

Level 4 NVQ in Community Justice: Work with Victims, Survivors and Witnesses (7432- 22)

Standards and assessment requirements

500/1845/0

About City & Guilds

City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

City & Guilds Group

The City & Guilds Group includes City & Guilds, ILM (the Institute of Leadership & Management) which provides management qualifications, learning materials and membership services, NPTC which offers land-based qualifications and membership services, and HAB (the Hospitality Awarding Body). City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

Equal opportunities

City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material. A copy of our equal opportunities policy statement *Access to assessment and qualifications* is available on the City & Guilds website.

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute 2007 and may not be copied, reproduced or distributed without prior written consent.

However, approved City & Guilds centres and learners studying for City & Guilds qualifications may photocopy this document free of charge and/or include a locked PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching learners working towards a City & Guilds qualification, or for internal administration purposes
- learners may copy the material only for their own use when working towards a City & Guilds qualification
- the *Standard Copying Conditions* on the City & Guilds website.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Publications

City & Guilds publications are available on the City & Guilds website or from our Publications Sales department at the address below or by telephoning +44 (0)20 7294 2850 or faxing +44 (0)20 7294 3387.

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)20 7294 2800

F +44 (0)20 7294 2400

www.cityandguilds.com

enquiry@cityandguilds.com

Level 4 NVQ in Community Justice: Work with Victims, Survivors and Witnesses (7432- 22)

Standards and assessment requirements

This page is intentionally blank

Contents

1	Introduction	6
2	About the qualification	7
2.1	Sector Skills Council and the National Occupational Standards	7
2.2	Publications and sources of information	9
3	Candidate entry requirements and progression	10
4	Centre resource requirements	11
4.1	Centre, qualification and fast track approval	11
4.2	Centre resources	12
4.3	Registration and certification	13
5	Assessment method requirements	14
6	Roles and occupational expertise requirements	18
7	Recording assessment and evidence	21
7.1	Data protection and confidentiality	21
7.2	Recording forms to use	22
8	The qualification structure	23
9	Relationships to other qualifications	26
9.1	Relationship to previous versions of the qualification	26
9.2	Key skills	27
10	About the National Occupational Standards (NOS)	28
10.1	Availability of the NOS	28
11	The Units	29
Unit AA2	Develop a culture and systems that promote equality and value diversity	30
Unit AD1	Develop and sustain effective working with staff in other agencies	36
Unit AE1	Maintain and develop your own knowledge, skills and competence	43
Unit AF3	Promote a health and safety culture within the workplace	49
Unit BA11	Monitor the development of policies to promote community justice and social inclusion and present information and recommendations for change	55
Unit BE4	Support victims, survivors and witnesses who have suffered bereavement	65
Unit BE5	Support people who have experienced serious personal assault or abuse	73
Unit BE6	Enable people to support victims, survivors and witnesses in managing the effects of their experience on their lives	80
Unit DE3	Support vulnerable or intimidated witnesses during judicial and legal processes	87
Unit HF27	Evaluate, prioritise and review demands for services	96
Unit BA4	Raise awareness to promote community safety and social inclusion	105
Unit BA7	Promote the interests of individuals and groups in the community	116
Unit GB2	Support individuals experiencing difficulties	122
Unit GB4	Support individuals with difficult or potentially difficult relationships	129

Unit GB5	Enable individuals to maintain contacts in potentially isolating situations	135
Unit GB7	Advocate on behalf of individuals	141
Unit GC2	Contribute to the protection of children from abuse	147
Unit HD13	Select personnel for activities	155
Unit HD15	Manage the performance of teams and individuals	161
Unit HF22	Develop, negotiate and agree proposals to offer services and products	170
Unit HF25	Manage activities to meet requirements	177
Unit HF26	Contribute to the development and promotion of the agency and its services	184
Unit HG2	Establish, maintain and use relationships with the media to explain and promote the agency and its work	191
Unit HG3	Support others to make best use of the media	201
Unit HJ2	Monitor compliance with quality systems	209
Unit HK2	Contribute to the development, implementation and evaluation of strategies and policies for recruiting and managing volunteers	216
Unit ZE1	Contribute to the development of the knowledge and practice of others	223
Appendix 1	Accreditation, national frameworks and qualification level descriptors	231
Appendix 2	Summary of City & Guilds assessment policies	232
Appendix 3	Key/Core skills (England, Wales, Scotland and Northern Ireland)	234

