able to offer them support, the nature of the services they offer and assist victims to make contact if they so wish.

Explanatory notes

In performance criterion 10, conditions of release which are directly relevant to the victim and their family would include conditions regarding the offender attempting to contact the victim or their family, or conditions which prohibit the offender entering or visiting particular areas.

In performance criterion 11, support includes: information, practical help, counselling and emotional support, referral and assistance to access other services.

Unit 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

Knowledge and understanding

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

Working with victims, survivors and witnesses

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 (eg. the family, friends or other associates of victims, survivors and witnesses)

2   criminal justice processes, including processes for charging and prosecuting individuals, court and custodial processes

3   the variety of custodial sentences that may be passed, what these mean in terms of the location and duration of custody, under what circumstances temporary release may be granted and the meaning and implications of release under license

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

5   ways of explaining and promoting the agency and the aims of its work with victims, and the circumstances and feelings of victims to other agencies

6   methods for assessing and managing risk within the agency context; the ways in which stereotyping and discrimination might affect risk assessment and how to guard against this

7   methods of tracing victims and how to safeguard confidentiality of information

8   why it is important to make contact with victims as soon as possible, and why it is important to check for significant anniversaries in any contact with victims, and what these might be

9   the limits on the information about the offender that it is possible to disclose to the victim, their purpose and methods of explaining these limits to victims

10   ways of presenting information in reports fairly and accurately but without attributing specific comments to individuals

11   relevant inter-agency agreements and arrangements that are in place involving the worker's agency and how to use these to benefit and protect victims (including using inter-agency working arrangements to assist victims to receive services they need, and to protect them, such as through public protection panels, child protection case conferences)

12   methods of handling situations where there is the potential for conflict and examples of when they have done this

13   the reasoning processes they followed during information gathering and assessment

Working within the community justice sector

14   the specific legislation, guidelines of good practice, charters and service standards (eg. National Standards) which relate to the work being undertaken and the impact of these on the work

Working to improve agency practice

15   the role of the agency and its services and how they relate to other agencies and services in the community justice sector

16   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

17   own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure

18   how the worker has applied the principles of equality, diversity and anti-discriminatory practice to their work

19   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 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**

Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria 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 eg. 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 eg. methods for assessing and managing risk, the reasoning processes followed during information gathering and assessment. 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 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.

This unit has been created by Skills for Justice.

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.

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

- evidence of effective practice

- the wishes of those involved

- evaluation of risk of harm

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.

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 material

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 (eg. 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 eg. 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 eg. how personal beliefs, preferences and cultural background affect behaviour, why it is important to maintain personal and professional boundaries. Assignments could include academic assignments eg. 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 encouraged individuals to identified changes to their needs and circumstances and have sequenced interventions appropriately.

Unit GA1 Enable individuals to find out about and use services and facilities

Summary

This unit is focused on enabling individuals to find out about and use available services, through obtaining relevant information, encouraging the individual to use services and facilities and supporting individuals as they use them. The support provided is appropriate to the individual and their abilities, with the aim of helping the individual to be as self-managing as possible by promoting and supporting their independence. the services and facilities which might be included are wide ranging such as financial, legal, religious, recreational, health, housing, social welfare, everyday living (eg. shops and laundrettes), and general assistance (eg. Citizens' Advice Bureaux). The support can also include access to individuals who provide services. The worker is not expected to enable individuals to access all the services and facilities to which the unit is potentially applicable. However, knowledge of the main services available and access to them is required.

There are two elements:

GA1.1 Enable individuals to find out about services and facilities
GA1.2 Enable individuals to use services and facilities

Target group

This unit is designed to be applicable to all settings where such support and assistance is given to individuals and to all workers, whether employed or acting in a voluntary capacity.

This unit has been created by Skills for Justice.

Unit GA1 Enable individuals to find out about and use services and facilities

Element GA1.1 Enable individuals to find out about services and facilities

Performance criteria

To meet the standard, you

1   create an environment that encourages individuals to express their needs for information and assistance

2   create an environment that encourages individuals to obtain information for themselves and be as self-managing as possible

3   give individuals the appropriate level and type of help in a manner appropriate to them and their needs

4   discuss the type of services and facilities which are available in a manner, and at a level and pace, appropriate to the individual and in a way which respects their right of choice

5   encourage individuals, through the creation of an appropriate environment, to access and use services and facilities which are appropriate to their personal beliefs and preferences

6   discuss with the individual potential sources of information and their suitability for meeting the individual's needs

7   provide relevant information to the individual at the time required and in a format which is likely to be understood

8   check the individual's understanding of the information with them and provide additional information where there is evidence that it is needed

9   provide information that is current and accurate and check that it is consistent with the individual's request and needs

10   encourage individuals, through the creation of an appropriate environment, to give feedback on the information obtained and make further requests

11   take appropriate action without delay if the information provided results in the individual becoming angry and distressed

12   keep accurate and current information on services and facilities which might be relevant to the people with whom you work.

