Level 4 NVQ in Community Justice: Work with Offending Behaviour (7432-23)

Standards and assessment requirements

500/1843/7

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City & Guilds
1 Giltspur Street
London EC1A 9DD
T +44 (0)20 7294 2800   **www.cityandguilds.com**
F +44 (0)20 7294 2400   **enquiry@cityandguilds.com**

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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: Work with Offending Behaviour	7432-23	500/1843/7

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 4.0 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
AB2	Support individuals to communicate using interpreting and translation services	Skills for Care
AF1	Ensure your own actions reduce risks to health and safety	Employment National Training Organisation (ENTO)
AF2	Protect yourself from the risk of violence at work	Employment National Training Organisation (ENTO)
AF4	Conduct an assessment of risk in the workplace	Employment National Training Organisation (ENTO)
GE1	Recognise indications of substance misuse and refer individuals to specialists	Skills for Health
GE2	Assess and act upon immediate risk of danger to substance users	Skills for Health

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

URL	**www.ento.co.uk**
Name of SSC	**Skills for Care**
Address	Albion Court, 5 Albion Place, Leeds LS1 6JL
Telephone	0113 245 1716
Fax	0113 253 6417
e-mail	**info@skillsforcare.org.uk**
URL	**www.topssengland.net**
Name of SSC	**Skills for Health**
Address	2nd Floor, Goldsmiths House, Broad Plain, Bristol BSZ 0JP
Telephone	0117 922 1155
Fax	0117 925 1800
e-mail	**office@skillsforheatlh.org.uk**
URL	**www.skillsforhealth.org.uk**

Apprenticeship frameworks

The Level 4 NVQ in Community Justice: Work with Offending Behaviour does **not** form part of the Community Justice Advanced Apprenticeship 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.

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

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

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

3   Candidate entry requirements and progression

Candidate work role requirements

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

Candidate entry requirements

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

Age restrictions

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

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 4 Community Justice: Work with Offending Behaviour may apply for approval for the new Level 4 Community Justice: Work with Offending Behaviour 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 Level 4 NVQ in Community Justice: Work with Offending Behaviour, as specified in the *City & Guilds Catalogue.*

Please check the *City and Guilds 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 this NVQ have been imported from the National Occupational Standards of the following sector skills councils

Unit Number	Unit Title	Sector Skills Council
AB2	Support individuals to communicate using interpreting and translation services	Skills for Care
AF1	Ensure your own actions reduce risks to health and safety	Employment National Training Organisation (ENTO)
AF2	Protect yourself from the risk of violence at work	Employment National Training Organisation (ENTO)
AF4	Conduct an assessment of risk in the workplace	Employment National Training Organisation (ENTO)
GE1	Recognise indications of substance misuse and refer individuals to specialists	Skills for Health
GE2	Assess and act upon immediate risk of danger to substance users	Skills for Health

Therefore some candidates may have completed units as part of an N/SVQ, which can be transferred directly into this qualification once that authenticity has been established.

External Verifiers will carry out checks to ensure centres have appropriately applied this process.

Accreditation of Prior Experience and Learning (APEL)

Some candidates for this qualification may have undertaken training in the past and will be experienced in Custodial Care. 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.

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.

In some instances it may be appropriate for service users to provide witness testimony for candidates eg. Home Carers. Assessors need to give clear guidance to candidates about ensuring that no pressure is places on service users when they request witness testimony. In addition, assessors should check to establish testimony has been appropriately and freely provided.

Centres are responsible for ensuring that service users fully understand the uses to which the witness testimony will be put. Testimony from service users should not be used if they are in any way concerned about the inclusion of their signed witness testimony within a portfolio of evidence, that may be open to scrutiny by people other than those associated with their care regime.

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 at **www.cityandguilds.com**

8   The qualification structure

8.1   Qualification structure

To achieve the level 4 NVQ in Work with Offending Behaviour candidates must complete the 3 mandatory units, 1 unit from Optional Group A and 8 units from Optional Group B

Mandatory units
Candidates must complete the following three units

QCA unit reference	City & Guilds Unit no	Community Justice reference number	Unit title
M/503/5104	001	AA1	Promote equality and value diversity
L/503/5174	042	EA2	Process information relating to individuals' offending behaviour
H/503/5181	056	GB3	Enable individuals to understand and address their difficulties

Optional units – Group A
Candidates must complete one of the following units

M/503/5300	012	AF2	Protect yourself from the risk of violence at work
A/503/5171	065	GC7	Contribute to the prevention and management of abusive and aggressive behaviour

Optional units – Group B
Candidates must complete eight of the following units

M/503/5166	004	AB1	Communicate effectively with people
T/503/5167	005	AB2	Support individuals to communicate using interpreting and translation services
M/503/5149	006	AC1	Contribute to the quality of team working
T/503/5105	007	AD1	Develop and sustain effective working with staff from other agencies

F/503/5172	010	AE1	Maintain and develop your own knowledge, skills and competence
T/503/51356	011	AF1	Ensure your own actions reduce risks to health and safety
M/503/5183	014	AF4	Conduct an assessment of risk in the workplace
D/503/5163	034	DA1	Provide and obtain information at courts and formal hearings
H/503/5164	035	DA2	Represent the agency in courts and formal hearings
R/503/5175	101	EA3	Assess individuals' offending behaviour and prepare reports
T/503/5301	045	EB2	Plan, supervise, enforce and review sentences in the community
H/503/5178	049	EC7	Reinforce positive behavioural goals during relationships with individuals
K/503/5179	050	ED1	Plan, monitor and review integrated packages of interventions and support to address individuals offending behaviour
D/503/5194	051	ED4	Deliver accredited programmes
H/503/5133	062	GC2	Contribute to the protection of children from abuse
A/503/5302	063	GC3	Assess and manage high risk of harm
T/503/5184	066	GE1	Recognise indications of substance misuse and refer individuals to specialists
A/503/5185	067	GE2	Assess and act upon immediate risk of danger to substance users

9 Relationships to other qualifications

9.1 Relationship to previous versions of the qualification[s]

This qualification replaces the existing Level 4 Community Justice: Work with Offending Behaviour (7494-41) qualification. There are no opportunities for direct transfer of units from the existing to the new award. Centres must use the APEL assessment method to confirm the transferability of any existing evidence to units in the new award.

9 Relationships to other qualifications

9.2 Key skills

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

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

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

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

10   About the National Occupational Standards (NOS)

10.1 Availability of the NOS

Availability of standards

The units for the qualification follow.

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

11 The units

Unit AA1   Promote equality and value diversity

Summary

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

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

There is one element

AA1.1   Promote equality and value diversity

Target group

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

Linked units

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

Place in qualifications

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

Unit AA1   Promote equality and value diversity

Element AA1.1   Promote equality and value diversity

Performance criteria

To meet the standard, you

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

2. act in ways that:
   - acknowledge and recognise individuals' background and beliefs
   - respect diversity
   - value people as individuals
   - do not discriminate against people

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

4. provide information in a format appropriate to the individual

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

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

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

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

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

Range

1   Help others by

     a   supporting them when they are promoting equality and valuing diversity

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

Explanatory notes

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

In performance criterion 1. legislation, employment regulations and policies, and codes of practice will include:
- age
- employment
- dependents – people who have caring responsibilities and those who do not
- disability
- gender and transgender
- human rights (including those of children)
- language

- learning disabilities
- marital status / civil partnership
- mental health / illness
- political opinion
- racial group
- religious belief and non-belief
- sexual orientation
- Welsh language.

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

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

Unit AA1 Promote equality and value diversity
Knowledge and understanding

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

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

2 the benefits of diversity and the promotion of equality

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

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

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

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

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

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

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

10 how to behave and communicate in ways that:

    a support equality and diversity

    b do not exclude or offend people

    c challenge discrimination effectively

    d respect individuals' differences

    e do not abuse the status and power that you have

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

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

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

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

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

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

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

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

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

Unit AA1   Promote equality and value diversity
Unit evidence requirements

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

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

Special considerations:

Simulation is **not permitted** for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

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

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

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

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

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

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

Unit EA2   Process information relating to individuals' offending behaviour

Summary

This unit is about obtaining, verifying and recording information relating to individuals' offending behaviour. Workers need to evaluate the initial information they receive on the case and identify any further information needed and where to obtain it. When obtaining information, the worker needs to focus on why the individual's behaviour occurred, different people's views of the behaviour and the overall context of the behaviour. The information obtained needs to be verified and recorded for later decision-making.

There are three elements:

EA2.1   **Obtain and verify information from individuals about their offending behaviour**

EA2.2   **Obtain and verify information from others about individuals' offending behaviour**

EA2.3   **Record information relating to individuals' offending behaviour**

Target group

This unit is applicable across the community justice sector. It is designed to be relevant to any worker who has responsibility for obtaining, recording and verifying information relating to individuals' offending behaviour. The information may be needed for risk assessment, pre-sentence reports, decisions relating to bail, planning and reviewing community and custodial sentences

Unit EA2 Process information relating to individuals' offending behaviour

Element EA2.1 Obtain and verify information from individuals about their offending behaviour

Performance criteria

To meet the standard, you

1 identify the information which needs to be gathered and verified from different sources

2 establish the **specific factors** which need to be taken into account when gathering information on the case

3 explain clearly your role and responsibility to individuals

4 inform individuals of the type of information which will be entered in their records, how the records will be stored and who will have the right of access to them

5 communicate with individuals throughout the process in a manner which

  • is appropriate to them

  • encourages an open exchange of views and information

  • minimises any constraints to communication

  • is free from discrimination and oppression

6 assess individuals circumstances and risk of reconviction using appropriate assessment tools

7 evaluate individuals' behaviour against the information they are presenting for any further insights it may offer

8 summarise the information received from individuals, reflect it back to them for verification and challenge any inconsistencies

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

10 balance the information obtained from the individual against the overall information available and develop hypotheses about the individual's behaviour

11 assess **risk of harm** and of **re-offending** using the appropriate screening tools and identify any immediate action which needs to be taken

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

Unit EA2 Process information relating to individuals' offending behaviour

Range

1 Risk of harm

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

    b   people working with the individual

    c   the individual him/herself.

2 Specific factors

    a   the nature of the behaviour

    b   the effects of the behaviour on others

    c   communication differences which may need interpreting services.

3 Risk of re-offending

    a   criminogenic needs of the individual

    b   the individuals motivation to change

    c   the individuals response to any previous sentences.

Unit EA2   Process information relating to individuals' offending behaviour

Element EA2.2   Obtain and verify information from others about individuals' offending behaviour

Performance criteria

To meet the standard, you

1   explain clearly your role and responsibility to the people from whom you wish to obtain the information

2   explain clearly to people

•   the information which is needed

•   why it is needed

•   how it will be used

•   who will have the right of access to it

3   communicate with people in a manner which

•   is appropriate to them

•   encourages an open exchange of views and information

•   minimises any constraints to communication

•   is free from discrimination and oppression

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

5   summarise the information obtained, confirm with the people who gave it that it is relevant, accurate and current, and that the worker has interpreted it correctly

6   balance new information against all the information available to test hypotheses about the individual's behaviour

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

Unit EA2 Process information relating to individuals' offending behaviour

Element EA2.3 Record information relating to individuals' offending behaviour

Performance criteria

To meet the standard, you

1 record information

- accurately, promptly and concisely

- in a way which is consistent with the promotion of individuals' rights

- so that it clearly distinguishes facts and opinions

2 structure information in ways which allow other workers to use it easily

3 maintain the confidentiality of information

- consistent with the requirements of legislation and agency policy

- so that it safeguards individual rights

- so that it is only disclosed to those who have the right and need to know it once proof of identity has been obtained

- through taking appropriate precautions during handling and storage

- through deciding when it is not appropriate to communicate it.

EA2 Process information relating to individuals' offending behaviour
Knowledge and understanding

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

Working with offending behaviour

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

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

3   Relevant research into the relationship between known factors which influence offending behaviour and evidence of effective practice in tackling these factors and how the candidate has applied these in their work

4   Current definitions of risk and the purpose of risk assessment and management

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

6   Issues involved in risk identification and prediction including the use of different predictive methods

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

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

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

10   what is meant by the concepts of validity, reliability, sufficiency and currency in relation to data collection and analysis and how to use different data collection methods validly and reliably

Working within the community justice sector

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

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

Working to improve agency practice

13   The particular confidentiality issues which are likely to arise in the systems and structures for which the worker holds responsibility and how they have tackled these

Working to improve individual practice

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

Unit EA2   Process information relating to individuals' offending behaviour
Unit evidence requirements

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

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

Special considerations:

Simulation **is** permitted for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

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

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

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

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

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

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the ways in which stereotyping and discrimination might affect risk assessment and how you have guarded against this in the assessments you have made. Assignments could include academic assignments e.g. assessing and addressing offending behaviour. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how, from the information obtained, hypotheses have been developed about the individual's behaviour.

Unit GB3   Enable individuals to understand and address their difficulties

Summary

This unit focuses on helping individuals to understand their difficulties, identify options for change and act upon the choices made. The difficulties may have an emotional, practical, behavioural or social source. Workers will need to recognise and acknowledge the complex range of factors that contribute to individuals' difficulties and support individuals to recognise and address these factors. This involves working with individuals in a holistic way recognising that how individuals behave may reflect the difficulties they are experiencing. The individuals with whom the worker is involved may have offended, be at risk of offending, be the victims of offending behaviour, or be family or friends of such individuals.

There are two elements:

GB3.1   Enable individuals to understand their difficulties and identify options for change

GB3.2   Enable individuals to take positive action to address their difficulties

Target group

This unit is appropriate for all those working with individuals who are experiencing difficulties. It is applicable across the community justice sector. This unit complements unit GB2 on supporting individuals experiencing difficulties, although GB2 is not as comprehensive as it focuses on identifying and making an initial response to individuals.

Unit GB3 Enable individuals to understand and address their difficulties

Element GB3.1 Enable individuals to understand their difficulties and identify options for change

Performance criteria

To meet the standard, you

1 establish with individuals their respective roles and responsibilities, and the boundaries of the relationship

2 **communicate** with people throughout the process in a manner which

- is appropriate to them

- encourages an open exchange of views

- minimises any constraints to communication

- is free from discrimination and oppression

3 **encourage individuals** to

- value themselves positively

- recognise their own strengths

- discuss and explore their difficulties

- express their feelings and responses to their situation

4 provide accurate and relevant information to further the individual's understanding of their difficulties and how they might address them

5 identify with individuals the options which are feasible for them, and the advantages and disadvantages of each of the options

6 help individuals to identify obstacles to achieving their desired outcomes and how they can address these constructively

7 support individuals to come to their own decisions about their courses of action

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

9 motivate the individual to understand their difficulties through modelling effectively how this can be achieved

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

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

Unit GB3 Enable individuals to understand and address their difficulties

Element GB3.2 Enable individuals to take positive action to address their difficulties

Performance criteria

To meet the standard, you

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

- is appropriate to them

- encourages an open exchange of views and information

- minimises any constraints to communication

- is free from discrimination and oppression

2 **encourage individuals** to monitor and review regularly the effectiveness of the **strategies** they have chosen and the support provided and to make any necessary changes to their approach

3 **support individuals** in ways which are consistent with their identified needs

4 contact **others involved** in supporting the individual at appropriate times and encourage them to feed back on the effectiveness of the support available

5 facilitate access to other sources of support to meet the individual's emerging needs

Unit GB3   Enable individuals to understand and address their difficulties

Range

1   **Communicate** through

     a   speech and language

     b   actions, gestures and body language

     c   space and position.