This page is intentionally blank

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 victims, survivors and witnesses	7432-22	500/1845/0

This document contains details and guidance on:

- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification standards and specifications
- assessment requirements
- evidence recording forms

Version and date	Change detail	Section
Version 3.0 October 2011	<ul style="list-style-type: none">• New unit accreditation numbers• Qualification Accreditation Number amended.	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
AF3	Promote a health and safety culture within the workplace	Employment National Training Organisation
GB7	Advocate on behalf of individuals	Employment National Training Organisation
HD13	Select personnel for activities	Management Standards Centre
HD15	Manage the performance of teams and individuals	Management Standards Centre
HF22	Develop, negotiate and agree proposals to offer services and products	Plant, Animal and Land Sector Consortium standards (Lantra)
HF25	Manage activities to meet requirements	Management Standards Centre
HJ2	Monitor compliance with quality systems	Management Standards Centre

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

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	Lantra
Address	Stoneleigh Park, Nr Coventry, Warwickshire CV8 2LG
Telephone	024 7669 6996
Fax	024 7669 6732
e-mail	connect@lantra.co.uk
URL	www.lantra.co.uk

Apprenticeship frameworks

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

Accreditation details

This qualification is

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

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

2 About the qualification

2.2 Publications and sources of information

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

Publication	Content	Available from
<i>Centre guide</i>	An overview of N/SVQ assessment, delivery and quality assurance issues.	EN-12-001
<i>Candidate guide</i>	An introduction to N/SVQs, candidate responsibilities and an overview of the assessment process.	TS-12-001
<i>Recording forms</i>	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 for those working in statutory and not for profit agencies who work directly with, and provide support to, victims, survivors and witnesses of crime.

Candidate entry requirements

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

Age restrictions

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

Legal considerations

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

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

Progression routes

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

4 Centre resource requirements

4.1 Centre, qualification and fast track approval

Centres not yet approved by City & Guilds

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

Existing City & Guilds centres

To offer this [these] qualification[s], centres already approved to deliver City & Guilds qualifications will need to gain **qualification approval**. Please refer to 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 victims, survivors and witnesses may apply for approval for the new Level 4 Community Justice: Work with victims, survivors and witnesses using the **fast track form**, available from the regional/national office or City & Guilds website.

Centres may apply to use offer the new qualification[s] using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

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

4 Centre resource requirements

4.2 Centre resources

The NVQ Code of Practice QCA Appendix 2, Approved Centre Criteria 1.13 makes it explicit that centres must ensure that all sites clearly understand their roles, responsibilities, authorities and accountabilities. It would therefore be advisable for centres to have documented and signed (partnership) agreements with all assessment sites. The content of such agreements must be devised on an individual centre basis but consideration should be given to the inclusion of the following areas:

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

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

4 Centre resource requirements

4.3 Registration and certification

Registration and certification period

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

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

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

5 Assessment method requirements

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

External quality control

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

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

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
AF3	Promote a health and safety culture within the workplace	Employment National Training Organisation
GB7	Advocate on behalf of individuals	Employment National Training Organisation
HD13	Select personnel for activities	Management Standards Centre
HD15	Manage the performance of teams and individuals	Management Standards Centre
HF22	Develop, negotiate and agree proposals to offer services and products	Plant, Animal and Land Sector Consortium standards
HF25	Manage activities to meet requirements	Management Standards Centre
HJ2	Monitor compliance with quality systems	Management Standards Centre

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 learning 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 Custodial Care N/SVQ.
- **Performance and 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 from 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 6.1 of 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 placed 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 its 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 with child protection legislation.