Explanatory notes

The types of help which may be offered to individuals (performance criterion 3) will include: the provision of written and visual information, offering advice and making appointments.

In performance criterion 5, access includes both directly (the individual attending in person) and indirectly (for example, telephoning or writing a letter).

Unit GA1 Enable individuals to find out about and use services and facilities

Element GA1.2 Enable individuals to use services and facilities

Performance criteria

To meet the standard, you

1   offer individual's support which respects their rights and choice and encourages them to be as self-managing as possible

2   encourage individuals, through the creation of an appropriate environment, to use services and facilities at a time which will achieve the best outcome

3   identify and discuss with the individual any problems in accessing services and facilities and take agreed actions to reduce problems

4   agree with individuals the assistance they require

5   enable individuals to develop their independence and confidence when the individuals want the worker to be there when they use services and facilities

6   arrange appropriate support from others when individuals need it

7   encourage individuals, through the creation of an appropriate environment, who have received help to develop their self-management skills.

Explanatory notes

'Problems of access' (performance criterion 3) might be due to environmental factors (such as lack of transport or facilities for disabled people), legal restrictions on the individual's movement, communication barriers (such as lack of loop systems, lack of a common language) or unfamiliarity, anxiety or concern. The sort of 'support' (performance criterion 6) which could be offered by others might be help with communication (such as translation and interpretation), help with transport or accompaniment and befriending. The services and facilities should include both: those to which the individual must travel (for example, courts, workplaces, doctors) and those which will 'come' to the individual (staff providing specialist services such as solicitors, advice workers, health visitors).

Unit GA1 Enable individuals to find out about and use services and facilities
Knowledge and understanding

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

Legislation, policy and good practice

1   why individuals should be as self-managing as possible

2   why the individual may need to discuss the nature and purpose of the information they are seeking

3   why the individual should be informed of their rights

4   the importance of respecting the individual's wishes about the services they choose to access

5   why the individual's rights must be respected even if they do not wish to take up available benefits and services

6   the individual's right to confidentiality regarding the services which they choose to access and ways of maintaining or enhancing this

7   why individuals may need to be supported in the early stages of using services and facilities and how this support should be gradually withdrawn as the individual becomes increasingly self-managing and independent

Services and products

8   the services which are available at the individual's usual place of residence or work

9   sources of information about different services

10   the range of agencies available, the particular types of support or service that they provide, whether there is a charge

11   the support available to tackle problems of access to services and facilities

Factors which influence what workers do

12   restrictions on access to information (for example, timing, those for whom the service is provided, environmental problems such as lack of ramps, loop systems, language barriers, availability of information in different media)

13   factors which affect access to services and facilities (for example, transport, mobility, psychological fears, communication difficulties)

14   the tensions which can arise as a result of respecting the individual's wishes and rights

15   how the worker's views about the appropriateness of services and facilities may influence the support which they give to individuals

16   the particular difficulties and risks which individuals may experience using services and facilities

17   the conflicts which may arise when individuals are too independent for the setting and the risks which there may be to those providing the support

How to achieve important outcomes

18   how to contact the different agencies which may be relevant to your work

19   how to maintain the individual's right to confidentiality

20   how individuals can challenge access difficulties

21   how to assess whether individuals are using or not using support to the detriment of themselves and methods of tackling this.

Unit GA1   Enable individuals to find out about and use services and facilities
Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria 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. case records.

- **Work products:** These are non-confidential records made, or contributed to, by you eg. records of information on services and facilities.

- **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 individuals may need to be supported in the early stages of using services and facilities and why tensions can arise as a result of respecting the individuals wishes and rights. 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 take appropriate action if the information provided results in the individual becoming angry or distressed.

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

   •   complete are capable of forming the basis of child protection reports

   •   are accurate, legible and

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   sexual

d   emotional.

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 eg. 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 eg. 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 eg. 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 eg. how you have evaluated the signs and symptoms of abuse using all available information to identify their significance.