2   **Encourage individuals** through

     a   listening actively

     b   reflecting back

     c   questioning

     d   summarising.

3   **People who may be authorised to have information**

     a   others relevant and significant to the individual

     b   staff in own agency

     c   other agencies.

4   **Strategies**

     a   short-term

     b   longer term.

5   **Supporting** individuals through

     a   information and advice

     b   resources

     c   access to other services

     d   focused interventions.

6   **Others involved in supporting the individual**

     a   people in own agency

     b   people in other agencies.

Unit GB3 Enable individuals to understand and address their difficulties
Knowledge and understanding

To meet the standard, you need to know and understand

Working with individuals and groups

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

2   factors which may be relevant to an individual's difficulties

3   how personal beliefs, preferences and cultural background affect behaviour

4   different ways of providing support to help people explore and manage their difficulties and express and explore their feelings

5   methods of identifying and exploring obstacles to change and identifying ways of overcoming obstacles

6   strategies for dealing with difficult situations which have a strong emotional impact and examples of when they have done this

7   why it is important to maintain personal and professional boundaries with individuals and methods of doing this

8   methods of handling situations where there is the potential for conflict between different people and examples of when they have done this

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

Working within the community justice sector

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

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

Working to improve individual practice

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

Unit GB3   Enable individuals to understand and address their difficulties
Unit evidence requirements

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

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

Special considerations:

Simulation is **not permitted** for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

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

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

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

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

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

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. how personal beliefs, preferences and cultural background affect behaviour. Assignments could include academic assignments e.g. assessing and addressing offending behaviour. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you have challenged attitudes and behaviour which are aggressive, abusive or discriminatory.

Unit AF2   Protect yourself from the risk of violence at work

Summary

This unit is about calming a potentially dangerous situation by minimising actions or words that may trigger violent behaviour and showing respect for people, their property and rights. It is about responding to a situation by trying to defuse it and, when appropriate, leaving a threatening situation safely. It is also about reviewing the incident for recording and monitoring purposes.

In this unit, 'violence' is manifested as incidents where persons are abused, threatened or assaulted in circumstances relating to their work, involving an explicit or implicit challenge to their safety, well-being or health. This includes: verbal abuse or threat, threatening behaviour, any assault (and any apprehension of unlawful violence), and serious or persistent harassment, for any reason, and extends from what may seem to be minor incidents to serious assault and murder, and threats against the worker and/or their family.

There are two elements
AF2.1   Help to de-escalate a potentially violent situation
AF2.2   Review the incident for recording and monitoring purposes.

Target group
The unit is for people who find themselves in a situation at work where they need to protect themselves from the risk of violence. It is likely to be applicable to many people who work in the justice sector.

Linked Units
This unit will be relevant to the work described in many of the other units as managing the risk of violence at work will be an important skill for many employees in the justice sector.

Place in Qualifications
It is proposed that this unit should be an optional unit in many of the qualifications in the justice sector

Origins of this unit
This unit is taken from the Employment National Training Organisation where it appears as Work-related violence unit W7.

Unit AF2 Protect yourself from the risk of violence at work

Element AF2.1 Help to de-escalate a potentially violent situation

Performance criteria

To meet the standard, you

1   maintain a calm, reassuring and professional attitude towards those presenting unacceptable behaviour

2   maintain a safe distance to avoid physical contact if possible

3   communicate with those presenting unacceptable behaviour in a way that:
   •   shows respect for them, their property and their rights

   •   is free from discrimination and oppressive behaviour

4   **keep the situation under review and act appropriately to ensure the immediate safety of**
   •   yourself
   •   other people in the vicinity

   •   the individual

5   take constructive action to defuse the situation which
   •   will not make the situation worse

   •   is consistent with your organisation's policy and procedures and your legal responsibilities

6   request assistance promptly when you are unable to calm the situation down and it is appropriate and feasible to do so

7   look for opportunities to end contact with the individual and leave the situation if the risk of violence looks set to escalate

8   explain clearly to the people involved, if it is appropriate,
   •   what you will do
   •   what they should do and

   •   the likely consequences if the situation continues

9   leave the scene of the incident if the threat to your own safety and that of other people is too great, minimising the risk of injury to yourself and other people as you leave

Explanatory notes

In performance criterion 3, communication includes non-verbal communication as well as verbal communication.

In performance criterion 4, acting appropriately will include the use of physical interventions if this is in line with the organisation's environment and culture and relates to those workers performing roles where "hands on" contact is likely and legitimate. These interventions are commonly either "breakaway techniques" (when defending oneself or another) or "restraint techniques" (when physically restricting a person's movement).

Unit AF2   Protect yourself from the risk of violence at work

Element AF2.2   Record the incident for recording and monitoring purposes

Performance criteria

To meet the standard, you

1   review the sequence of events leading up to the incident

2   discuss with relevant persons whether organisational procedures helped or hindered the incident

3   complete records in accordance with organisational requirements about
   • your actions at the time of the incident
   • the circumstances and severity of the incident
   • the measures taken to protect yourself and other people
   • action taken to try and calm the situation down

4   look through the organisation's and your own risk assessment relevant to your activities and assess its adequacy for dealing with similar incidents

5   make recommendations to reduce the risk of further similar incidents to relevant people which will make you and other people feel safer and identify areas where you would benefit from training

6   contribute to good practice by sharing relevant non-confidential information with other people in similar job roles which could help reduce incidents of violence

7   make use of available support and advice to help alleviate any incident-related health problems.

8   personally present yourself at work to
   • ensure the health and safety of yourself and others
   • meet any legal duties, and
   • in accordance with workplace policies

Explanatory notes

In performance criterion 1, review might include reflection on the individual's mental health status and the interface between certain mental health needs and violence.

In performance criterion 2, the relevant person will be a person named in the organisation's procedures as having responsibility for dealing with reports and incidents of violence at work.

Unit AF2   Protect yourself from the risk of violence at work
Knowledge and understanding

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

1   your legal duties for ensuring your well-being, safety and health in the workplace as explained by relevant legislation pertaining to health and safety at work

2   your job role, responsibilities and limitations

3   your own capabilities and limitations in terms of protecting yourself in potentially violent situations

4   when it is appropriate and possible to maintain a safe distance and avoid physical contact

5   the importance of showing respect for people, their property and rights and how to do so

6   how to avoid behaviour or language that may indicate you are being discriminatory or oppressive

7   how to interpret simple body language and the importance of acknowledging other people's personal space

8   the importance of remaining alert to triggers of violent behaviour

9   the importance of planning how you will leave a situation if there is a physical risk including identifying where the nearest exit routes are

10   the main signs that a situation could escalate to violent behaviour and how to recognise these

11   the point at which to leave the scene of the incident, seek help and safe techniques for leaving the situation

12   the types of constructive behaviour you can use to calm situations

13   your organisation's procedures in regard to dealing with violent behaviour

14   the importance of having the opportunity to talk to someone about the incident afterwards

15   the reports that have to be made and the records that have to be kept about a potential or actual incident of violence

Unit AF2   Protect yourself from the risk of violence at work

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 e.g. Incident report form.

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

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

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

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

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

Summary

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

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

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

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

Element GC7.1 Contribute to preventing abusive and aggressive behaviour

Performance criteria

To meet the standard, you

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

- is appropriate to them

- encourages an open exchange of views and information

- minimises any constraints to communication

- is free from discrimination and oppression

- acknowledges the rights of everyone present and is supportive of those rights

2   maintain the environment in a way which encourages meaningful interactions

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

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

5   protect potential victims at whom the behaviour may be directed

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

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

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

Performance criteria

To meet the standard, you

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

- any inherent risks

- the maintenance of effective working relationships

- agency policy and procedures

- evidence of effective practice

2   acknowledge opposing interests and take constructive action to address them

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

4   take constructive action to defuse abusive and aggressive behaviour

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

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

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

- the individual

- the worker

- others

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

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

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

Performance criteria

To meet the standard, you

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

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

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

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

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

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

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

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

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

Range

1   **Communication**

     a   language and speech

     b   actions, gestures and body language

     c   space and position.

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

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

     b   divert the individual(s) to other activities

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

     d   seek help from other workers.

3   **Triggers to abusive or aggressive behaviour**

     a   interactions between individuals

     b   behaviours towards or in the vicinity of the individual

     c   environmental factors

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

4   **Those involved in incidents may be**

     a   the individual

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

     c   other people who are significant to the individual

     d   other workers.

5   **Risk of harm**

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

     b   people working with the individual

     c   the individual him/herself.

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

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

Working with individuals and groups

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

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

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

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

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

6   the difference between aggression and assertiveness

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

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

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

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

Working within the community justice sector

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

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

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

Working to improve individual practice

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

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

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

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

Special considerations:

Simulation **is** permitted for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

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

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

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

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

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

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

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

Unit AB1   Communicate effectively with people

Summary

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

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

There are two elements

AB1.1   Develop and maintain communication with people

AB1.2   Maintain the security of information

Target group

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

Place in qualifications

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

Linked units

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

Unit AB1   Communicate effectively with people

Element AB1.1   Develop and maintain communication with people

Performance criteria

To meet the standard, you

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

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

- is open and respectful of them as individuals

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

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

- promotes equality and values diversity

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

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

5   make records that

- are accurate, legible and complete

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

- are free from labelling and discrimination

6   seek support when you are having difficulty communicating effectively.

Range

1   Communication

a   non-verbal

b   oral

c   written

d   electronic and telecommunication.

2   Barriers to effective communication

a   environmental (eg noise, lack of privacy)

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

c   social (eg violent and abusive situations).

Explanatory notes

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

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

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

Unit AB1 Communicate effectively with people
Knowledge and understanding

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

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

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

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

4   barriers to effective communication including:

- those related to personal differences in: culture, language, gender, literacy levels, experience, health / illness, familiarity with context, level of knowledge and skills

- environmental barriers

- social barriers

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

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

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

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

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

10 the nature and purpose of the records you make

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

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

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

14 what the appropriate precautions might be when communicating information

15 how to handle and store information securely and safely

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

Unit AB1 Communicate effectively with people
Element AB1.2 Maintain the security of information

Performance criteria

To meet the standard, you

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

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

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

4   maintain the security of records when handling and storing them

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

Range

1   Appropriate precautions in relation to

    a   who might overhear or oversee the information

    b   who might access the information.

Explanatory notes

In performance criterion 1, legislation, policies and procedures may relate to:

•   confidentiality
•   data protection
•   freedom of information
•   human rights
•   information and related technology.

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

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

Unit AB1   Communicate effectively with people
Unit evidence requirements

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

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

Special considerations:

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

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

Preferred sources of performance and knowledge evidence:

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

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

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

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

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

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

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

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

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

Unit AB2 Support individuals to communicate using interpreting and translation services

Summary

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

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

Target group

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

Linked units

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

Origin of this unit

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

Unit AB2 Support individuals to communicate using interpreting and translation services

Element AB2.1 Arrange interpreting and translation services for individuals

Performance criteria

To meet the standard, you

1 access documents to identify individuals' interpretation and translation needs

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

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

- their preferred language

- their culture

- their preferred method of communication

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

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

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

- any specific support they need from you and others

- any preparation that is required

- any specialist equipment that is needed

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

- confidentiality agreements

- the storage and security requirements for confidential information

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

Range

1 Key people include:

a family

b friends and carers

c others with whom the individual has a supportive relationship.

2 Preferred language, method of communication include:

a the individual's preferred spoken language

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

Explanatory notes

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

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

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

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

Unit AB2   Support individuals to communicate using interpreting and translation services

Element AB2.1   Knowledge and understanding

To meet the standard, you need to have:

1   a working knowledge of legal and organisational requirements on equality, diversity, discrimination and rights:

    a   relating to individuals' and key people's language and communication preferences

    b   on equal treatment for language and communication

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

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

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

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

6   a working knowledge of current local, national and European legislation and organisational requirements, procedures and practices for:

    a   data protection, including recording, reporting, storage, security and sharing of information on the communication and language needs, views and preferences of individuals

    b   health and safety generally and specially when setting up and using equipment to support interpreters and translators

    c   risk assessment and management for setting up and using interpretation and translation equipment

    d   communicating with individuals through translators and interpreters, using their preferred communication method and language

    e   working with others to provide integrated services

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

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

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

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

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

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

13	a working knowledge of how to arrange the environment for translation and interpretations
14	a working knowledge of the difference between simultaneous and consecutive interpreting and sight translation and when each may best be used
15	a working knowledge of different types and forms of communication that might require translation and interpretation services
16	a working knowledge of the role of interpreters and translators in interpreting and translating everything that is said or written, and when they may intervene
17	a working knowledge of how to assist translators and interpreters
18	a working knowledge of the impact of and problems of communicating across different language and communications forms.

Unit AB2 Support individuals to communicate using interpreting and translation services

Element AB2.2 Communicate with others through interpreters

Performance criteria

To meet the standard, you

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

2 agree with the interpreter:

- their role

- any interventions they should make

- the level of detail required in the communication

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

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

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

- ensure the individuals' rights and choices are promoted

- respect the individuals' experiences, expertise and abilities

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

- are inclusive and do not discriminate

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

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

Explanatory notes

In performance criterion 5, rights relate to the right that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in the way they choose
- access information about themselves
- communicate using their preferred methods of communication and language.

Unit AB2   Support individuals to communicate using interpreting and translation services

Element AB2.2   Knowledge and understanding

To meet the standard, you need to have:

1   a working knowledge of legal and organisational requirements on equality, diversity, discrimination and rights:

    a   relating to individuals' and key people's language and communication preferences

    b   on equal treatment for language and communication

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

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

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

5   a working knowledge of methods and ways of communicating that:

    a   support equality and diversity

    b   are effective when dealing with and challenging discrimination when using translation and interpretation services are effective

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

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

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

9   a working knowledge of current local, national and European legislation and organisational requirements, procedures and practices for:

    a   data protection, including recording, reporting, storage, security and sharing of information on the communication and language needs, views and preferences of individuals

    b   health and safety generally and specially when setting up and using equipment to support interpreters and translators

    c   risk assessment and management for setting up and using interpretation and translation equipment

    d   communicating with individuals through translators and interpreters, using their preferred communication method and language

    e   working with others to provide integrated services

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

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

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

13   a working knowledge of theories relevant to the individuals with whom you work, about:

       a   communication related to using and working with individuals who require interpreters and translators

       b   motivation, and how to encourage individuals to communicate through interpreters and translators, including the use of positive reinforcement

       c   particular mental and physical illnesses, conditions, disabilities, injuries and diseases and the affect these can have on the individuals' ability to communicate and to understand communication

       d   how communication and language differences and difficulties can affect the identity, self-esteem and self-image of the individuals with whom you work

       e   power, and how it can be used and abused when working with individuals who require interpreters and translators

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

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

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

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

18   a working knowledge of how to assist translators and interpreters

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

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

Unit AB2   Support individuals to communicate using interpreting and translation services

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

Performance criteria

To meet the standard, you

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

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

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

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

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

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

Range

1   **Key people** include:

   a   family

   b   friends and carers

   c   others with whom the individual has a supportive relationship.