7 Recording assessment and evidence

7.2 Recording forms to use

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

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

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

8 The qualification structure

Qualification structure

To achieve the level 4 NVQ in Work with Victims, Survivors and Witnesses candidates must complete unit AA2 and 4 other units from Group 1 and 7 units from Group 2

Group 1

Candidates must choose unit AA2 and 4 other units from group 1

QCA unit reference	City & Guilds Unit no	Community Justice reference number	Unit title
A/503/5204	002	AA2	Develop a culture and systems that promote equality and value diversity
T/503/5105	007	AD1	Develop and sustain effective working with staff in other agencies
F/503/5172	010	AE1	Maintain and develop your own knowledge, skills and competence
J/503/5206	013	AF3	Promote a health and safety culture within the workplace
L/503/5207	023	BA11	Monitor the development of policies to promote community justice and social inclusion and present information and recommendations for change
J/503/5156	031	BE4	Support victims, survivors and witnesses who have suffered bereavement
H/503/5214	032	BE5	Support people who have experienced serious personal assault or abuse
Y/503/5145	033	BE6	Enable people to support victims, survivors and witnesses in managing the effects of their experience on their lives
R/503/5158	038	DE3	Support vulnerable or intimidated witnesses during judicial and legal processes
F/503/5303	089	HF27	Evaluate, prioritise and review demands for services

Group 2**Candidates must complete 7 units**

L/503/5126	017	BA4	Raise awareness to promote community safety and social inclusion
K/503/5313	020	BA7	Promote the interests of individuals and groups in the community
M/503/5197	055	GB2	Support individuals experiencing difficulties
M/503/5314	057	GB4	Support individuals with difficult or potentially difficult relationships
T/503/5315	058	GB5	Enable individuals to maintain contacts in potentially isolating situations
A/503/5316	059	GB7	Advocate on behalf of individuals
H/503/5133	062	GC2	Contribute to the protection of children from abuse
L/503/5305	077	HD13	Select personnel for activities
R/503/5306	079	HD15	Manage the performance of teams and individuals
Y/503/5307	085	HF22	Develop, negotiate and agree proposals to offer services and products
D/503/5308	086	HF25	Manage activities to meet requirements
H/503/5116	088	HF26	Contribute to the development and promotion of the agency and its services
F/503/5303	089	HF27	Evaluate, prioritise and review demands for services
D/503/5115	090	HG2	Establish, maintain and use relationships with the media to explain and promote the agency and its work

H/503/5312	091	HG3	Support others to make best use of the media
H/503/5309	093	HJ2	Monitor compliance with quality systems
J/503/5304	094	HK2	Contribute to the development, implementation and evaluation of strategies and policies for recruiting and managing volunteers
F/503/5317	099	ZE1	Contribute to the development of the knowledge and practice of others

9 Relationships to other qualifications

9.1 Relationship to previous versions of the qualification

This qualification replaces the existing Level 4 Community Justice: Work with victims, survivors and witnesses (7494-34) 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 Custodial Care/Community Justice National Occupational Standards. This can be found in Appendix 3.

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

10 About the National Occupational Standards (NOS)

10.1 Availability of the NOS

Availability of standards

The units for the qualification follow.

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

11 The Units

Unit AA2

Develop a culture and systems that promote equality and value diversity

Summary

This unit is about developing a culture and systems within an organisation to promote equality and value diversity i.e. setting the context in which others in an organisation are themselves able to promote equality and value diversity.