Unit HE1   Manage a budget

Summary

This unit is about having ownership of and being responsible for a budget for a defined area or activity of work. It initially involves preparing, submitting and agreeing a budget for a set operating period. It also involves monitoring actual performance against the agreed budget and taking necessary action in response to identified variances and any unforeseen developments.

There is one elements:

HE1.1   Manage a budget

Target group

The unit is recommended for first line managers.

Place in qualifications

This is an optional unit in Community Justice (Community Safety & Crime Reduction) N/SVQ level 4.

This unit is taken from the Management Standards where it appears as unit E1. Although it has been tailored slightly for the community justice sector, it provides credit transfer.

Skills

Listed below are the main generic skills which need to be applied in managing a budget. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Decision making
- Monitoring
- Acting assertively
- Presenting information
- Reporting
- Learning
- Negotiating
- Consulting
- Information management
- Evaluating
- Contingency planning
- Problem solving

Unit HE1   Manage a budget

Element HE1.1   Manage a budget

Performance criteria

To meet the standard, you

1   evaluate available information and consult with others to prepare a realistic budget for the respective area or activity of work

2   submit the proposed budget to the relevant people in the organisation for approval and to assist the overall financial planning process

3   discuss and, if appropriate, negotiate the proposed budget with the relevant people in the organisation and agree the final budget

4   use the agreed budget to actively monitor and control performance for the respective area or activity of work

5   identify the causes of any significant variances between what was budgeted and what actually happened and take prompt corrective action, obtaining agreement from the relevant people if required

6   propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people in the organisation

7   provide ongoing information on performance against the budget to relevant people in your organisation

8   advise the relevant people as soon as possible if you have identified evidence of potentially fraudulent activities

9   gather information from implementation of the budget to assist in the preparation of future budgets.

Behaviours which underpin effective performance

1   resent information clearly, concisely, accurately and in ways that promote understanding

2   act within the limits of your authority

3   show integrity, fairness and consistency in decision-making

4   say no to unreasonable requests

5   use communication styles that are appropriate to different people and situations

6   take and implement difficult and/or unpopular decisions, if necessary

7   respond quickly to crises and problems with a proposed course of action.

Unit HE1   Manage a budget
Knowledge and understanding

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

1   the purposes of budgetary systems

2   where to get and how to evaluate the available information in order to be able to prepare a realistic budget

3   the importance of spending time on and consulting with others in preparing a budget

4   how to discuss, negotiate and confirm a budget with people who control the finance and the key factors that should be covered

5   how to use a budget to actively monitor and control performance for a defined area or activity of work

6   the main causes of variances and how to identify them

7   what different types of corrective action could be taken to address identified variances

8   how unforeseen developments can affect a budget and how to deal with them

9   the importance of agreeing revisions to the budget and communicating the changes

10   the importance of providing regular information on performance against the budget to other people

11   types of fraudulent activities and how to identify them

12   the importance of using the implementation of the budget to identify information and lessons for the preparation of future budgets

Industry/sector specific knowledge and understanding

13   factors, processes and trends that are likely to affect the setting of budgets in your industry/sector

Context specific knowledge and understanding

14   the area or activity for which the budget is for

15   the vision, objectives and operational plans for your area of responsibility

16   the budgeting period(s) used in your organisation

17   organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets

18   the agreed budget, how it can be used and how much it can be changed without approval

19   the limits of your authority

20   who needs information in your organisation about performance against your budget, what information they need, when they need it and in what format

21   what to do and who to contact if you suspect fraud has been committed.

Unit HE1   Manage a budget
Unit evidence requirements

You must provide your assessor with evidence for **all** of the outcomes of effective performance 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 eg. budgets, budget 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. 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 main causes for variance and how to identify 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 eg. how you have evaluated available information and consulted with other to prepare the budget.

Unit HF2   Manage a programme of complementary projects

Summary

This unit is about managing a specific programme of different projects which are independent but still depend on each other. Taken together, these projects will contribute to achieving a bigger strategic aim.

There is one elements

HF2.1 Manage a programme of complementary projects

Target group

The unit is recommended for middle managers and senior managers.

Place in qualifications

This is an optional unit in Community Justice (Community & Crime Reduction) S/NVQ level 4.
This unit was developed by the Management Standards Centre.

Skills

Listed below are the main generic skills which need to be applied in managing a programme of complementary projects. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Analysing
- Acting assertively
- Communicating
- Managing conflict
- Delegating
- Decision making
- Influencing
- Leadership
- Planning
- Problem solving
- Questioning
- Stress management
- Time management
- Team building
- Motivating
- Negotiating.