Unit AB2 Support individuals to communicate using interpreting and translation services

Element AB2.3 Knowledge and understanding

To meet the standard, you need to have:

1 a working knowledge of legal and organisational requirements on equality, diversity, discrimination and rights:

a relating to individuals' and key people's language and communication preferences

b on equal treatment for language and communication

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

3 a working knowledge of methods and ways of communicating that:

a support equality and diversity

b are effective when dealing with and challenging discrimination when using translation and interpretation services are effective

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

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

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

7 a working knowledge of theories relevant to the individuals with whom you work, about:

a communication related to using and working with individuals who require interpreters and translators

b motivation, and how to encourage individuals to communicate through interpreters and translators, including the use of positive reinforcement

c particular mental and physical illnesses, conditions, disabilities, injuries and diseases and the affect these can have on the individuals' ability to communicate and to understand communication

d how communication and language differences and difficulties can affect the identity, self-esteem and self-image of the individuals with whom you work

e power, and how it can be used and abused when working with individuals who require interpreters and translators

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

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

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

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

Unit AB2   Support individuals to communicate using interpreting and translation services
Unit evidence requirements

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

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

Special considerations:

Simulation **is** permitted for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

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

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

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

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

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

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

Unit AC1   Contribute to the quality of team working

Summary

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

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

There are two elements

AC1.1   Contribute to effective team working

AC1.2   Contribute to the development of team working

Target group

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

Place in qualifications

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

Linked units

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

Unit AC1   Contribute to the quality of team working

Element AC1.1   Develop and maintain communication with people

Performance criteria

To meet the standard, you

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

2   work

- within your own competence

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

- as agreed with the team

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

3   organise your own work to meet work priorities

4   use and maintain resources efficiently and effectively

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

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

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

Range

1   **Enable other team members** through

a   communicating effectively

b   maintaining good work relationships

c   offering support

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

Explanatory notes

In performance criterion 1, legislation, policies and procedures may relate to a number of different aspects such as:

- accident / incident reporting

- equality and diversity

- employment

- harassment and bullying

- the management of risk

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

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

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

Unit AC1   Contribute to the quality of team working
Element AC1.2   Contribute to the development of team working

Performance criteria

To meet the standard, you

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

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

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

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

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

Range

1   Changes

    a   to your own work

    b   to the work of the team.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Special considerations:

Simulation is **not permitted** for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

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

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

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

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

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

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

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

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

Summary

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

There are two elements
AD1.1   Develop effective working with staff in other agencies
AD1.2   Sustain effective working with staff in other agencies

Target group

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

Linked units

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

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

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

Performance criteria

To meet the standard, you

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

2   agree and record arrangements for joint working that are

   •   appropriate to the nature and purpose of the work

   •   likely to be effective in achieving their aims

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

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

Range
1   Roles and responsibilities of

   a   the worker in the joint working

   b   individuals with whom the arrangements are being made

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

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

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

Performance criteria

To meet the standard, you

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

2 interact with people in the other agency in ways which

- encourage effective relationships and participation
- respect their views, roles and responsibilities
- promote equality and value diversity
- acknowledge the value of joint working

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

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

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

Range

1 Undertake your role in the joint working

a providing information

b acting on information received

c time commitments

d achieving agreed objectives.

Explanatory notes

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

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

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

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

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

2   the nature and purpose of the sector

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

4   how agency structure and culture can affect joint working

5   the principles and benefits of joint working between different agencies

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

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

8   effective methods of identifying and resolving tensions and issues

9   methods of reviewing the effectiveness of joint working relationships

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

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

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

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

Special considerations:

Simulation is **not permitted** for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

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

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

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

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

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

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

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

Summary

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

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

There is one element

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

Target group

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

Place in qualifications

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

Linked units

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

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

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

Performance criteria

To meet the standard, you

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

2. review how well you carry out your own work

3. identify and record

   • your development needs and interests

   • the priorities for your learning and development

   • possible learning and development methods for those needs and interests

   • where you need help to support your learning and development

   • your learning and development

4. take responsibility for your own learning and development

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

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

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

Range

1 Feedback from others

   a informal

   b formal during appraisals.

Explanatory notes

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

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

   • your current post

   • career planning

   • sideways moves in your career

   • wider interests and aims

   • maintaining interest and motivation.

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

Unit AE1 Maintain and develop your own knowledge, skills and competence
Knowledge and understanding

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

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

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

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

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

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

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

7   the different methods of finding out about changes at work

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

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

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

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

12   the reasons for keeping records of learning and development.

Unit AE1 Maintain and develop your own knowledge, skills and competence
Unit evidence requirements

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

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

Special considerations:

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

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

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

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

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

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

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

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

Summary

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

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

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

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

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

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

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

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

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

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

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

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

Performance criteria

To meet the standard, you

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

2   identify which workplace policies are relevant to their practices

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

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

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

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

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

Range

1   Risks resulting from

  a   the use and maintenance of machinery or equipment

  b   the use of materials or substances

  c   working practices which do not conform to laid down policies

  d   unsafe behaviour

  e   accidental breakages and spillages

  f   environmental factors.

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

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

Performance criteria

To meet the standard, you

1   carry out working practices in accordance with relevant legal requirements

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

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

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

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

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

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

8   personally present yourself at work to

- ensure the health and safety of yourself and others
- meet any legal duties, and
- in accordance with workplace policies.

Range

1   Workplace policies covering

a   the use of safe working methods and equipment

b   the safe use of hazardous substances

c   smoking, eating, drinking and drugs

d   what to do in the event of an emergency

e   accidental breakages and spillages

e   personal presentation.

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

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

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

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

3   what hazards may exist in your place of work

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

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

6   the importance of dealing with or promptly reporting risks

7   the requirements and guidance on the precautions

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

9   responsibilities for health and safety in your job description

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

11   the specific workplace policies covering your job role

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

13   safe working practices for your own job role

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

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

16   your scope and responsibility for rectifying risks

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

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

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

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

Special considerations:

Simulation is **not permitted** for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

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

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

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

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

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

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

Unit AF4   Conduct an assessment of risk in the workplace

Summary

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

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

Target group

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

Linked units

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

Place in qualifications

It is proposed that this unit should be an optional unit within qualifications in the justice sector.

Origin of this unit

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

Unit AF4   Conduct an assessment of risk in the workplace

Element AF4.1   Identify hazards in the workplace

Performance criteria

To meet the standard, you

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

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

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

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

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

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

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

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

Range

1   Information sources

    a   internal Health and Safety experts

    b   HSE offices

    c   relevant industry publications

    d   external organisations.

2   Hazards relating to

    a   the use of plant and equipment

    b   the use of substances hazardous to health

    c   the workplace layout

    d   the working practices

    e   the job role

    f   people with special needs.

Unit AF4   Conduct an assessment of risk in the workplace

Element AF4.1   Knowledge and understanding

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

Health and safety legislation

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

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

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

Health and safety

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

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

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

7   the importance of dealing with or promptly reporting risks

Assessing risks in the workplace

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

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

10   your own limitations, job responsibilities and capabilities

11   effective communication methods.

Unit AF4 Conduct an assessment of risk in the workplace

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

Performance criteria

To meet the standard, you

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

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

3 identify hazards that could be eliminated

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

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

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

7 prepare a risk assessment report containing recommendations for minimising risks

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

Range

1 Responsible persons

a management associated with the examined activities

b employees associated with the examined activities

c decision makers

d union representatives

e staff representatives.

Unit AF4 Conduct an assessment of risk in the workplace

Element AF4.2 Knowledge and understanding

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

Health and safety legislation

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

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

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

Health and safety

4   effective procedures to carry out a risk assessment

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

6   what to do with the results of the risk assessment

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

8   the importance of dealing with or promptly reporting risks

Assessing risks in the workplace

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

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

11   resources required for a risk assessment to take place

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

13   where to find expert advice and guidance

14   your own limitations, job responsibilities and capabilities

15   effective communication methods.

Unit AF4 Conduct an assessment of risk in the workplace

Element AF4.3 Review your workplace assessment of risks

Performance criteria

To meet the standard, you

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

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

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

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

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

6 inform, promptly, everyone affected by the changes.

Range

1 Previous and new working practices relating to

    a   plant, machinery and equipment

    b   substances or materials

    c   people.

2 Changes in the workplace relating to

    a   layout of workplace

    b   new facilities and services.

Unit AF4   Conduct an assessment of risk in the workplace

Element AF4.3   Knowledge and understanding

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

Health and safety legislation

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

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

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

Health and safety

4   what to do with the results of the risk assessment

Assessing risks in the workplace

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

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

7   where to find expert advice and guidance

8   your own limitations, job responsibilities and capabilities

9   effective communication methods.

Unit AF4　　Conduct an assessment of risk in the workplace
Unit evidence requirements

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

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

Special considerations:

Simulation is **not permitted** for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

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

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

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

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

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

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

Unit DA1 Provide and obtain information at courts and formal hearings

Summary

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

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

There are two elements:

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

DA1.2   Make oral contributions to courts and formal hearings

Target group

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

Unit DA1   Provide and obtain information at courts and formal hearings

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

Performance criteria

To meet the standard, you

1   provide timely written reports to the hearing

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

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

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

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

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

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

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

Unit DA1 Provide and obtain information at courts and formal hearings

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

Performance criteria

To meet the standard, you

1 present the information which the hearing requires

- clearly, accurately and succinctly

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

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

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

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

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

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

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

Unit DA1　Provide and obtain information at courts and formal hearings

Range

1　Relevant people

a　staff in own agency

b　staff in other agencies

c　individuals who are the subject of courts and formal hearings

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

2　Problems

a　factual errors

b　omissions

c　discriminatory language and content

d　doubts about the authenticity of information.

3　Conventions

a　style of presentation

b　use of language.

Unit DA1   Provide and obtain information at courts and formal hearings
Knowledge and understanding

To meet the standard, you need to know and understand

Working with individuals and groups

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

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

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

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

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

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

Working within the community justice sector

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

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

Working to improve individual practice

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

Unit DA1 Provide and obtain information at courts and formal hearings
Unit evidence requirements

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

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

Special considerations:

Simulation **is** permitted for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

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

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

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

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

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

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

Unit DA2   Represent the agency in courts and formal hearings

Summary

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

There are two elements:

DA2.1   Exchange information at courts and formal hearings
DA2.2   Present reports at courts and formal hearings

Target group

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

Linked units

The following units are closely related

AD1   Develop and sustain effective working relationships with staff in other agencies
GA3   Assist in the transfer of individuals between agencies and services
DA1   Provide and obtain information at courts and formal hearings
AD3   Represent one's own agency at other agencies' meetings.

Place in qualifications

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

Unit DA2 Represent the agency in courts and formal hearings

Element DA2.1 Exchange information at courts and formal hearings

Performance criteria

To meet the standard, you

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

2   plan how to obtain the necessary information

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

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

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

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

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

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

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

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

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

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

Range

1   Relevant people

a   individuals who are subject to the court or formal hearing

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

c   people within the worker's agency

d   partner agencies in the community justice system

e   other staff in the legal and judicial system

f   staff in other relevant services.

2   Problems

a   factual errors

b   omissions

c   discriminatory language and content

d   doubts about the authenticity of information.

Unit DA2   Represent the agency in courts and formal hearings

Element DA2.2   Present reports at courts and formal hearings

Performance criteria

To meet the standard, you

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

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

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

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

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

6   clarify details of court requests for further information

7   take action to gain further information about the report promptly

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

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

Range
1   **Court conventions** relating to

a   style of presentation

b   use of language.

2   **Presenting themselves** in

a   dress

b   speech and body language.

3   **Appropriate person**

a   line manager

b   court officer/duty officer.

4   **Information** on

a   the outcomes of the court or hearing

b   requirements for further work

c   implications for other work

d   requirements and timing of progress reports

e   critical comment and positive feedback

f   factors relating to the management of risk.

Unit DA2 Represent the agency in courts and formal hearings
Knowledge and understanding

To meet the standard, you need to know and understand

Working with individuals and groups

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

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

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

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

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

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

Working within the community justice sector

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

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

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

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

Working to improve individual practice

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

Unit DA2 Represent the agency in courts and formal hearings
Unit evidence requirements

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

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

Special considerations:

Simulation **is** permitted for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

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

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

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

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

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

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

Unit EA3 Assess individuals' offending behaviour and prepare reports

Summary

This unit focuses on assessing individuals' offending behaviour, developing proposals and preparing reports to inform decisions. Building on the information gathered on individuals' offending behaviour, the worker needs to make a comprehensive assessment and identify suitable options taking account of risk, the seriousness of the offence and individual circumstances. The worker needs to develop proposals which address requirements for punishment, the reduction of offending behaviour and the protection of the public, and prepare reports.

There are three elements:

EA3.1 **Assess individuals' offending behaviour and associated risks**
EA3.2 **Develop proposals for sentences**
EA3.3 **Prepare reports to inform sentencing**

Target group

This unit is most likely to be applicable in statutory agencies as it relates to the preparation of proposals for sentences which are served wholly in the community, and those which are served partially in custody and partially in the community following release on licence. It therefore includes pre-sentence reports, breach reports, through-care sentence planning, licence arrangements and conditions, and supervision plans and reviews.

Unit EA3 Assess individuals' offending behaviour and prepare reports

Element EA3.1 Assess individuals' offending behaviour and associated risks

Performance criteria

To meet the standard, you

1 **summarise** and structure the information obtained in a way which facilitates analysis

2 using appropriate assessment tools make an assessment of

- the responsibility which the individual takes for their offending behaviour and the degree of premeditation

- the context in which the offence occurred and any related offences

- the seriousness of the offence including its effect on the victims

- the individual's attitude to victims and the offence

- the implications of any special circumstances which were directly relevant to the offending

- any specific feature of the offence which conforms to a pattern and could be relevant to seriousness

3 develop hypotheses about the individual's offending behaviour, its causes, and the risk associated with it, which

- can be justified against current theory and research

- are valid given the information available

- are consistent with anti-discriminatory practice

4 refer the individual to the relevant agencies when specialist help or risk management is needed

5 explain the outcomes of the assessment to individuals in an appropriate manner

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

7 communicate information to people who are authorised to have it in line with agency policy and relevant legislation.

Unit EA3 Assess individuals' offending behaviour and prepare reports

Element EA3.2 Develop proposals for sentences

Performance criteria

To meet the standard, you

1 identify the options available for sentencing which are consistent with

- the assessment of the individual and their offending behaviour

- **risk of harm**

- the resources available

- evidence of effective practice and appropriate theoretical frameworks and which are suitable for the individual given their history of previous responses to sentences

2 select those options which are most likely to be effective in

- managing risk

- meeting the concerns of victims

- the efficient use and availability of resources

- partnership arrangements

3 discuss possible options with individuals in a manner which promotes understanding, co-operation and compliance

4 discuss possible options with others who might be affected by the choice or who may have a role in putting the option into effect

5 structure proposals so that they are consistent with

- the assessment of the individual and their offending behaviour

- **risk of harm**

- the selected options

- evidence of effective practice

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

7 communicate the plan to the people who are authorised to have it.