There is one element

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

Target group

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

Linked units

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

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

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

Performance criteria

To meet the standard, you

- 1 interpret relevant legislation and employment regulations to inform how equality and individuals' rights and responsibilities should be promoted, and diversity valued, in your organisation
- 2 evaluate the effectiveness of your organisation's systems, policies, procedures and guidelines in promoting equality and valuing diversity
- 3 take the appropriate actions to ensure that your organisation's systems, policies, procedures and guidelines do promote equality and value diversity
- 4 actively promote equality and value diversity
- 5 actively demonstrate by your behaviour the promotion of equality and valuing of diversity
- 6 regularly review your organisation's systems and processes and improve them to address issues related to unfair and discriminatory practice
- 7 actively support individuals whose rights have been compromised in having their complaints appropriately addressed
- 8 actively challenge the discriminatory behaviour of individuals and institutional discrimination.

Range

1 Evaluate

- a formal (eg equality impact assessments)
- b informal.

2 Actively promote and value by:

- a profiling the workforce and promoting a diverse workforce
- b acting as a mentor / role model for people in relation to equality and diversity
- c involving diverse groups in different pieces of work
- d setting objectives for own team to promote equality and value diversity
- e ensuring that the organisational processes that you are responsible for are fair (eg recruitment and selection)
- f regularly seeking the views of under-represented groups on their experiences (in the organisation and the local population) and acting on them
- g communicating the importance of equality and diversity at every opportunity linking it to the wider work of the organisation.

Explanatory notes

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

- age

- employment
- dependents – people who have caring responsibilities and those who do not
- disability
- gender and transgender
- human rights (including those of children)
- language
- learning disabilities
- marital status / civil partnership
- mental health / illness
- political opinion
- racial group
- religious belief and non-belief
- sexual orientation
- Welsh language.

In Performance criteria 2 and 3, organisation's systems, policies, procedures and guidelines will include those relating to:

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

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

Knowledge and understanding

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

- 1 how to interpret current and emerging relevant legislation and employment regulations that apply to the promotion of equality and the valuing of diversity
- 2 your duty of care under legislation and employment regulations
- 3 the benefits of diversity and the promotion of equality
- 4 how inequality and discrimination affect individuals, groups and communities and society as a whole
- 5 why the promotion of equality and valuing of diversity is of vital importance in the justice sector
- 6 how the promotion of equality and valuing of diversity can be actively promoted by you in your day-to-day work and in a way which inspires others to see its value
- 7 the meaning of the term 'organisational culture', who this is set by and your role in this
- 8 the affect of organisational culture on groups who are a minority in the workforce and how they may respond as a result
- 9 how the promotion of equality and valuing of diversity can be built into the culture and systems of your organisation and the reasons for doing this
- 10 how leadership roles and styles can be used in the promotion of equality and diversity and in challenging individual discrimination and institutional discrimination
- 11 how you can use complaints and grievance processes as a way of tackling discrimination and oppression
- 12 your own areas for personal growth in relation to promoting equality and valuing diversity and how this will benefit you as an individual
- 13 how the promotion of equality and valuing of diversity may be affected by systems and structures and your role in actively tackling these
- 14 the actions you may need to take to help other people promote equality and value diversity and how to do this effectively
- 15 what you need to do to support people whose rights have been compromised (including ensuring that adequate support systems are in place)
- 16 how you can actively challenge individual and organisational discrimination, the risks that you might be taking in doing this and why it is necessary to take these risks
- 17 who can support you in challenging individual and organisational discrimination
- 18 effective methods of evaluating the effectiveness of equality and diversity policies and procedures
- 19 how you can contribute to developing and implementing good and best practice in relation to equality and diversity
- 20 why you should seek support when you are having difficulty understanding how to promote equality and diversity, where this support can be gained and how to use it effectively.

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

Unit evidence requirements

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

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

Special considerations:

Simulation is **not permitted** for this unit.

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records eg. staff supervision notes.

- **Work products:** These are non-confidential records made, or contributed to, by you eg. minutes of meetings, policies.
- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid eg. accredited Diversity Training. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation eg. the effect of organisational culture on groups who are a minority in the workforce and how they may respond as a result. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit eg. how you have evaluated the effectiveness of your organisations systems, policies, procedures and guidelines in promoting equality and valuing diversity.