Unit HF2 Manage a programme of complementary projects

Element HF2.1 Manage a programme of complementary projects

Performance criteria

To meet the standard, you

1 make sure everyone involved is clear about how the programme links to strategic targets

2 take account of all essential needs and translate strategic targets into practical, efficient and effective actions

3 make sure everyone involved understands the critical aspects of putting the programme into practice and arrangements for dealing with contingencies

4 monitor and control the programme so that it achieves the stated objectives in the most effective and efficient way, on time and within the budget

5 provide support to allow programme team members to perform efficiently and effectively

6 make recommendations which identify good practice and areas for improvement

7 tell everyone involved about important issues and the results of putting the programme into practice

Behaviours which underpin effective performance

1 address multiple demands without losing focus or energy

2 recognise changes in circumstances promptly and adjust plans and activities accordingly

3 find practical ways to overcome barriers

4 keep people informed of plans and developments

5 present information clearly, concisely, accurately and in ways that promote understanding

6 monitor the quality of work and progress against plans and take appropriate corrective action, where necessary

7 create a sense of common purpose

8 identify a range of elements in a situation and how they relate to each other.

Unit HF2   Manage a programme of complementary projects
Knowledge and understanding

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

1   the difference between project and programme management

2   the roles and key responsibilities of a programme manager

3   principles, processes, tools and techniques for managing programmes

4   the basic principles, methods and techniques of total quality management

5   how to manage, motivate, plan, monitor and assess people

6   how to assess and manage risk

7   how to manage change within projects and programmes

Industry/sector specific knowledge and understanding

8   programme and project management tools and techniques commonly used in the industry or sector

9   risks and contingencies common to the industry/sector

10   industry/sector specific legislation, regulations, guidelines and codes of practice

Context specific knowledge and understanding

11   the programme sponsor(s)–the individual or group for whom the programme is being undertaken

12   key stakeholders –the individuals or groups who have a vested interest in the success of the programme and the organisation

13   general organisational policies, practices and activities that may affect the programme plan

14   the agreed key objectives and scope of the programme and the available resources

15   the overall vision, objectives and plans of the organisation and any other relevant programmes of work or projects being undertaken

16   procedures in your organisation for managing finance

17   procedures in your organisation for buying products and services

18   general legal requirements that are relevant to your organisation

19   general quality standards and processes within your organisation

20   general personnel policies and procedures within your organisation.

Unit HF2   Manage a programme of complementary projects
Unit evidence requirements

You must provide your assessor with evidence for **all** of the outcomes of effective performance 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 eg. project plans, project reports, 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. 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 organisational policies, practices and activities that may have affected the programme plan. 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 taken account of all essential needs and translated strategic targets into efficient and effective actions.

Unit HG2 Establish, maintain and use relationships with the media to explain and promote the agency and its work

Summary

This unit is about working with the media to explain and promote the agency's work. The agency's work with the media will either be reactive - reacting to requests from the media for information from the agency in relation to a current or breaking local or national story or feature - or proactive - where the agency is initiating contact with the media in order to highlight and explain an aspect of its work. For example, the agency might choose to explain the services which it offers, its role and how it relates to the work of others, or describe the actions it is taking in relation to specific issues, such as the release into the community of someone who has committed sex offences.

The media with which the agency has contact may be press - both newspapers and trade/technical journals, radio or television and may be based locally, regionally, nationally or internationally.

There are three elements:

HG2.1   Establish and maintain effective working relationships with the media
HG2.2   Promote the agency and its work through the media
HG2.3   Respond to requests for information from the media

Target group

This unit is relevant to workers in all agencies (in the statutory and non-statutory sectors) for whom responsibility for coordinating contact with the media is a part of their role.

This unit has been created by Skills for Justice.