Unit EA3   Assess individuals' offending behaviour and prepare reports

Element EA3.3   Prepare reports to inform sentencing

Performance criteria

To meet the standard, you

1   check with appropriate agencies whether there is any additional relevant information which relates to the individual

2   write reports in plain language

3   **summarise** clearly and accurately at the start of the report all of the information contained in it and state that the individual was uncooperative, if this was the case

4   give a balanced picture, which is free from discrimination, of

   •   the individual's personal circumstances

   •   the context of the individual's offending

   •   the individual's history of offending

   •   actions which the individual has taken to address their offending

   •   **risk of re-offending**

5   state clearly the **risk of harm** and re-offending which the individual poses

6   provide a valid and justifiable assessment of the offence and the surrounding context which identifies

   •   the responsibility which the individual takes for their offending behaviour and the degree of premeditation

   •   the context in which the offence occurred and any related offences

   •   the seriousness of the offence including its effect on victims

   •   the individual's attitude to victims and the offence

   •   the implications of any special circumstances which were directly relevant to the offending

   •   any specific feature of the offence which conforms to a pattern and could be relevant to seriousness

7   conclude the report in a manner which flows logically and directly from its contents

8   make proposals which are most likely to be effective in

   •   managing **risk of harm**

   •   meeting the concerns of victims

   •   reducing re-offending

   •   the individual successfully completing the proposed option and which are consistent with

   •   sentencing guidelines

   •   the efficient use and availability of resources

   •   partnership arrangements

9   allow individuals to see a copy of the report and explain to them who may have the right of access to it

10   send reports to the courts in sufficient time for the hearing.

Unit EA3   Assess individuals' offending behaviour and prepare reports

Range

1   Risk of re-offending

     a   Criminogenic needs of the individual

     b   the individuals motivation to change

     c   the individuals response to any previous sentences.

2   Risk of harm

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

     b   people working with the individual

     c   the individual him/herself

     d   children.

3   Summarise

     a   name, address and date of birth of individual

     b   the national standards adhered to in the report

     c   offences dealt with in the report and their respective dates

     d   details of the court where the case is being heard and the date of the hearing

     e   the date the report was requested

     f   name, official title, office location and telephone number of the report writer

     g   completion date and signature

     h   background details (such as sources drawn on, steps taken to verify the information, doubts about the accuracy of any information, the use of interpreters).

Unit EA3   Assess individuals' offending behaviour and prepare reports
Knowledge and understanding

To meet the standard, you need to know and understand

Working with offending behaviour

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

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

3   Relevant research into the relationship between known factors which influence offending behaviour and evidence of effective practice in tackling these factors, and how the candidate has applied these in their work

4   Current definitions of risk and the purpose of risk assessment and management

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

6   Issues involved in risk identification and prediction including the use of different predictive methods and the agencies risk assessment tools

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

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

9   Methods of encouraging the effective involvement of the individual in the assessment

10   The reasoning processes they followed during information gathering and assessment

11   The sentencing options which they considered - both in the community and custodial - and the reasoning processes they used in determining the most appropriate options for the individual concerned

12   Methods of handling situations where there is the potential for conflict and examples of when they have done this

Working within the community justice sector

13   The specific legislation (national and European), codes of practice and National Standards or National Standards and Objectives which relate to the work being undertaken

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

Working to improve agency practice

15   High risk of serious harm case registration, management and multi-agency public protection arrangements

Working to improve individual practice

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

Unit EA3   Assess individuals offending behaviour and prepare sentencing proposals
Unit evidence requirements

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

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

Special considerations:

Simulation **is** permitted for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

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

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

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

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

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

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. and the reasoning processes followed during information gathering and assessment and the sentencing options considered. Assignments could include academic assignments e.g. assessing and addressing offending behaviour, risk assignment. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit. eg, how, in accordance with agency policies, you have checked with appropriate agencies whether there is any additional relevant information which relates to the individual.

Unit EB2   Plan, supervise, enforce and review sentences in the community

Summary

This unit focuses on planning, supervising, enforcing and monitoring sentences served in the community. This includes community orders, suspended sentence orders and parts of sentences served in the community under licence following release from custody.

There are five elements:

EB2.1   **Plan the supervision of individuals serving sentences in the community**
EB2.2   **Supervise individuals serving sentences in the community**
EB2.3   **Enable individuals to sustain their behaviour change**
EB2.4   **Enforce court orders and statutory licences**
EB2.5   **Monitor and review the progress of individuals serving sentences in the community**

Target group

This unit is designed to be relevant to workers who hold responsibility for the supervision of offenders under sentence in the community. This includes both sentences served wholly in the community and those served partly in custody and partly in the community. This unit is most likely to be applicable in the probation and youth justice services.

Unit EB2 Plan, supervise, enforce and review sentences in the community

Element EB2.1 Plan the supervision of individuals serving sentences in the community

Performance criteria

To meet the standard, you

1   use the relevant assessment tool to **identify the options** available consistent with

   • the court order or statutory licence served on the individual

   • the needs of the individual

   • the resources available

   • evidence of effective practice and appropriate theoretical frameworks

2   select those options which are most likely to be effective in

   • managing **risk of harm**

   • meeting the concerns of victims

   • **reducing re-offending**

   • the individual successfully completing the proposed option

     and which are consistent with

   • the efficient use and availability of resources

   • partnership arrangements

3   develop plans for supervising individuals in the community which are consistent with

   • the court order or statutory licence served on the individual

   • the selected options

   • evidence of effective practice

4   include in the plans, clear descriptions of

   • aims

   • objectives

   • outcomes

   • timescales

   • levels of contact

   • the roles and responsibilities of all those involved

   • the use and allocation of resources

   • how, when and by whom the plan and the individual's progress will be reviewed and evaluated

5   discuss the plan with individuals and with others who might be affected by the proposals or who may have a role in putting the proposals into effect

6   explain to individuals

- how, when and by whom the plan and individual's progress will be reviewed and evaluated
- the statutory requirements for enforcing orders and licences
- the actions which will be taken if they fail to comply and confirm with the individuals their understanding of the sentence
- the actions which they have to take to comply with it
- appointment and reporting arrangements

7   identify the information that may be made available to others as a result of the interventions and inform the individual of this

8   seek advice and support promptly when appropriate

9   complete the sentence and risk management plan using relevant technology.

Unit EB2 Plan, supervise, enforce and review sentences in the community

Element EB2.2 Supervise individuals serving sentences in the community

Performance criteria

To meet the standard, you

1   prioritise those cases which are of highest risk of serious harm and/ or –re-offending when supervising the whole case load

2   inform individuals clearly of

- how the supervision is to take place

- the requirements for enforcing orders and licences

- what will happen if they fail to comply

3   supervise individuals in ways which

- are consistent with their sentences

- deal with issues of control

- maintain appropriate role boundaries

- are consistent with known effective practice

- conform to statutory requirements and national standards

4   agree with **other people** who are working with individuals, their role and responsibilities in relation to supervising individuals and maintain regular contact with these people

5   communicate with individuals throughout the process in an appropriate manner which

- encourages an open exchange of views and information

- minimises any constraints to communication

- are consistent with what is known about the individuals attitudes and beliefs, their motivation to change and factors which might affect change

- is free from discrimination and oppression

- offers constructive feedback on progress

- encourages them to explore and **review** their perception of their offending behaviour

- are consistent with their personal circumstances and the context of their behaviour

- can be justified by current theory and research

- are valid given the information available

6   give individuals clear and accurate advice about additional sources of support which might be appropriate to them

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

8   manage aggressive behaviour by the safest possible methods for the individual, the worker and others and in a manner which is consistent with legal and agency requirements

9   issue clear warnings to individuals when there is a risk of **non-compliance**

10   continuously **review** the level of intervention to ensure that levels of risk are managed

11   seek advice and support promptly when appropriate

12   complete records clearly, accurately and in time and store them according to agency requirements

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

Unit EB2 Plan, supervise, enforce and review sentences in the community

Element EB2.3 Enable individuals to sustain their behaviour change

Performance criteria

To meet the standard, you

1 encourage individuals to be clear about the choices which they have made and the reasons for their chosen course of action

2 explore with individuals the implications of their choices

3 explore with individuals

- the methods available for sustaining their behaviour change

- the successes they have had previously in overcoming obstacles to change

- known triggers to their offending behaviour and how these can be avoided

4 clarify with individuals the **support mechanisms** which are available and how they can use them to sustain their behaviour change

5 make appropriate arrangements for supporting individuals which are consistent with

- the assessment of their offending behaviour

- assessed level of risk

- the agreed plan for change

- any overall plan relating to their behaviour

- the resources available for their support

- identified needs

6 encourage individuals to seek further support from the worker and from **other people** when they are in need of it

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

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

Unit EB2   Plan, supervise, enforce and review sentences in the community

Element EB2.4   Enforce court orders and statutory licences

Performance criteria

To meet the standard, you

1   obtain sufficient information from the necessary range of people in all cases of apparent **non-compliance**

2   verify the information obtained and establish the level of seriousness relating to it

3   establish reasons for apparent **non-compliance** with individuals and with people who are working with individuals

4   warn individuals of the potential consequences of **non-compliance** in a manner which is likely to secure compliance with the order or licence

5   seek advice and support promptly when team discussion and supervision are appropriate and record any decisions reached

6   take appropriate breach actions consistent with agency policy and statutory requirements

7   write a full and accurate report which contains sufficient information for prosecution in cases where there is a clear breach of licences or orders

8   forward breach reports to the breach prosecutor within the necessary timescales

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

Unit EB2 Plan, supervise, enforce and review sentences in the community

Element EB2.5 Monitor and review the progress of individuals serving sentences in the community

Performance criteria

To meet the standard, you

1. conduct timely reviews using the relevant assessment tools

2. gather up-to-date information on individuals' progress against plans from **other people**

3. hold regular **review** sessions with individuals in a manner which encourages them to express their views and reflect on their progress

4. draw conclusions which are justifiable from the information and which avoid bias

5. offer individuals constructive feedback on their progress

6. encourage individuals to monitor and **review** regularly the effectiveness of the strategies they have chosen and the support provided and to make any necessary changes to their approach

7. identify any changes in the individual's personal circumstances or context which may have influenced their behaviour or motivation to change

8. identify new goals and objectives with individuals when these are required and make any necessary changes to the plan, including the consideration of early revocation, so that it can be successfully completed

9. discuss possible changes with others who may be affected by, or who have a role in, implementing the sentence, including multi-agency public protection panels and partner agencies

10. seek advice and support promptly when appropriate

11. revise the plan clearly and communicate it to people who are authorised to have it

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

13. evaluate how the outcomes of their work with individuals are consistent with research and evidence of effective practice and consequently the extent to which their approach should be modified

14. reflect on their own learning and development form working with individuals and use this to inform future programmes of behaviour change.

Unit EB2   Plan, supervise, enforce and review sentences in the community

Range

1   **Identify options** relating to

a   challenging offending behaviour and identifying responsible opportunities

b   personal development

c   resolving problems which the individual has

d   reintegration into the community.

2   **Risk of harm**

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

b   people working with the individual

c   the individual him/herself

d   children.

3   **Reducing re-offending** relates to the following factors

a   Criminogenic needs of the individual

b   the individual's motivation to change

c   the individual's response to any previous sentences.

4   **Support mechanisms**

a   formal

b   informal.

5   **Other people**

a   other staff within the worker's agency

b   partner agencies

c   staff in other relevant services

d   people significant to the individual

6   **Non-compliance**

a   reporting instructions

b   behaviour and conduct specifically required by the order or licence

c   any additional conditions imposed in the order or licence.

7   **Information for prosecution** will include

a   previous convictions

b   original offence

c   copy of order or licence

d   record of completion

e   warning letters and court action

f   other relevant prosecution documents.

8   **Review** sessions which include progress against

a   aims

b   objectives

c   outcomes

d   timescales

e   levels of contact

f   the roles and responsibilities of all those involved

g   the interventions and methods used

h   the use and allocation of resources

i   how, when and by whom the plan and the individual's progress will be reviewed and evaluated

j   effectiveness of programmes in reducing offending.

Unit EB2 Plan, supervise, enforce and review sentences in the community
Knowledge and understanding

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

Working with offending behaviour

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

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

3   Relevant research into the relationship between known factors which influence offending behaviour and evidence of effective practice in tackling these factors, and how the candidate has applied these in their work

4   The ways in which stereotyping and discrimination might affect risk assessment and how to guard against this

5   Issues involved in risk identification and prediction including the use of different predictive methods

6   The purpose of clarifying with individuals, and confirming their understanding of, the requirements of their sentence, their responsibilities and the likely consequences of any failure to comply

7   Methods of reviewing and evaluating the effectiveness of sentences and the interventions contained within them

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

Working within the community justice sector

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

10   Statutory powers for the enforcement of community sentences and different methods and approaches that can be used

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

Working to improve agency practice

12   Procedures for managing offenders assessed as high and very high risk of harm

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 EB2 Plan, supervise, enforce and review sentences in the community
Unit evidence requirements

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

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

Special considerations:

Simulation **is** permitted for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

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

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

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

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

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

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the agency procedures for managing offenders assessed as high and very high risk of harm. Assignments could include academic assignments e.g. assessing and addressing offending behaviour, risk assignment. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit. e.g. how you have reflected on your own learning and development from working with individuals and how this will inform your future practice.

Unit EC7   Reinforce positive behavioural goals during relationships with individuals

Summary

This unit is concerned with the complex task of establishing and sustaining effective working relationships with individuals as part of an overall strategy to confront offending or anti-social behaviour and promote pro-social behaviour. A key part of this is making individuals recognise and take responsibility for their own behaviour and their obligations to others.

The unit covers initial contact with the individual where ground rules are explained and the expectations of the individual are clearly set out. The unit also covers sustaining and developing the relationship and deals with how the worker eventually disengages from their relationship with individuals. This unit is based on modelling pro-social behaviour. The worker's initial contact might be through individual self-referral, as part of the case management process, or as a result of the individual being referred by other individuals or agencies.

The term 'individuals' has been used as the people with whom the worker is interacting may be those who have offended or those who are likely to offend.

There are two elements:

EC7.1   Establish working relationships with individuals which reinforce positive behavioural goals

EC7.2   Develop and sustain working relationships with individuals which reinforce positive behavioural goals

Target group

The unit is designed to be relevant to all who work with those who have offended or who are likely to offend where they are involved in work that is intended to lead - directly or indirectly - to reducing offending and anti-social behaviour.

Unit EC7 Reinforce positive behavioural goals during relationships with individuals

Element EC7.1 Establish working relationships with individuals which reinforce positive behavioural goals

Performance criteria

To meet the standard, you

1 gather and review relevant information to familiarise themselves with the individual's background, circumstances, behaviour and needs before initial contact with them

2 inform individuals accurately and clearly of the worker's role and responsibilities and how their work relates to that of workers in other agencies

3 explain clearly

- the values and objectives within which the worker is operating

- the nature and boundaries of their relationship with the individual

- their own **expectations** of the individual's behaviour during contact

- the agency's **expectations** of the individual

- the sanctions that may be applied if **expectations** are not met

- the specific behaviours which are to be learned and practised

4 explore with individuals what they expect from the worker and the agency

5 **interact** with individuals throughout the process in a manner which

- models socially-desirable behaviour and communication

- is appropriate to the individuals' background, culture, circumstances and learning needs

- encourages an open exchange of views

- minimises any constraints to communication

- is free from discrimination and oppression

6 check with individuals their understanding of interactions in a manner appropriate to their needs

7 challenge constructively attitudes and behaviour which are anti-social or discriminatory in a manner which takes account of personal safety and which promotes the individual's change and development.