Unit AD1

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

Element AD1.1 Knowledge and understanding

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

- 1 the relevant legislation, organisational policies and procedures that apply to joint working and how they must affect what you need to do
- 2 the nature and purpose of the sector
- 3 the roles and functions of the main agencies within the sector and their broad structures, methods of communication and decision making processes
- 4 how agency structure and culture can affect joint working
- 5 the principles and benefits of joint working between different agencies
- 6 the factors likely to hinder joint working (such as stereotyping, discrimination)
- 7 the reasons for reaching agreement on how joint working is to take place when different individuals become involved and in clarifying roles and responsibilities
- 8 your own competence in joint working and when to seek further support.

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

Element AD1.2 Knowledge and understanding

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

- 1 the relevant legislation, organisational policies and procedures that apply to joint working and how they must affect what you need to do
- 2 the nature and purpose of the sector
- 3 the roles and functions of the main agencies within the sector and their broad structures, methods of communication and decision making processes
- 4 how agency structure and culture can affect joint working
- 5 the factors likely to hinder joint working (such as stereotyping, discrimination)
- 6 effective methods of identifying and resolving tensions and issues
- 7 methods of reviewing the effectiveness of joint working relationships
- 8 your own competence in joint working and when to seek further support.

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

Unit evidence requirements

You must provide your assessor with evidence that you have met **all** the performance criteria, range and knowledge and understanding.

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

Special considerations:

Simulation is **not permitted** for this unit

The nature of this unit means that all of your evidence **must** come from real work activities. The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

- **Witness testimony:** Colleagues, allied professionals and official visitors may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records eg. 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. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation eg. the principles and 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 eg. the roles and responsibilities of the different people and agencies you will be working with.

Unit AE1

Maintain and develop your own knowledge, skills and competence

Summary

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

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

There is one element

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

Target group

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

Linked units

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

Place in qualifications

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

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

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

Performance criteria

To meet the standard, you

- 1 seek **feedback from others** to help you assess your knowledge, skills and competence
- 2 review how well you carry out your own work
- 3 identify and record
 - your development needs and interests
 - the priorities for your learning and development
 - possible learning and development methods for those needs and interests
 - where you need help to support your learning and development
 - your learning and development
- 4 take responsibility for your own learning and development
- 5 evaluate what you have learnt and identify how you might use your learning in the future
- 6 apply your new knowledge, skills and competence to improve your work
- 7 keep records of your learning and development for later use.

Range

- 1 **Feedback from others**
 - a informal
 - b formal during appraisals.

Explanatory notes

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

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

- your current post
- career planning
- sideways moves in your career
- wider interests and aims
- maintaining interest and motivation.

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

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

Knowledge and understanding

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

- 1 why maintaining and developing your knowledge, skills and competence is important for you in your role and to you as an individual
- 2 that having learning and development needs is normal for everyone and the value of having learning and development interests
- 3 the purpose of having appraisals and how these contribute to your development as an individual
- 4 why it is helpful to get other people's views on your knowledge, skills and competence
- 5 the methods you can use to review how well you do your work
- 6 why it is important to think about how your role and the organisation that you work in will change and the relationship of this to learning and development
- 7 the different methods of finding out about changes at work
- 8 the learning and development methods and opportunities that have helped you learn in the past
- 9 where you can go for support in self-assessment, planning your learning and to help you learn, and the benefits of the different forms of support
- 10 why you need to take responsibility for your own learning and development
- 11 how you can evaluate your learning and apply it (or not) at work
- 12 the reasons for keeping records of learning and development.

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

Unit evidence requirements

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

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

Special considerations:

Simulation is **not permitted** for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records.