Unit HG2 Establish, maintain and use relationships with the media to explain and promote the agency and its work

Element HG2.1 Establish and maintain effective working relationships with the media

Performance criteria

To meet the standard, you

1   maintain an accurate and up-to-date record of

- **media organisations**

- named contacts

- the particular interests and specialisms of **media organisations** and contacts and identify those which are of particular interest to the agency and its work

2   continuously monitor the work of their own and related agencies to identify forthcoming events that are likely to be of interest to the media

3   interact with the media in ways which

- encourage effective relationships and communication

- encourage confidence in the worker's reliability and willingness to work with the media

- are consistent with the role and responsibilities of the worker

- promote and explain the agency and its work

- maintain the confidentiality of information and protect individuals from risks arising from the inappropriate disclosure of information

4   act in ways that are consistent with the worker's role and with **agreements** made with media contacts

5   be clear about the values, aims, objectives, policies and work of their agency and how these can best be explained and promoted to others

6   explain clearly to key media contacts

- how and where they can contact the worker when they need to

- who else they can contact if the worker is not available

- the limits on the information which it is possible to disclose to them

7   keep clear, accurate and complete records of

- contacts with the media

- the information given to the media

- the information gained from the media

- any undertakings made and actions taken as a result

- press releases and statements issued by the agency and by other relevant agencies

- copies of press cuttings

- recordings of radio and television transmissions relevant to the agency and its work

8   regularly review and evaluate the media's coverage of issues relating to the agency and take the appropriate action to address any arising issues.

Range

1   Media organisations

a   local

b   regional

c   national.

2   Agreements about

a   roles and responsibilities

b   timescales

c   sharing and confidentiality of information.

Explanatory notes

In performance criterion 8, the appropriate action might involve the worker contacting the media organisation themselves or seeking the advice of their line manager or media specialist.

Unit HG2   Establish, maintain and use relationships with the media to explain and promote the agency and its work

Element HG2.2   Promote the agency and its work through the media

Performance criteria

To meet the standard, you

1   continuously monitor the agency's work, its planned activities and current media output to identify opportunities to promote the agency and its work

2   understand the relationship between the values, aims, objectives, policies and work of the agency and the message and image the agency wishes to convey

3   evaluate events and information that might potentially be used to promote the agency and its work, and select those that are

- likely to be of value and interest to the public

- likely to be of interest to the media

- consistent with the agency's values, aims and objectives

- consistent with the agency's media strategy

4   review records of media contacts and decide the media organisations to which information should be issued, and identify for each

- their copy deadlines and production schedules

- their particular areas of interest

- the potential angles which could be used to promote the agency and its work

5   develop clear, accurate and concise press releases which include all of the **relevant information** in a format and style appropriate to

- content

- the messages and image that the agency is seeking to convey

- the media to whom they are being issued

- the promotion of equality and diversity

6   issue press releases to identified media organisations in sufficient time to meet their deadlines and production schedules, and follow these up to offer additional information and to encourage media organisations to use them

7   review regularly

- the media coverage of the agency and its work

- the effectiveness of the agency's strategy for working with the media and identify any **ways in which effectiveness could be improved**.

Range

1   Relevant information

     a   what is happening, why, where and when

     b   who will be involved

     c   opportunities for photographs and interviews

     d   further information which may be available on request

     e   who to contact for further information and how to do this.

2   Ways in which effectiveness could be improved

     a   who is involved in promoting the agency and its work

     b   the media organisations that are sent information about the agency and its work

     c   the methods used to promote the agency and its work.

Unit HG2 Establish, maintain and use relationships with the media to explain and promote the agency and its work

Element HG2.3 Establish, maintain and use relationships with the media to explain and promote the agency and its work

Performance criteria

To meet the standard, you

1   **respond** positively and constructively to **requests for information** from the media and gather as much accurate information as possible from the caller about

- what information they already have and who else they are contacting

- their intended angle and the specific information that they are seeking from the agency

- their deadline and timescales

- the nature of the response they are seeking and record this accurately and completely

2   offer to gather relevant information for the media and agree an appropriate timescale for this with the person requesting the information

3   gather full and accurate background information from within the agency and identify

- the facts relevant to the **request for information** and the role of the agency

- the significance of the enquiry for the agency

- the potential for damage to the agency and its work

- who needs to be involved in deciding how the agency should respond

- relevant agency policy and objectives

- what information is available and what can be disclosed to the media

- potential opportunities to present positive images of the agency and its work

4   make an accurate evaluation of the available information and decide with the relevant people

- whether it is appropriate for the agency to make a response

- what the agency's response should be

- who is the most appropriate person to respond to the inquiry

5   identify the potential range of additional questions that may be asked and agree with the relevant people the agency's responses to them

6   agree strategies for handling situations when the agency and its spokesperson cannot help

7   **respond** to **requests for information**

- within agreed timescales

- clearly, concisely and accurately, confirming key details in writing

- consistent with agreed agency line and statement

- in ways which are consistent with agency policy and guidelines and statutory requirements and with the management of risk

- in ways which show due regard for sensitivity about the nature of the agency's work

- in ways which promote the agency and its work

8   seek immediate support and assistance from appropriate people if they are unsure of their role or the actions they should take

9   refer promptly to the appropriate organisations justifiable concerns and complaints about the media if their conduct is in breach of codes of practice.