Unit EC7 Reinforce positive behavioural goals during relationships with individuals

Element EC7.2 Develop and sustain working relationships with individuals which reinforce positive behavioural goals

Performance criteria

To meet the standard, you

1   communicate and **interact** with individuals in a manner which

    •   demonstrates respect for the individual

    •   recognises their circumstances and experiences but which is not judgmental

    •   provides a positive example and model of behaviour

    •   emphasise the individuals' responsibility for their own actions and behaviour

    •   encourages their motivation

    •   is free from discrimination and oppression

2   maintain contact with individuals at a frequency and using methods which are consistent with the worker's role, agency and statutory requirements

3   identify factors which are known to trigger certain kinds of behaviour in the individuals, take appropriate **actions to maintain calmness and safety** and enable individuals to find alternative ways of expressing their feelings

4   encourage individuals to review their behaviour and interaction with others and assist them to practise positive behaviours in a safe and supportive environment

5   challenge the individual when their behaviour and language is anti-social, discriminatory, abusive, aggressive or infringes the rights of others and suggest positive alternatives in a way which encourages them to change

6   review regularly with individuals their goals and the actions that they have taken to reach them, and offer prompt constructive feedback on progress

7   explore with individuals any barriers to progress and ways in which they can address them

8   continuously monitor and review their own behaviour, communication and interactions to ensure they are consistently modelling good practice

9   summarise clearly and accurately the outcomes of work achieved with individuals once it is known that contact with them is to end

10 compare outcomes with original agreements and purposes and assist individuals to review and revise their goals and plans and encourage them to find ways to sustain their behaviour change.

Explanatory notes

In performance criterion 3, factors which are known to trigger certain kinds of behaviour might be interactions between particular individuals, behaviours towards or in the vicinity of the individual, sensory contact, aspects of the environment, aspects of the individual's personal life, illnesses, medication and substances which may affect the individual's behaviour.

In performance criterion 7, barriers to progress include unrealistic goals, motivation, skills and knowledge.

In performance criterion 8, monitoring and review may be through reflecting on own performance or seeking feedback from colleagues (e.g. in reviews with line managers).

Range

1 Expectations

     a   frequency and location of contact with the worker and other workers

     b   behaviour

     c   learning and development goals.

2 Interact through

     a   speech, language and verbal cues

     b   volume and tone of voice

     c   eye contact, space and position

     d   actions, gestures and body language

     e   active listening

     f   giving constructive feedback.

3 Actions taken to maintain calmness and safety

     a   divert individuals to other activities

     b   reasoning and suggestions for other activities

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

     d   help sought from other workers.

Unit EC7   Reinforce positive behavioural goals during relationships with individuals
Knowledge and understanding

To meet the standard, you need to know and understand

Working with offending behaviour

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

2   What pro-social behaviour is and how to promote it in work with offenders, the importance of the worker's role as a positive role model to reinforce pro-social behaviours, ways of continuously monitoring own effectiveness in this

3   Strategies for encouraging individuals to recognise and take responsibility for their own behaviour and their obligations to others; why it is important to explicitly identify with the individual the behaviours to be learned and practised, how to create and promote opportunities for individuals to practise; the importance of including within plans staged, positive, achievable objectives for change;

4   The different forms and range of effective communication ; the effect of culture on communication (e.g. the use of sensory contact - touch, presence, contact, distance between individuals when communicating, the terms of respect and address used etc)

5   How to recognise what people are trying to convey by their behaviour

6   How culture, gender and beliefs can affect attitudes and behaviour and how it may be perceived by others (e.g. it may be seen to be more acceptable for men to be assertive than women); why it is important to recognise and challenge this in oneself

7   Behaviours which demonstrate value for others and those which do not

8   The effect that disruptive and aggressive behaviour has on individuals and others in the vicinity

9   Strategies for confronting anti-social behaviours whilst maintaining safety;

10   methods of defusing potentially risky situations (such as de-escalation, diversion, talking people down)

11   Working methods and styles which may be used in developing, sustaining and enabling individuals to move on from relationships; how to empower individuals to make effective relationships in the future

Working within the community justice sector

12   The specific legislation, guidelines of good practice, charters and service standards which relate to the work being undertaken and the impact of this on the work

Working to improve agency practice

13   The role of the agency and its services and how they relate to other agencies and services in the community justice sector

14   The agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties and the specific circumstances under which disclosure may be made

Working to improve individual practice

15   Own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure

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

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

18   The options for working with individuals which they considered and the reasoning processes they used in determining the most appropriate approach for the individual concerned.

Unit EC7 Reinforce positive behavioural goals during relationships with individuals
Unit evidence requirements

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

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

Special considerations:

Simulation **is** permitted for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

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

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

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

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

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

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. strategies for encouraging individuals to recognise and take responsibility for their own behaviour and how culture, gender and beliefs can affect attitudes and behaviour. Assignments could include academic assignments e.g. assessing and addressing offending behaviour. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit. eg, how you have constructively challenged behaviour which is anti-social or discriminatory in such a way as to promote the individual's change and development.

Unit ED1   Plan, monitor and review integrated packages of interventions and support to address individuals offending behaviour

Summary

This unit is about the worker planning and coordinating a package of different interventions and methods of support to address individuals' offending behaviour. The package will be designed to meet the specific needs of the individual concerned. Interventions can include formal programmes or more informal approaches. They may be provided by the worker's own agency, by other agencies or by a combination of the two. The packages should be integrated in the sense that the different interventions and support come together in the best possible way to meet the needs of individuals, manage the assessed level of risk of harm and are cost-effective.

This unit is designed to be relevant across a broad range of interventions, including those designed to enable individuals to address their behaviour; develop skills and knowledge; provide advice, guidance and information; enable individuals to engage positively and integrate with their community; ongoing support and assistance to address difficulties; protection from risk of harm.

There are three elements:
ED1.1   Communicate with individuals about the range of interventions and support which they need
ED1.2   Plan integrated packages of interventions and support to meet individuals' needs
ED1.3   Monitor and review the effectiveness of integrated packages of interventions and support and management of risk of harm

Target group

This unit is designed to be relevant to all workers who are responsible for working with individuals to help them address their offending behaviour and who are responsible for co-ordinating and managing, packages of support and intervention to reduce re-offending.

Unit ED1 Plan, monitor and review integrated packages of interventions and support to Element

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 Element

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 Element

Element ED1.3 Monitor and review the effectiveness of integrated packages of interventions and support and management of risk of harm

Performance criteria

To meet the standard, you

1 monitor how the different **interventions and support** are progressing

2 take appropriate action in response to non-compliance

3 encourage individuals to take a full and active part in evaluating the effectiveness of the package and the different parts within it

4 encourage agencies to offer feedback on progress, the effectiveness of their work and their view about their contribution

5 encourage individuals to identify changes in their needs and circumstances and to identify any implications these have for the overall package

6 identify any **issues** and use these to inform discussions about improvements

7 make decisions with the individuals and agencies on how to change the work based on:

- information gained from monitoring
- evaluation of risk of harm
- the wishes of those involved
- evidence of effective practice

8 record information accurately and store it according to agency requirements

9 communicate relevant information to those who have the right and need to know it.

Unit ED1   Plan, monitor and review integrated packages of interventions to address individuals' offending behaviour

Range

1   Interventions and support

     a   enabling individuals to address their behaviour

     b   developing skills and knowledge

     c   providing advice, guidance and information

     d   enabling individuals to engage positively and integrate with their community

     e   therapeutic interventions to address issues of health and well-being

     f   ongoing support and assistance to address difficulties

     g   protection of the individual and others from risk of harm.

2   Resources

     a   staff

     b   facilities

     c   equipment and materials

     d   finance

     e   transport.

3   Issues

     a   non-attendance or non-compliance individuals

     b   changes in needs and circumstances

     c   difficulties which agencies experience in working with individuals

     d   difficulties which agencies experience in meeting their obligations to individuals.

Unit ED1 Plan, monitor and review integrated packages of interventions and support to address individuals' offending behaviour
Knowledge and understanding

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

Working with individuals and groups

1   Factors which may be relevant to individual's difficulties (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 e.g. Agreement with agency regarding plans for intervention.

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

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

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

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. how personal beliefs, preferences and cultural background affect behaviour, why it is important to maintain personal and professional boundaries. Assignments could include academic assignments e.g. assessing and addressing offending behaviour. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you have encouraged individuals to identified changes to their needs and circumstances and have sequenced interventions appropriately.

Unit ED4   Deliver programmes designed to reduce the risk of re-offending

Summary

This unit focuses on delivering programmes designed to reduce the likelihood of re-offending by offenders who pose a medium to high risk of re-offending.

Due to the nature of the programme and the risk of re-offending posed by participants, the worker will be part of a team who will plan, implement and review the delivery of the programme. The programmes may be designed for groups or for individuals. The programmes may focus on areas such as thinking skills, problem solving and offence behaviour using cognitive behavioural approaches.

Programme participants will be those who have been identified through risk assessment posing a medium to high risk of re-offending. They will have participation in the programmes specified as part of a sentence, which they may be serving in custody or the community.

The focus of the worker's role is to maintain the integrity of the specified programme, coordinate their work with that of other staff involved in delivery, maintain the safety of participants and other staff involved in delivery, motivate participants and achieve evidence of measurable change in their behaviour, skills, attitudes and beliefs.

There are three elements:

ED4.1   Prepare for the delivery of programmes designed to reduce the risk of re-offending

ED4.2   Implement the delivery of programmes designed to reduce the risk of re-offending

ED4.3   Contribute to the monitoring and evaluation of programmes designed to reduce the risk of re-offending

Unit ED4   Deliver programmes designed to reduce the risk of re-offending

Element ED4.1   Prepare for the delivery of programmes designed to reduce the risk of re-offending

Performance criteria

To meet the standard, you

1   gather relevant information about the programme and identify

- the other team members who will have a role in programme delivery

- the programme concepts, values and goals

- the target groups for whom the programme is intended

- the length, number and frequency of sessions in the programme and the period of time over which they should take place

- the methods and techniques that are specified in the programme design

- the **resources** which will be required

- how and by whom the programme and its outcomes will be formally evaluated, and the criteria that will be used in the evaluation

2   gather relevant information about the offenders allocated to the programme and identify

- the **risk of harm** that they pose and the nature of this risk

- risk of re-offending

- the nature of their behaviour and related factors

- triggers to behaviour which may place offenders, victims and others at risk and known effective methods of managing individuals' behaviour

- the needs and abilities of the offenders allocated to the programme

- any barriers to individual offenders' participation in the programme and how these may be overcome

- the individual sentence and supervision plans of each offender, other forms of treatment which the offender is receiving and the relationship of the evidence-based programme to the overall plan

- and share relevant information with others who will be involved in programme delivery and who are involved with the offenders

3   confirm with others who will be involved in delivering, monitoring and evaluating the programme

- the roles and **responsibilities** of each of the team members within programme delivery

- the methods and approaches to be used in the programme

- the goals and objectives for the programme as a whole

- objectives of each component of the programme and the activities and techniques which are to be used within each session

- who is to do what and by when to prepare for programme delivery

- the different activities each will lead

4   undertake agreed tasks in an effective manner by the agreed date

5   **communicate** and interact with offenders and other workers in a manner which

- is appropriate to them
- is consistent with the values and goals of the programme
- encourages an open exchange of views and information
- minimises any constraints to communication
- is free from discrimination and oppression
- encourages their motivation

6   provide offenders with oral and written information on the programme and explain clearly to them

- the aims and goals of the programme
- the relationship between the programme and their sentence and supervision plans
- the timing and location of programme sessions
- the activities and materials which are likely to be used within the programme
- their **responsibilities** as participants on the programmes to themselves, staff and to any other programme participants
- the likely consequences of failing to meet their **responsibilities**

7   encourage offenders to ask questions to clarify their understanding of what will happen, their **responsibilities**, and provide accurate and complete answers in a manner appropriate to them

8   challenge constructively attitudes and behaviour that are aggressive, abusive or discriminatory in a manner which takes account of personal safety and which promotes the individual's change and development

9   refer to the appropriate people any questions which the worker is unable to answer and which are outside their role and responsibility

10   seek advice and support promptly when appropriate

11   report promptly to the appropriate person any concerns regarding

- offenders' willingness and ability to participate fully in the programme
- the **risk of harm** to participants, potential victims and workers
- the selection of particular offenders for the programme.

Unit ED4 Deliver programmes designed to reduce the risk of re-offending

Element ED4.2 Implement programmes designed to reduce the risk of re-offending

Performance criteria

To meet the standard, you

1   discuss and review with other team members before each session

- the session's aims and specified activities and the relationship of these to the overall programme

- each team member's role and **responsibilities** in that session

- each of the offenders and how they may behave in the session

- the **risk of harm** which each of the offenders poses

- each offender's participation and progress and particular issues which have arisen in the programme to date

- how each offender's behaviour and the risk which they pose can best be managed within the session

2   agree any steps which will be taken to improve programme delivery and integrity in future sessions

3   **communicate** and interact with other team members in a manner which

- is appropriate to them

- is consistent with the joint **responsibilities** in the programme

- encourages an open exchange of views and information

- minimises any constraints to communication

- is free from discrimination and oppression

4   **communicate** and interact with offenders in a manner which

- is appropriate to them

- is consistent with the values and goals of the programme

- encourages an open exchange of views and information

- minimises any constraints to communication

- is free from discrimination and oppression

- models socially-desirable behaviour and communication

- does not collude with anti-social behaviour or pro-criminal behaviour

- stimulates individuals to participate fully in the programme

5   use the specified activities and techniques in ways which

- are consistent with the programme's concepts, values and design

- balance the need to maintain the integrity of the overall programme with the need to respond to the needs and learning styles of individual offenders who are participating in the programme

- encourage the active participation of all offenders who are participating in the programme

- manage the **risk of harm** posed by each of the offenders who are participating in the programme

- promote anti-discriminatory practice

- reinforce and reward attendance and participation

6   observe and monitor offenders' behaviour throughout programme activities and offer individuals constructive feedback on their participation and progress in a manner designed to sustain their motivation and enhance their learning

7   maintain a level of discipline and control which enables individual offenders to learn from the activities and which

- manages the **risk of harm** and re-offending

- prevents triggers to their behaviour occurring

- maintains appropriate role boundaries

- is consistent with anti-discriminatory practice

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

9   take **actions to maintain calmness** and safety with as little restriction of action as possible and without denying people's rights if any incidents occur

10 manage physically aggressive behaviour by the safest possible methods for the individual, the worker and others and in a manner which is consistent with legal and organisation requirements

11 continuously monitor how programme delivery is progressing against the programme plan and requirements

12 report promptly to the appropriate person any concerns regarding

- offenders' participation in the programme

- the **risk of harm** to offenders, potential victims, the public and workers

- the selection of particular offenders for the programme and their relationship to any other group members

- offenders non-attendance or non-compliance in accordance with organisation policy and statutory requirements

- individual offenders ability to participate effectively

- and support implementation of risk management plan

13 seek advice and support promptly when appropriate.