- **Work products:** These are non-confidential records made, or contributed to, by you eg. 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 AF3

Promote a health and safety culture within the workplace

Summary

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

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

- *employers* must safeguard so far as is reasonably practicable, the health, safety and welfare at work of all the people who work for them and 'other persons'. This applies in particular to the provision and maintenance of safe plant and systems of work, and covers all machinery, equipment and substances used.
- *people at work* (whether paid or unpaid, full or part time) have a duty under the Act to take reasonable care to avoid harm to themselves or to others by their working practices, and to co-operate with employers and others in meeting statutory requirements. The Act also requires employees not to interfere with or misuse anything provided to protect their health, safety or welfare in compliance with the Act.

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

There are two elements

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

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

Target group

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

Linked units

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

Place in qualifications

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

Origin of this unit

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

Unit AF3 Promote a health and safety culture within the workplace

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

Performance criteria

To meet the standard, you

- 1 identify accurately where improvements and changes may be necessary using all current **sources of information** available in the workplace
- 2 find out accurately the way information on health and safety procedures and regulations is currently disseminated within the workplace
- 3 find out the current level of understanding of and response to **health and safety policies and procedures** by **people at work**
- 4 plan improvements based on your findings
- 5 describe concisely in your plans those resources which are necessary to improve the current health and safety culture
- 6 include suitable performance measures and review dates in your plans.

Range

1 Sources of information

- a workplace information and instruction on health and safety
- b workplace risk assessment results
- c workplace records holding data on incidents and accidents
- d publications or information relating to good health and safety practice and legislation.

2 Health and safety policies and procedures

- a provision of health and safety information
- b lines of communication and reporting
- c dealing with hazards in the workplace
- d the responsible persons for health and safety.

3 People at work

- a colleagues working at the same level as the worker
- b part time employees
- c higher level colleagues or managers
- d contractors working at the worker's workplace.

Unit AF3 Promote a health and safety culture within the workplace

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

Performance criteria

To meet the standard, you

- 1 present your plans for promoting a health and safety culture to **appropriate people** in a clear and effective manner
- 2 identify accurately those people in the workplace who will require **information and advice** about the plans to promote a health and safety culture in the workplace
- 3 check that relevant information and advice is provided at an appropriate time, level and pace
- 4 include promoting the advantages and legal necessities of following health and safety procedures in your plans
- 5 provide practical opportunities for regular communications on **health and safety issues** and ways of encouraging ideas on good practice
- 6 monitor regularly the effectiveness of your plans against agreed performance measures
- 7 identify and review opportunities for further improvements to the health and safety culture in the workplace.

Range

1 Appropriate people

- a senior managers
- b line managers
- c employee representatives
- d people directly affected by changes.

2 Information and advice on

- a general health and safety regulations and good practice
- b common hazards within the workplace
- c changes to workplace health and safety procedures
- d ideas to encourage good practice.

3 Health and safety issues are

- a changes in working practices
- b impact of new technology
- c workplace health and safety procedures.

Unit AF3 Promote a health and safety culture within the workplace

Knowledge and understanding

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

- 1 employers' and employees' legal duties for health and safety in the workplace as required by the Health and Safety at Work Act 1974
- 2 your responsibilities for health and safety as defined by any specific legislation covering your job role
- 3 how to interpret health and safety data kept at the workplace on risk assessment, incidents and complaints for an appreciation of the level of understanding of health and safety within the workplace
- 4 your organisation's structure and lines of communication
- 5 workplace procedures for communicating with colleagues and others in the workplace
- 6 what hazards may exist in your place of work
- 7 the particular health and safety risks which may be present in your job role
- 8 the importance of remaining alert to the presence of hazards in the whole workplace
- 9 the importance of dealing with or promptly reporting risks
- 10 the work areas and job roles where you are reviewing the current working practices
- 11 workplace requirements for conducting such a review of current working practices
- 12 your own capabilities and the scope of your job role
- 13 the work areas and people who work there
- 14 the information needs of those people in the workplace affected by the plans
- 15 the available information sources on health and safety within your workplace
- 16 the importance of keeping people regularly informed and discussing their involvement.