Range

1   Respond

   a   written press statement

   b   by telephoning the inquirer

   c   audio recording

   d   audio/video recording

   e   press briefing/conference.

2   Requests for information relating to

   a   the current work of the agency

   b   events on which the agency is asked to comment

   c   requests for contact with others

   d   policy issues.

Explanatory notes

In performance criterion 1, the nature of the response may be a press statement, telephone interview or an informal discussion.

In performance criteria 4 and 5, the relevant people will depend on the nature and significance of the request for information. The worker may be able to deal with straightforward requests themselves, but may need to involve others (eg. senior managers, media specialists) in deciding how to respond to more complex requests. There may be an agency policy or the worker may need to assess the situation themselves.

In performance criterion 8, appropriate people might be: colleagues, managers or media specialists in the agency.

In Range 2c, requests for contact with others may include requests that the agency puts the media contact in touch with an offender or a victim for interview.

Unit HG2 Establish, maintain and use relationships with the media to explain and promote the agency and its work
Knowledge and understanding

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

Working with the media

1   the various forms of media, the timescales to which they work in relation to different types of event and the different approaches they may take (eg. news, features)

2   codes of conduct and guidelines which apply to the conduct of the media, how to make complaints about the conduct of the media and to whom these can be made; how the media may distort the messages which the agency is attempting to give and why this may occur

3   the values, aims, objectives, policies and work of the agency; how these influence the message and image the agency wants to convey and the processes it uses in working with the media; how these can best be explained and promoted to others

4   the values, aims, objectives, policies and work of the media organisations identified as key to the worker's agency

5   the potential benefits and risks of building relationships with the media, ways of building and sustaining effective relationships with media contacts

6   the importance of being clear of the key messages one is trying to convey to the media and how to keep to those messages and avoid being drawn into disclosing more information than one had intended

7   the potential risks associated with inappropriate disclosure of information - to the agency, to those using the services of the agency, to relationships with other agencies and to relationships with the media

8   the role and responsibilities of those acting as a spokesperson for the agency, why it is important to maintain professional boundaries when speaking to the media and not offer personal opinion

9   methods of gathering information from media contacts about what they already know without disclosing any information

10   why it is important to suggest calling back to respond to an initial query rather than giving an instant response, and the benefits that the additional time can provide

11   features of effective press releases, what media organisations look for in press releases and how to structure them in a way that is likely to maximise interest, particularly in relation to issues that may not seem high profile and newsworthy; the potential level of media and public understanding of the issues with which the worker is dealing and how this can be translated into effective press releases

Working within the community justice sector

12   the legislation which relates to the work being undertaken – both relating to the work of the agency and relating to the media (eg. libel, defamation, confidentiality) – and the impact of this on the work.

Unit HG2   Establish, maintain and use relationships with the media to explain and promote the agency and its work

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 eg. press releases, promotional materials, 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. 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 features of effective press releases. 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 reviewed and evaluated the media's coverage of issues relating to the organisation and taken action to address any arising issues.

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

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 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

	Communication	Application of number	Information and Communication Technology	Working with others	Problem solving	Improving own learning and performance
Skills for Justice Units						
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 Prepare and provide agreed development activities for individuals	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

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
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

Skills for Justice Units		Communication	Application of number	Information and Communication Technology	Working with others	Problem solving	Improving own learning and performance
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
EC7	Reinforce positive behavioural goals during relationships with individuals	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
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
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

Skills for Justice Units		Communication	Application of number	Information and Communication Technology	Working with others	Problem solving	Improving own learning and performance
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
AA3	Contribute to developing and maintaining cultures and strategies in which people are respected and valued as individuals	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
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 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 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	Prepare and provide agreed development activities for individuals	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 | | | | |
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	Communication	Numeracy	Information technology	Working with others	Problem solving
Skills for Justice Units						
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 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 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 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 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

	Key Skills	Communication	Application of number	Information and Communication Technology	Working with others	Problem solving	Improving own learning and performance
Skills for Justice Units							
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

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

CORE SKILLS SIGNPOSTING

Core Skills 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	Communication	Numeracy	Information technology	Working with others	Problem solving
Skills for Justice Units						
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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