Unit ED4 Deliver programmes designed to reduce the risk of re-offending

ElementED4.3 Contribute to the monitoring and evaluation of programmes designed to reduce the risk of re-offending

Performance criteria

To meet the standard, you

1   gather the necessary information on offenders' progress in meeting the aims and objectives of the programme

2   encourage other team members to offer regular feedback to you as a co-worker and identify ways in which the delivery of the programme could be improved

3   offer constructive feedback to other team members on their performance and encourage other team members to give constructive feedback on the worker's performance

4   encourage offenders to provide constructive and realistic feedback on the programme and the extent to which it has assisted them to change their offending behaviour, skills, attitudes and beliefs

5   evaluate their own, and the team's, effectiveness in delivering programme sessions and use this to inform the future delivery of the programme

6   make complete and accurate records which

   •   are consistent with the programme content, structure, aims and objectives

   •   state who was involved in programme delivery and their roles and **responsibilities**

   •   state how offenders behaved during the programmes

   •   identify issues of risk which arose during the programmes and how these were managed

   •   identify the outcomes of individual sessions and the overall programme

   •   identify any problems and how they were addressed

7   produce a full and accurate report for those managing the delivery of programmes which states the offenders selected for the programme and the rates of their participation and includes

   •   the progress made by offenders, including changes in their attitudes, cognition and behaviour

   •   the potential likelihood of offenders re-offending and potential triggers to this

   •   factors relevant to offending which remain unaddressed and how these may be met

   •   if appropriate, an assessment of risk of harm, including the factors relevant to the individuals concerned

8   share the information in the report with the offender manager or supervisor.

Unit ED4 Deliver programmes designed to reduce the risk of re-offending

Range

1   Resources

a   staff

b   rooms and other accommodation

c   equipment and materials.

2   Risk of harm to

a   the individual offender participating in the programme

b   other offenders participating in the programme

c   people significant to offenders

d   the worker and other staff involved in programme delivery

e   the community

f   victims.

3   Communicate through

a   speech and language

b   actions, gestures and body language

c   space and position.

4   Responsibilities for

a   attendance

b   conduct

c   language

d   participation.

5   Actions to maintain calmness and safety

a   divert individuals to other activities

b   reasoning and suggestions for other activities

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

d   help sought from other workers.

6   Problems

a   the suitability of the programme for the offender

b   disruptive behaviour

c   level of participation

d   personal difficulties

e   conflict

f   availability of resources

g   the structure and content of the programme.

Unit ED4 Deliver programmes designed to reduce the risk of re-offending
Knowledge and understanding

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

Working with offending behaviour

1 The impact of crime on victims, survivors and witnesses and their need for protection, respect, recognition, information and confidentiality; why it is important to recognise the impact on all those affected by crime, whether they are direct victims or indirect victims (e.g. family, friends or other associates)

2 The ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns, and the reasons why individuals may develop specific problems

3 The purpose of clarifying with individuals, and confirming their understanding of, the aims and goals of the programme, their responsibilities and the likely consequences of any failure to comply

4 Factors which may influence individuals' motivation and ability to change their behaviour, skills, attitude and beliefs; ways of building and sustaining individuals' motivation

5 The models which underpin accredited programmes to address the offending behaviour of individuals who pose a medium to high risk of re-offending, the reasons for them being accredited and the importance of programme integrity

6 The research evidence on which these programmes are based, and the specific evidence and methods related to the programmes for which the worker is responsible; methods of evaluation relevant to such programmes

7 Effective methods of programme delivery

8 The skills which make it easier for individuals to avoid criminal behaviour and engage successfully in legitimate behaviour

9 The relationship between the amount, intensity, sequencing and spacing of interventions

10 Methods and approaches that can be used to promote participation and the steps that the worker should take where there are indications of non-compliance

11 Methods of reviewing and evaluating the effectiveness of programmes and the activities contained within them

Working within the community justice sector

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

Working to improve organisation practice

13 The role of the organisation and how this relate to other organisations in the community justice sector

14 The organisation's policy and procedures regarding confidentiality and the disclosure of information to third parties and the specific circumstances under which disclosure may be made

Working to improve individual practice

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

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

Unit ED4 Deliver programmes designed to reduce the risk of re-offending
Unit evidence requirements

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

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

Special considerations:

Simulation **is** permitted for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

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

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

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

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

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

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the conflicting interests which may arise and methods of handling them. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you might encourage an individual to explore who would be most suitable to represent their needs and how this can best be put into effect.

Unit GC2 Contribute to the protection of children from abuse

Summary

This unit is concerned with the role of workers who contribute to the protection of children from abuse. It covers the identification of possible abuse, handling disclosures from a child, recording and reporting information about abuse and supporting children who may have been abused.

The unit covers all types of abuse - physical abuse, neglect, emotional abuse and sexual abuse. It includes how and to whom to report suspicion of abuse and where to turn for additional advice and personal support.

There are two elements:

GC2.1 Identify signs and symptoms of possible abuse

GC2.2 Respond to a child's disclosure of abuse

Target group

This unit is appropriate for all workers who work, and have contact, with children and with those who work with adults and young people who pose a risk of harm to children.

Unit GC2   Contribute to the protection of children from abuse

Element GC2.1   Identify signs and symptoms of possible abuse

Performance criteria

To meet the standard, you

1   observe children's condition and behaviour during activities unobtrusively and with minimum disturbance and disruption to the children's natural patterns of behaviour

2   positively encourage children, through the creation of an appropriate environment, to express their fears, anxieties and feelings without fear of ridicule or rejection

3   make accurate records, which are consistent with child protection procedures, of

   •   significant changes from normal standards of health, cleanliness and physical care expected for that family and specific children

   •   behaviour and behaviour patterns that are unusual and inconsistent with a child's developmental level

   •   injuries which are inconsistent with the history, the child's age, development and level of activity

   •   omissions of care

4   evaluate signs and symptoms of **abuse** using all available information to identify their significance

5   follow processes of reasoning which are capable of justification given the information available at the time

6   take actions, which are appropriate to the significance of the signs and symptoms of **abuse** and child protection procedures.

Range
1   Abuse

   a   neglect

   b   physical

   c   emotional

   d   sexual.

Unit GC2 Contribute to the protection of children from abuse

Element GC2.2 Respond to a child's disclosure of abuse

Performance criteria

To meet the standard, you

1 respond calmly and without delay or prejudice to disclosures of **possible abuse**

2 offer reassurance and support which is appropriate to the child, the situation and the setting

3 communicate with the child at the child's own pace in a manner, and at a level, appropriate to

 • their level of understanding

 • their stage of development

 • the nature of the disclosure

4 ask only sufficient questions to confirm that there is an allegation or suspicion and not pressure the child to disclose, give any prompts or offer guarantees of confidentiality

5 offer information to the child's parents which is as open and honest as possible whilst recognising

 • the potential severity of the case

 • the risk to the child

 • the requirements of the Child Protection procedures

6 make complete, accurate and legible records of the disclosure, its date and time

7 make appropriate referrals immediately following any disclosure and confirm in writing the information provided

8 make reports about **possible abuse** which

 • clearly distinguish between directly observed evidence, information provided by the child and that gathered from other sources

 • are capable of forming the basis of child protection reports

 • are accurate, legible and complete

9 provide reports which are complete, accurate and to time when they receive requests for reports on incidents, disclosures or suspicions of child abuse

10 manage their own feelings aroused by the disclosure in a way which supports the right to such feelings whilst minimising any undue effects on the child concerned

11 discuss cases as soon as possible with the appropriate person in their agency in a manner which enables that person to form a picture of the case and the issues inherent within it.

Range
1 Possible abuse

 a neglect

 b physical

c   emotional

d   sexual.

Unit GC2 Contribute to the protection of children from abuse

Knowledge and understanding

To meet the standard, you need to know and understand

Working with individuals and groups

1   Children's social, emotional, physical, intellectual and behavioural development, including their awareness of their body; how the quality of parent-child attachment affects child development; opportunities provided within daily routines and different kinds of games and equipment that can help children become aware of their bodies and to distinguish between appropriate and inappropriate touching, good and bad secrets; strategies for building children's self-confidence and assertiveness

2   The concept of children's rights and the importance of empowering children to exercise those rights; the external factors and constraints that make it difficult for children's rights to be promoted (eg situations where different people's rights may conflict)

3   Characteristics and circumstances which make some children more vulnerable to abuse and the contexts in which abusive behaviour occurs

4   The forms which abusive behaviour may take (eg ranging from ways of speaking and interacting with people; physical attack; omission of care [missed appointments]); the possible reasons for abusive behaviour occurring (such as: significant harm caused by lack of reasonable parental care; medical/physical factors eg the use of substances; discrimination; oppression; misuse of power; fear; factors within the environment which cause stress; domestic violence; fabrication of illness);

5   Effects of different forms of abuse - both short term and long term; the personal and emotional impact of child abuse and how this may be heightened when the child is in continual contact with the person who has perpetrated the abuse; the physical, behavioural and emotional indicators which may signify possible abuse; the potential significance of patterns of minor injuries to children, the consequent need for completing incident sheets and how used together they may present a picture of concern which requires action; the role and purpose of routine observations and record keeping in identification of possible abuse and the need for all communication to be noted so that it can be used for evidential purposes

6   Methods of preventing the occurrence of abuse

7   Ways of listening to and communicating with children of different ages including indicators of readiness to communicate, and how to interpret both overt and covert messages; why it is important to let children speak at their own pace; why children may be reluctant or choose not to disclose abuse

8   How to manage a controlled response to distressing disclosures and how to deal with the aftermath including appropriate sources of personal support; the possible influence of cultural, racial, gender or other forms of stereotyping on response to a child who attempts to disclose abuse and how to counteract this; the importance of reassurance and continued unconditional acceptance for the child in counteracting the potentially damaging effects of abuse and disclosure on self-image and self-esteem

9   Child protection procedures relating to monitoring and reporting possible abuse; key terms, the legal requirements of evidence and the implications for (a) involving an authorised professional at an early stage of disclosure (b) the importance of not pressurising the child, prompting or asking leading questions; the roles and responsibilities of social services to whom referral should be made or from whom advice/involvement can be sought with regard to possible disclosure and how and when to access their help; the correct process for

referring children who are at risk of abuse within the context of Child Protection procedures, the worker's role and responsibilities in this process and for notifying the Health Authority Child Protection Index; the purpose and nature of child protection conferences and the roles of different parties within them

10   The options for protecting children which they considered and the reasoning processes they used in determining the most appropriate options for the children concerned

11   The potential impact of disclosure of abuse on family members including how it affects parental rights as set out in Child Protection Procedures

12   How to evaluate and present different types of information from various sources, the importance of distinguishing between directly observed evidence, evidence from reliable sources, opinion and hearsay, and the child protection procedures relating to the evaluation and presentation of information; the need to ensure that verbal information is recorded in writing in every case and the reasons for this

13   How situations with a potential conflict of interests can be handled (eg through the use of an independent advocate)

14   The impact which one's own feelings may have on the support which can be effectively offered to the child; the importance of acknowledging and dealing with the worker's own feelings in relation to the abuse concerned (such as to child abuse, sexual abuse, self abuse); the sources of support which may be available to the worker from other agencies in order to deal with their feelings aroused by the abuse concerned (such as to child abuse, sexual abuse, self abuse)

Working within the community justice sector

15   The specific legislation which relates to the work being undertaken and Area Child Protection Committee procedures for child protection and the worker's own role and responsibilities within them

16   How to use legislation, guidelines of good practice, charters and service standards to protect children

Working to improve agency practice

17   The role of the agency and its services and how they relate to other agencies and services in the community justice sector

18   The agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties and the specific circumstances under which disclosure may be made

Working to improve individual practice

19   Own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure

20   The worker's responsibility for child protection, the information they are required to provide to social services and the reasons for providing this information, including its use in case conferences and court proceedings

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

Unit GC2   Contribute to the protection of children from abuse
Unit evidence requirements

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

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

Special considerations:

Simulation **is** permitted for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

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

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

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

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

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

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

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the options for protecting children and the reasoning process behind the use of the chosen options. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you have evaluated the signs and symptoms of abuse using all available information to identify their significance.

Unit GC3   Assess and manage high risk of harm

Summary

This unit focuses on evaluating situations where there is high risk harm to self or others. The worker identifies the potential risks to individuals and others and then assesses the evidence for intervening in the situation. The worker is required to identify and evaluate the risk of physical, sexual and emotional harm, distinguishing between acceptable and unacceptable risk. An awareness of, and ability to work within, the limits of their own authority, agency policies and procedures is critical. The unit addresses self-abuse or self-harm and abuse or harm of others.

There are two elements:

GC3.1   **Assess high risk of harm**

GC3.2   **Manage high risk of harm**

Target group

This unit is applicable across the community justice sector. It is relevant to all those who work with individuals where there is a high risk of harm, abuse and failure to protect.

Unit GC3 Assess and manage high risk of harm

Element GC3.1 Assess high risk of harm

Performance criteria

To meet the standard, you

1   **collect information** using **methods** which are appropriate to the purpose of the investigation and consistent with agency procedures

2   carry out timely reviews of levels of risk and take the necessary action to ensure that risk is managed

3   explain accurately the purpose of collecting and compiling information to people who need to know in a manner appropriate to their needs and understanding

4   collect comprehensive information concerning the **individual's condition and behaviour** and confirm its accuracy

5   use relevant risk assessment tools

6   check carefully the reliability of sources of information

7   distinguish accurately and clearly between directly observed evidence, reliable information and opinion

8   identify correctly, from the best available information, factors which suggest that individuals are at risk

9   communicate information to **those involved** about risks to individuals or the public using agreed procedures

10   make complete and accurate, up-to-date records which conform to statutory and agency guidelines.

Unit GC3　　Assess and manage high risk of harm

Element GC3.2　Manage high risk of harm

Performance criteria

To meet the standard, you

1　**assess** the potential impact of risk, failure to protect and harm to self and others according to degree, likelihood and effect on individuals

2　take action to protect individuals considered to be in immediate danger without delay and consistent with agency and statutory **requirements**

3　balance individuals' rights to take risks and make their own choices against the likelihood of harm to self and others and an assessment of the individual's ability to make informed decisions and choices

4　base decisions to intervene on

- an accurate and fair assessment of the information available

- the views from all others involved with the individual

- your own knowledge of the source and level of risk

- evidence potential impact of risk of harm

5　balance possible effects of intervention against the individual's vulnerability to risk

6　take account, in the evaluation, of the possibility of change in the factors affecting risk and the implications of this for intervention

7　fully inform all **those involved** of the possible outcomes of intervention

8　acknowledge and record disagreement concerning the source and level of risk

9　make sure that your evaluation complies with national, agency and legislative **requirements**

10　complete, review and revise risk management plans as required.

Explanatory notes

'Immediate danger' (performance criterion 2) will include personal safety, physical abuse, sexual abuse, risk of death.

Unit GC3   Assess and manage high risk of harm

Range

1   Methods of collecting information

    a   meetings with the individual, their family and friends

    b   meetings with other workers

    c   telephone and correspondence

    d   case reviews and conferences.

2   Individual's condition and behaviour

    a   current

    b   over a period of time preceding the evaluation.

3   Assessed in relation to

    a   level of risk

    b   likely pattern of events if intervention does not take place

    c   known evidence for the success of intervening.

4   Those involved

    a   other workers

    b   other agencies

    c   individuals and those in their network.

5   Requirements

    a   local agency

    b   multi-agency.

The reference to 'family' (Range 1a) includes partners where they exist.