Explanatory notes

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

- temporary personal factors – for example, the individual being uncomfortable from a lack of food, warmth, light, or presenting challenging behaviour whilst under the influence of drink or drugs, or
- persistent personal factors such as having a difficulty or disability which prevents normal communication, movement or behaviour, or
- temporary environmental factors such as a hot, noisy, crowded room, poor work dynamics in terms of furniture layout, etc, or
- persistent environmental factors such as too much being expected of the individual or that the quality of the service consistently does not meet the required standards of the user.

Unit AF3 Promote a health and safety culture within the workplace

Unit evidence requirements

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

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

Special considerations:

Simulation is **not permitted** for this unit

The nature of this unit means that all of your evidence must come from real work activities. The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Community Justice.

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records.
- **Work products:** These are non-confidential records made, or contributed to by you eg. reports, minutes of meetings, promotional materials.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid eg. accredited health and safety qualifications. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation eg. how you interpret health and safety data kept at the workplace. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit eg. how you found out the current level of understanding of and response to health and safety policies and procedures by people at work.

Unit BA11

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

Summary

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

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

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

There are three elements:

- BA11.1 Monitor trends and developments in policies for their impact on community justice and social inclusion**
- BA11.2 Present information and arguments to others on how policies affect community justice and social inclusion**
- BA11.3 Evaluate and recommend changes to policies to improve community justice and social inclusion**

Target group

This unit should be applicable to anyone who seeks to influence the development of policies related to promoting community justice and social inclusion. The unit is designed to be relevant to a wide range of agencies, including probation services, social work, the police, prison services, local authorities, inter-agency teams and voluntary sector agencies. The agency's work may be focused on community safety, crime reduction, work with those affected by offending (victims, survivors and witnesses) or work with those who have offended.

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

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

Performance criteria

To meet the standard, you

- 1 monitor significant trends and developments in policies and their impact on community justice and social inclusion
- 2 determine the changes needed in policies and prioritise those which are most likely to have an effect on community justice and social inclusion
- 3 identify the need to carry out further evaluation and research into specific aspects of policies and put the necessary arrangements in place to achieve this
- 4 base the need for changes to be made to policies on evidence and known trends and developments in community justice and social inclusion
- 5 keep accurate, legible and complete records of policy monitoring which contain details of
 - trends and developments
 - reasoning processes
 - actions taken as a result of monitoring
- 6 offer information on trends and developments in policies and their impact on community justice and social inclusion to others who may have an influence on policy development in time for it to be of use.

Explanatory notes

In performance criterion 1, trends and developments in policies might relate to: a shift in the balance between individual and public responsibility for community justice and social inclusion; changes in the range of products, services and activities offered; changes in how products, services and activities are resourced and who will pay for them; changes in access criteria for services and activities; impact of the policies on environment and practices; changes in responsibility and control of public services (eg privatisation); changes in public accountability; changes in those involved in the setting of policies (eg the extent to which communities have had a voice); adverse impact of other agendas (eg political, fiscal, economic).

In performance criterion 2, the prioritisation of policies might relate to: inherent risks to the population as a whole; inherent risks to groups within the population; potential impact on equity, accessibility and effectiveness; potential impact on the extent to which it is possible to offer best value; potential impact on improvements in community justice and social inclusion; impact on resourcing of products, services and activities; the worker's personal interest and knowledge of specific areas of practice and the likelihood of others acting.

In performance criterion 4, trends and developments in community justice and social inclusion would include those in: crime that potentially may be prevented; patterns of crime and anti-social

behaviour; changes in factors which affect community justice and social inclusion; new thinking and technology; changes in legislation, targets and policy; resourcing and changes in public opinion.