Unit GC3　Assess and manage high risk of harm
Knowledge and understanding

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

Legislation, policy and good practice

1　How statutory frameworks define the rights, powers and duties of the worker to identify potential risk of harm, abuse and failure to protect

2　Specific legislation which informs and guides the identification and definition of potential risk to the individuals

3　Research findings relating to risk factors

4　Individuals' rights to know that an investigation is taking place, what information is being collected and why under statute or agency policies

5　Procedures for recording, storing and sharing information and the legislation related to this

6　Why it is essential to verify information once it has been received

7　The importance of ensuring clarity regarding the worker's role, rights and powers and that of others in the individual's network

8　How statutory frameworks affect the significance of the evidence included in the decision making process, inform and guide the evaluation of the evidence, the level and pace of the intervention and interagency communications

9　Policy guidelines for managing risk of harm and public protection, such as multi-agency public protection arrangements

10　Critical legal precedents that influence the legitimacy and possibility of intervention

11　Why the worker needs to be aware of their own culture and social background and the importance of ensuring personal belief and prejudice do not have an impact on the evaluation of risk

12　Why it is important to focus on the strengths and resources of the individual, significant others and local community

13　Why it is important for all workers involved to be clear about their lines of accountability in relation to this type of work

Factors which influence what workers do

14　The likelihood and degree of risk, acceptable and unacceptable risk, the range and source of risk and its potential impact on individuals and others significant to them

15　Sources of prejudice and the differing forms this may take in relation to allegations of abuse, harm or failure to protect (for example, prejudice related to age, class, caste, creed, culture, gender, health status, relationship status, mental ability, mental health, offending background, physical ability, place of origin, political beliefs, race, religion, responsibility for dependants, sensory ability, sexuality)

16　The different types and patterns of social and emotional behaviours which might result in harm, abuse or failure to protect

17　Signs and symptoms of harm, abuse and failure to protect

18　How harm, abuse and failure to protect might negatively affect the individual's personal growth and development

19　Indicators of the potential for change and improvement within the situation

20   The strength of the impact that the assessment and decision making process may have on individuals, their family and friends, particularly if loss or a move is involved

21   The impact of societal factors on the likelihood of risk, abuse, harm or failure to protect (such as poverty, discrimination)

22   How and why risk factors may change with time

23   The range of options for intervention

24   The unintended consequences which may result from intervention, such as when the intervention may reduce one form of abuse only to introduce new or different risks

How to achieve important outcomes

25   How you can deal with the emotional impact on yourself and others in the individual's network

26   How to prioritise risk and resources to follow risk

27   How to collect, collate and evaluate different types of information

28   How to distinguish between directly observed evidence, evidence from reliable sources and hearsay

29   How to distinguish between prejudice and opinions that are backed by evidence

30   How to empower those with a rightful say to participate fully in the evaluation of risk and the evidence for intervention

31   Why it is important to take into account all relevant views

32   How to undertake a risk assessment and the difference between risk of harm, risk of re-offending and risk of conviction

33   How to intervene to prevent and reduce risk, including research findings on the effectiveness of different approaches and the potential positive and negative effects of intervention

34   Methods of giving feedback

35   Report-writing and presentation skills.

Unit GC3   Assess and manage high risk of harm
Unit evidence requirements

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

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

Special considerations:

Simulation **is** permitted for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

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

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

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

- **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 those aspects of the knowledge requirements which have not been evidenced through observation e.g. policy guidelines for managing risk of harm and public protection and the legal precedents that influence the legitimacy and possibility of intervention. Assignments could include academic assignments e.g. Risk assignment. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you have balanced the possible effects of intervention against the vulnerability to risk.

Unit GE1   Recognise indications of substance misuse and refer individuals to specialists

Summary

This unit is about recognising signs which may indicate that someone - an employee, colleague, co-worker, customer, student or anyone else you come into contact with during your work - may be misusing drugs (illegal, prescription or over the counter), alcohol, solvents or other substances. It covers taking appropriate action to minimise the risks to the individuals and others from their substance misuse, referring individuals to specialists for help, monitoring the situation and taking appropriate action as it changes.

There are two elements: GE1.1 Recognise indications of substance misuse GE1.2 Refer individuals with indications of substance misuse to specialists. This unit is for a wide range of people, such as employers, managers, teachers, sports instructors, youth workers, outreach workers, criminal justice workers, who

- have a general responsibility for the health, safety and well-being of people they come into contact with

- are required to recognise indications of substance misuse and take appropriate action, and

- have the appropriate knowledge and experience to be able to do so competently. It is part of a group of units about helping individuals access substance misuse services.

There are two elements:

GE1.1   Recognise indications of substance misuse

GE1.2   Refer individuals with indications of substance misuse to specialists

Target group

This unit is relevant for all workers in the Justice sector and, in particular, the substance misuse workforce.

Unit GE1 Recognise indications of substance misuse and refer individuals to specialists

Element GE1.1   Recognise indications of substance misuse

Performance criteria

To meet the standard, you

1   regularly update your knowledge about the range of substances which may be misused and the possible indications of substance misuse

2   remain constantly alert to possible indications of substance misuse by those with whom you come into contact

3   respect individuals' rights and the requirements of confidentiality

4   investigate situations sufficiently to allow you to make a reasonable judgement about whether individuals are misusing substances

5   obtain specialist assistance where you unable to make a reasonable judgement about whether individuals are misusing substances

6   where individuals are not misusing substances, help individuals understand how indications may be interpreted

7   assess the risk to the individual and to others which may result from substance misuse and take prompt action appropriate to your assessment of risk

8   take action in line with legal and organisational requirements

9   record situations and actions taken in line with organisational requirements

10   provide information about situations and actions taken only to those entitled to have it.

Unit GE1 Recognise indications of substance misuse and refer individuals to specialists

Element GE1.2 Refer individuals with indications of substance misuse to specialists

Performance criteria

To meet the standard, you

1   regularly update your knowledge about appropriate specialists for the range of substances and the procedures to follow when referring individuals

2   refer individuals to specialists in line with organisational requirements

3   respect individuals' rights and the requirements of confidentiality

4   provide specialists with complete and accurate information about the situation in line with organisational requirements

5   monitor the situation and regularly review your assessment of the risk to the individual and to others which may result from substance misuse

6   take appropriate action in the light of changes to the situation and level of risk

7   take action in line with legal and organisational requirements

8   record situations and actions taken in line with organisational requirements

9   provide information about situations and actions taken only to those entitled to have it.

Range

This section provides guidance on possible areas to be covered in this unit:

1   substances

    a   illegal drugs

    b   prescription drugs

    c   over the counter drugs

    d   alcohol

    e   solvents

    f   other.

2   indications of substance misuse

    a   physical

    b   behavioural

    c   information provided by the individual

    d   information from other sources.

3   actions

    a   agreed between yourself and the individual

    b   exclusion from normal activities

    c   re-inclusion in normal activities

    d   referral to an authority in your organisation

    e   referral to an authority outside your organisation.

4   specialists

    a   internal to your organisation

    b   external to your organisation.

Unit GE1 Recognise indications of substance misuse and refer individuals to specialists

Knowledge and understanding

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

Information handling

1   the importance of keeping full and accurate records, and how to do so

2   the importance of providing full and accurate information, and how to do so

3   the principle of confidentiality: what information may be given to whom

Legislation

4   legal requirements relevant to the functions being carried out

5   the rights of individuals with whom you come into contact

Monitoring and evaluation

6   the importance of monitoring the situation regarding an individual's misuse of substances, and how to do so

Organisational context

7   organisational requirements and policies relevant to the functions being carried out

Risk assessment

8   how to assess the risk to individuals and to others from their substance misuse

9   the importance of regularly reviewing risk assessments

Substance misuse

10   the range of different substances and their effects

11   the range of different indications of substance misuse: physical, behavioural and information provided by the individual or from other sources

12   other factors which produce indications that may be interpreted as caused by substance misuse

13   ways of keeping your knowledge about substances and indications of substance misuse up to date

14   how to investigate situations in order to make a reasonable judgement about substance misuse

15   sources of assistance about substance misuse

16   substance misuse specialists and procedures for referring individuals to them

17   the range of actions you can take when individuals may be misusing substances, and how to decide what action is appropriate.

Unit GE1 Recognise indications of substance misuse and refer individuals to specialists
Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria and knowledge and understanding and those parts of the scope that are applicable to your work.

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

Special considerations:

Simulation is **not permitted** for this unit.

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

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

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

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

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

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

- **Case studies, projects, assignments and candidate/reflective accounts of your work**: These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the legal and organisational requirements relevant to the functions being carried out. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you have regularly updated your knowledge about substances which may be misused and about the specialist services available.

Unit GE2   Assess and act upon immediate risk of danger to substance users

Summary

For this unit you will be expected, with the support of other staff, to develop, implement and review care plans.

There are two elements:

GE2.1   Assess the immediate risk of danger to the individual

GE2.2   Act upon the immediate risk of danger to the individual

GE2.3   Support the individual after the immediate risk of danger has passed

Target group

This unit is relevant for all workers in the Justice sector and, in particular, the substance misuse workforce.

Unit GE2   Assess and act upon immediate risk of danger to substance users

Element GE2.1   Assess the immediate risk of danger to the individual

Performance criteria

To meet the standard, you

1   ascertain any signs of immediate risk of danger

2   request further support and assistance, as required, without delay

3   ascertain your own and any person near the individual's personal safety

4   make the individual aware that you are available and willing to help

5   obtain personal details from the individual or any person near the individual who has used the substance

6   obtain information on the substance used from the individual or any person near the individual who has used the substance

7   encourage the individual to describe any pain or discomfort they may be experiencing

8   accurately record all information about the episode and report to appropriate person in the required format.

Unit GE2 Assess and act upon immediate risk of danger to substance users

Element GE2.2 Act upon the immediate risk of danger to the individual

Performance criteria

To meet the standard, you

1   act upon the immediate risks to danger consistent with agency policies and procedures and your own role

2   request further support and assistance, if required, without delay

3   ensure your own personal safety and of any other person near the individual

4   take actions which are appropriate to the substance used and the effect it has had on the individual

5   take steps to calm the individual, if the individual is in an agitated state, if safe to do so

6   take immediate steps to revive the individual, if the individual seems to be in a withdrawn state

7   administer first aid, if safe to do so

8   interact with the individual in a manner which recognises their needs and rights

9   make the individual as comfortable as possible and only move the individual if necessary for their safety

10   make the environment as safe as possible and remove all dangerous substances and materials

11   accurately record all information and report to the appropriate person in the required format.

Unit GE2   Assess and act upon immediate risk of danger to substance users

Element GE2.3   Support the individual after the immediate risk of danger has passed

Performance criteria

To meet the standard, you

1   make the individual aware that you are available and willing to help

2   interact with the individual in a manner which recognises their needs and rights

3   support the individual to enable them to meet their needs

4   encourage the individual to recognise the consequences of the episode

5   encourage the individual to seek further support and assistance

6   accurately record all information and report to the appropriate person in the required format.

Unit GE2   Assess and act upon immediate risk of danger to substance users

Range

This section provides guidance on possible areas to be covered in this unit:

1   **Consequences**

      a   to the individual

      b   to the individual's family and significant others

      c   to people working with the individual.

2   **Needs**

      a   personal (eg washing, eating and drinking, dressing)

      b   mobility (eg transportation)

      c   further immediate treatment and care.

3   **Risk of danger**

      a   of overdose

      b   of individuals causing injury or harm to themselves

      c   of causing injury or harm to people around the individual

      d   of causing injury or harm to people working with the individual.

4   **Required format may be**

      a   Verbal

      b   Written.

5   **Substances include**

      a   illegal drugs

      b   prescription drugs

      c   over the counter drugs

      d   alcohol

      e   solvents

      f   other.

6   **Support and assistance from**

      a   people around the individual

      b   colleagues within your service/agency

      c   emergency services.

Unit GE2 Assess and act upon immediate risk of danger to substance users

Knowledge and understanding

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

Legislation and organisational policy and procedures

1   legal and organisational requirements and policy requirements relevant to the functions being carried out

Legislation

2   legal requirements relevant to the functions being carried out

Local Knowledge

3   the partner agencies in the local area

Organisational context

4   the organisation's policies and procedures in dealing with risk of danger to individuals

Communication and interpersonal skills

5   how to communicate effectively in a range of different settings

6   how to calm individuals who have used substances

7   how to calm other people in the immediate vicinity

First Aid

8   when and how to move an individual to make them comfortable

9   when and how to administer first aid to individuals

10   when to call the emergency services

Information handling

11   the importance of gathering full and accurate information and how to do so

Reporting

12   how to report accurately

13   the importance of stating any gaps in information or assumptions made

Substance Misuse

14   how to recognise and deal with immediate risk of danger to individuals who have used substances

15   the range of different substances and their effects

16   the appropriate actions / options available when the immediate risk of danger has passed.

Unit GE2 Assess and act upon immediate risk of danger to substance users
Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria and knowledge and understanding and those parts of the scope that are applicable to your work.

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

Special considerations:

Simulation **is not permitted** for this unit.

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

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

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

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

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

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

- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation e.g. the legal and organisational requirements for dealing with risk of danger to individuals. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. how you have requested further support and assistance as and when required, how you have taken immediate steps to revive an individual.

Appendix 1   Accreditation, national frameworks and qualification level descriptors

Please visit the following websites to find information on accreditation, national frameworks and qualification level descriptors in each country.

Nation	Who to contact	Website
England	The Qualifications and Curriculum Authority	**www.qca.org.uk**
Scotland	The Scottish Qualifications Authority	**www.sqa.org.uk**
Wales	The Department for Education, Lifelong Learning and Skills Wales	**www.new.wales.gov.uk**
Northern Ireland	The Council for Curriculum, Examinations and Assessment	**www.ccea.org.uk**

Appendix 2   Summary of City & Guilds assessment policies

Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds qualifications)*.

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds qualifications*, in the *Online Catalogue*, and is also available from the City & Guilds Customer Relations department.

Access to qualifications on the National Qualifications Framework is open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

Access to assessment

Qualifications on the National Qualifications Framework are open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

City & Guilds' *Access to assessment and qualifications guidance and regulations* document is available on the City & Guilds website. It provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

Access arrangements are pre-assessment adjustments primarily based on history of need and provision, for instance the provision of a reader for a visually impaired candidate.

Special consideration refers to post-examination adjustments to reflect temporary illness, injury or indisposition at the time of the assessment.

Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.

NATIONAL OCCUPATIONAL STANDARDS
FOR COMMUNITY JUSTICE AND COMMUNITY JUSTICE

KEY AND CORE SKILLS SIGNPOSTING

July 2007

**NATIONAL OCCUPATIONAL STANDARDS FOR
COMMUNITY JUSTICE AND COMMUNITY JUSTICE**

KEY AND CORE SKILLS SIGNPOSTING

Introduction

This document contains two tables that show the links between the revised National Occupational Standards for Community Justice and Community Justice, and the Key and Core Skills developed by QCA and SQA respectively. The tables are intended to be of assistance to those who wish to integrate Key and Core Skills achievements into workplace practice and assessment.

This sign-posting has been completed using QCA and SQA guidance. The analysis is based on the principle that some evidence for one or more of the Key and/or Core Skills is likely to arise when the individual is carrying out the functions described by the National Occupational Standards.

These links are not necessarily automatic or prescriptive. In some cases, evidence will only apply to some aspects of the Key and Core Skill. In others, the generation of evidence for Key and Core Skills may depend on the specific processes that an individual follows to achieve the outcomes described in the National Occupational Standards. This is particularly the case with Information Technology where, in many instances, the standards do not require the individual to use Information Technology, but they may do so in order to achieve the outcomes described, depending on the resources available to them. Likewise, Application of Number and Numeracy links are not necessarily automatic. Often the opportunity arises for individuals to gather or handle numerical information related to their job or work role. This information will then have to be analysed and the results presented to gain evidence for the Key or Core Skills.

COMMUNITY JUSTICE NOS

KEY SKILLS SIGNPOSTING

Skills for Justice Units	Communication	Application of number	Information and Communication Technology	Working with others	Problem solving	Improving own learning and performance
Imported from Common Standards across the Justice Sector suite						
AA1 Promote equality and value diversity	3	-	-	3	3	3
AB1 Communicate effectively with people	3	-	-	3	3	3
AC1 Contribute to the quality of team working	3	-	-	3	3	3
AD1 Develop and sustain effective working with staff from other agencies	3	-	-	4	3	3
AE1 Maintain and develop your own knowledge, skills and competence*	3	-	-	4	4	4
AF1 Ensure your own actions reduce risks to health and safety	3	-	-	3	3	3
AA2 Develop a culture and systems that promote equality and value diversity*	3	-	-	4	4	4
AB2 Support individuals to communicate using interpreting and translation services	3	-	-	3	3	3
AD2 Develop, sustain and evaluate joint work between agencies	3	-	-	4	4	4
AF3 Promote a health and safety culture within the workplace	4	-	-	4	4	4
Community Justice units revised significantly						
BA8 Contribute to the development of priorities and objectives for promoting community justice and social inclusion	3	-	-	3	3	3
BA9 Contribute to strategies for promoting community justice and social inclusion	3	-	-	3	3	3
BA4 Raise awareness to promote community safety and social inclusion *	4	2	3	4	4	4

Key Skills Skills for Justice Units	Communication	Application of number	Information and Communication Technology	Working with others	Problem solving	Improving own learning and performance
BA12 Address problems identified with community safety and social inclusion *	4	2	3	4	4	4
BC1 Improve environments and practices to promote community safety and social inclusion	3	2	3	3	3	3
BE2 Provide initial support to victims, survivors and witnesses and assess their needs for further support	3	-	-	3	3	3
BE3 Assist victims, survivors and witnesses to manage the effects which their experience has had on their lives	3	-	-	3	3	3
BE4 Support victims, survivors and witnesses who have suffered bereavement	3	-	-	3	3	3
BE5 Support people who have experienced serious personal assault or abuse *	4	--	-	4	3	3
DE1 Assist witnesses and their associates to prepare for judicial and legal processes	3	-	2	3	3	3
DE3 Support vulnerable or intimidated witnesses during judicial and legal processes *	4	-	-	4	3	3
DE5 Establish and maintain contact with victims, survivors and witnesses which acknowledges the effects of their experience *	4	-	2	4	3	3
EA1 Assess individual's offending behaviour and plan provision	3	-	-	3	3	3
EA3 Assess individual's offending behaviour and prepare reports	3	-	2	3	3	3
EB1 Supervise, enforce and review low to medium risk offenders serving sentences in the community	3	-	-	3	3	3
ED4 Deliver programmes designed to reduce the risk of reoffending *	4	-	2	4	3	3
ED1 Plan, monitor and review integrated packages of interventions and support to address individuals' offending behaviour *	4	2	3	4	4	4

Level 4 NVQ in Community Justice: Work with Offending Behaviour (7432-23)

	Key Skills	Communication	Application of number	Information and Communication Technology	Working with others	Problem solving	Improving own learning and performance
Skills for Justice Units							
GC3	Assess and manage high risk of harm *	4	-	-	4	3	3
GC4	Assess risk of harm and the need for intervention *	4	-	-	4	3	3
EC6	Assess individuals needs and plan agreed activities	3	-	-	3	3	3
GJ1	Provide and evaluate agreed development activities for individuals	3	-	-	3	3	3
FA5	Support the detained person taking part in police investigations	3	-	-	3	3	3
Community Justice units that remain unchanged							
HF13	Identify and track trends and changes in community justice and social inclusion and the effectiveness of different means of addressing issues *	4	2	3	4	4	4
HF21	Coordinate the development, issuing and evaluation of specifications to promote community justice and social inclusion *	4	2	3	4	4	4
BA10	Develop policies to promote community justice and social inclusion in partnership with others *	4	2	3	4	4	4
BA11	Monitor the development of policies to promote community justice and social inclusion and present information and recommendations for change*	4	2	3	4	4	4
BA3	Promote the values of community justice and social inclusion and seize opportunities to influence policy development *	4	2	3	4	4	4
HK1	Develop, implement and evaluate strategies and policies for recruiting and managing volunteers *	4	2	3	4	4	4

Key Skills Skills for Justice Units	Communication	Application of number	Information and Communication Technology	Working with others	Problem solving	Improving own learning and performance
HK2 Contribute to the development, implementation and evaluation of strategies and policies for recruiting and managing volunteers	3	2	2	3	3	3
HE9 Plan and coordinate fund raising for the agency *	4	3	3	4	3	3
HE10 Assess, negotiate and secure sources of funding *	4	3	3	4	3	3
HF22 Develop, negotiate and agree proposals to offer services and products*	4	2	3	4	4	4
HF25 Manage activities to meet requirements *	4	-	-	4	3	3
HF27 Evaluate, prioritise and review demands for services*	4	2	3	4	4	4
HF20 Commission specified programmes from providers*	4	2	3	4	4	4
HJ2 Monitor compliance with quality systems*	4	2	3	4	4	4
HG2 Establish, maintain and use relationships with the media to explain and promote the agency and its work *	4	2	3	4	4	4
HF26 Contribute to the development and promotion of the agency and its services	3	2	2	3	3	3
HG3 Support others to make best use of the media *	4	2	2	4	3	3
ZA7 Facilitate meetings	3	-	2	3	3	3
ZA8 Organise and record meetings	3	-	2	3	3	3
HF15 Provide information to support decision making	3	3	3	3	3	3
ZA2 Research, prepare and supply information	3	3	3	3	3	3
ZA1 Receive, transmit, store and retrieve information	3	3	3	3	3	3
HG2 Establish, maintain and use relationships with the media to explain and promote the agency and its work *	4	2	3	4	4	4

	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

	Key Skills	Communication	Application of number	Information and Communication Technology	Working with others	Problem solving	Improving own learning and performance
Skills for Justice Units							
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

Key Skills 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

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

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	Assess individuals needs and plan agreed activities	H	-	-	H	H
GJ1	Provide and evaluate agreed development activities for individuals	H	-	-	H	H
FA5	Support the detained person taking part in police investigations	H	-	-	H	H
Community Justice units that remain unchanged						
HF13	Identify and track trends and changes in community justice and social inclusion and the effectiveness of different means of addressing issues	H	Int 2	H	H	H
HF21	Coordinate the development, issuing and evaluation of specifications to promote community justice and social inclusion	H	Int 2	H	H	H
BA10	Develop policies to promote community justice and social inclusion in partnership with others	H	Int 2	H	H	H
BA11	Monitor the development of policies to promote community justice and social inclusion and present information and recommendations for change	H	Int 2	H	H	H
BA3	Promote the values of community justice and social inclusion and seize opportunities to influence policy development	H	Int 2	H	H	H
HK1	Develop, implement and evaluate strategies and policies for recruiting and managing volunteers	H	Int 2	H	H	H
HK2	Contribute to the development, implementation and evaluation of strategies and policies for recruiting and managing volunteers	H	Int 2	Int 2	H	H
HE9	Plan and coordinate fund raising for the agency	H	H	H	H	H
HE10	Assess, negotiate and secure sources of funding	H	H	H	H	H

Skills for Justice Units	Core Skills 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

Skills for Justice Units		Core Skills				
		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	Communication	Numeracy	Information technology	Working with others	Problem solving
Skills for Justice Units						
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

COMMUNITY JUSTICE NOS

KEY SKILLS SIGNPOSTING

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 Skills for Justice Units	Communication	Application of number	Information and Communication Technology	Working with others	Problem solving	Improving own learning and performance
ZB3	Provide effective customer service	3	-	3	3	2	2
ZH2	Enter and find data using a computer	3	2	3	3	3	3
FD2	Maintain security and order in the custodial environment	3	2	2	3	3	3
FC1	Receive and discharge individuals and property into and out of the custodial environment	3	-	-	3	3	3
CK5	Search individuals, accommodation and areas	2	-	2	3	3	3
CK3	Search vehicles	3	-	2	3	2	2
FF2	Contribute to the control of incidents and emergencies	3	-	2	3	3	3
FF3	Control and restrain individuals	3	-	-	3	3	3
FF4	Contribute to the adjudication process	3	-	2	3	2	2
FE1	Maintain security whilst escorting individuals to courts and other environments	3	2	2	3	3	3
FE2	Prepare and drive secure vehicles to and from custodial and other environments	3	-	2	3	3	3
FB2	Contribute to planning and reviewing how to meet individuals' needs and rights in the custodial environment	3	-	2	3	3	3
GD2	Encourage individuals to look after their own health and hygiene	3	-	2	3	3	3
GJ2	Support individuals in custody to take part in purposeful activities	3	-	2	3	3	3
GC6	Support individuals where abuse has been disclosed	3	-	2	3	3	3
FH1	Help individuals in custody to maintain and develop relationships	3	-	-	3	3	3
FI1	Prepare individuals for resettlement in the community	3	2	2	3	3	3
HE8	Support the efficient use of resources	3	2	3	3	3	3
HF16	Manage information for action	3	2	3	3	3	3

Key Skills Skills for Justice Units		Communication	Application of number	Information and Communication Technology	Working with others	Problem solving	Improving own learning and performance
FG6	Maintain security using screening equipment	2	2	2	2	3	2
FG7	Contribute to preparing and implementing voice verification monitoring	2	2	2	2	2	2
FG8	Establish and maintain voice verification monitoring in the field	2	2	2	2	2	2
GH2	Assist parents in custody to develop their parenting skills	3	-	2	3	3	3
FH2	Develop and maintain effective relationships with the families of individuals held in custody	3	-	2	3	3	3
ZJ1	Monitor and maintain the health, well-being and safety of dogs	2	-	-	2	2	2
ZJ2	Maintain and develop the performance of dogs	2	-	-	2	2	2
ZJ3	Contribute to the security of the custodial environment using a dog	2	-	-	2	2	2
ZJ4	Prepare for, and carry out searches using a dog	2	-	-	2	2	2
FI2	Contribute to plans for the release and resettlement of offenders	3	-	3	3	3	3

COMMUNITY JUSTICE NOS

CORE SKILLS SIGNPOSTING

Core Skills Skills for Justice Units	Communication	Numeracy	Information technology	Working with others	Problem solving
Community Justice units that were revised significantly (to become new units)					
GC8 Minimise and deal with disruptive and obstructive behaviour	H	-	-	H	Int 2
ZA3 Research, prepare and present information from a variety of sources	H	Int 2	Int 2	Int 2	Int 2
GC9 Contribute to the prevention and management of inappropriate behaviour	H	-	-	H	H
Community Justice units that were revised and remain unchanged					
FB1 Maintain restrictions on individuals' liberty whilst promoting and protecting their rights	H	-	-	H	H
FC2 Maintain security at entry and exit points	H	Int 2	-	H	Int 2
CK4 Search individuals, premises and surrounding areas	Int 2	-	-	Int 2	Int 2
FD1 Contribute to the security of the custodial environment	Int 2	-	-	Int 2	Int 2
FF1 Assist in the control of incidents and emergencies	Int 2	-	-	Int 2	Int 2
FG1 Contribute to planning the installation and decommissioning of electronic monitoring equipment	Int 2	Int 2	Int 2	Int 2	Int 2
FG4 Identify electronic monitoring incidents and initiate a response	Int 2	Int 2	Int 2	Int 2	Int 2
FE3 Drive vehicles to carry out custodial duties	Int 2	Int 2	Int 2	Int 2	Int 2
FG2 Install and decommission electronic monitoring equipment	Int 2	Int 2	Int 2	Int 2	Int 2
FG3 Help people to comply with electronic monitoring requirements	Int 2	-	-	Int 2	Int 2
FG5 Follow up electronic monitoring incidents in the field	Int 2	-	-	Int 2	Int 2
ZB3 Provide effective customer service	H	-	H	H	Int 2

Core Skills Skills for Justice Units		Communication	Numeracy	Information technology	Working with others	Problem solving
ZH2	Enter and find data using a computer	H	Int 2	H	H	H
FD2	Maintain security and order in the custodial environment	H	Int 2	Int 2	H	H
FC1	Receive and discharge individuals and property into and out of the custodial environment	H	-	-	H	H
CK5	Search individuals, accommodation and areas	Int 2	-	Int 2	H	H
CK3	Search vehicles	H	-	Int 2	H	Int 2
FF2	Contribute to the control of incidents and emergencies	H	-	Int 2	H	H
FF3	Control and restrain individuals	H	-	-	H	H
FF4	Contribute to the adjudication process	H	-	Int 2	H	Int 2
FE1	Maintain security whilst escorting individuals to courts and other environments	H	Int 2	Int 2	H	H
FE2	Prepare and drive secure vehicles to and from custodial and other environments	H	-	Int 2	H	H
FB2	Contribute to planning and reviewing how to meet individuals' needs and rights in the custodial environment	H	-	Int 2	H	H
GD2	Encourage individuals to look after their own health and hygiene	H	-	Int 2	H	H
GJ2	Support individuals in custody to take part in purposeful activities	H	-	Int 2	H	H
GC6	Support individuals where abuse has been disclosed	H	-	Int 2	H	H
FH1	Help individuals in custody to maintain and develop relationships	H	-	-	H	H
FI1	Prepare individuals for resettlement in the community	H	Int 2	Int 2	H	H
HE8	Support the efficient use of resources	H	Int 2	H	H	H
HF16	Manage information for action	H	Int 2	H	H	H
FG6	Maintain security using screening equipment	Int 2	Int 2	Int 2	Int 2	H
FG7	Contribute to preparing and implementing voice verification monitoring	Int 2	Int 2	Int 2	Int 2	Int 2

Core Skills Skills for Justice Units	Communication	Numeracy	Information technology	Working with others	Problem solving
FG8 Establish and maintain voice verification monitoring in the field	Int 2	Int 2	Int 2	Int 2	Int 2
GH2 Assist parents in custody to develop their parenting skills	H	-	Int 2	H	H
FH2 Develop and maintain effective relationships with the families of individuals held in custody	H	-	Int 2	H	H
ZJ1 Monitor and maintain the health, well-being and safety of dogs	Int 2	-	-	Int 2	Int 2
ZJ2 Maintain and develop the performance of dogs	Int 2	-	-	Int 2	Int 2
ZJ3 Contribute to the security of the custodial environment using a dog	Int 2	-	-	Int 2	Int 2
ZJ4 Prepare for, and carry out searches using a dog	Int 2	-	-	Int 2	Int 2
FI2 Contribute to plans for the release and resettlement of offenders	H	-	H	H	H

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