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

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

Performance criteria

To meet the standard, you

- 1 identify, as the main targets for the information, individuals who are likely to be responsive to ideas and are in a position of influence and authority
- 2 seize appropriate and timely opportunities to stress community justice and social inclusion as positive concepts which can be actively promoted in policy development
- 3 offer information on trends and developments which may have relevance to policy development in time for it to be of use
- 4 explain clearly and effectively the added value that the promotion of community justice and social inclusion brings to the agendas and objectives of policy makers
- 5 encourage policy makers to consider how their decisions will directly affect people's community justice and social inclusion and the risks to community justice and social inclusion in the decisions they take
- 6 encourage policy makers to involve everyone who has a stake in the policy under development and understand the reasons for their active involvement
- 7 provide up-to-date information which acknowledges the agendas and interests of policy makers
- 8 present information and offer arguments which are justifiable in terms of the policy makers' interests and situation and recognise the complexity of the decisions which they may have to make
- 9 provide advice and information on specific areas of policy
 - at the times policy makers can best make use of them
 - based on evidence
 - in a form which is capable of their ready use
- 10 encourage policy makers to seek advice on the worker's area of expertise when it would benefit them to do so
- 11 evaluate their effectiveness in influencing the policy agenda and use this to inform future practice.

Explanatory notes

In performance criterion 3, trends and developments which may have relevance to policy development would include those in: crime that potentially may be prevented; patterns of crime and anti-social behaviour; changes in factors which affect community justice and social inclusion; new thinking and technology; changes in legislation, targets and policy; resourcing; and changes in public opinion.

In performance criterion 5, risks will include: costs which might accrue through not promoting community justice and social inclusion (for example, interventions which might be necessary in the longer term), costs of implementing the policy, particularly in the shorter term, unintended consequences (such as the mixed messages which may arise as a result of the policy and its relationship to other pieces of work), the impact of the policy on particular groups who might be particularly adversely affected.

In performance criterion 6, everyone who has a stake in the policy might include: individuals who use or are the focus of services; communities (including those who do not currently use services or are hidden); the public in general; politicians (local, national, UK, European); those who deliver services and activities and who have to work within the policy framework; those whose work may be affected (directly or indirectly) as the result of the policy; policy setters; experts with a research and development interest in the field; those who will be using the policy to undertake further work.

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

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

Performance criteria

To meet the standard, you

- 1 monitor the effectiveness of policies in achieving their intended purpose at optimum intervals
- 2 undertake monitoring so that it scans all potential areas of impact and in a way that is capable of identifying trouble spots
- 3 analyse information validly and reliably so that it reveals any actual or potential problems in the formulation or implementation of policy
- 4 bring issues about the implementation of policy to the attention of stakeholders in an appropriate way
- 5 develop clear recommendations for improving policies which strike the best balance between the achievements made and any noted shortfalls
- 6 offer recommendations to stakeholders in a form and at a time which is suitable for their use
- 7 offer the appropriate support to resolve the situation when individuals misinterpret or query the information provided.

Explanatory notes

Stakeholders may include individuals who use or are the focus of services, communities (including those who do not currently use services), the public in general, politicians (local and national), those who deliver services and activities and who have to work within the policy framework, those whose work may be affected (directly or indirectly) as the result of the policy, policy makers, experts with a research and development interest in the field and those who will be using the policy to undertake further work.

In performance criterion 5, shortfalls might include: targets not achieved; policies not implemented either in full or part; policies not meeting statutory obligations; improvements in community justice and social inclusion not happening as anticipated; lack of commitment and/or resources by some of the stakeholders; dissipation of effort; ineffective change management strategies.

In performance criterion 6, the 'form' in which recommendations are made to stakeholders would include: detailing the benefits which might accrue; relating contents to stakeholders' visions, mission and overall objectives; the resource implications; noting the risks of inaction.

In performance criterion 7, support includes: advice, referral to or involvement of expert advisors, source information.

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

Knowledge and understanding

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

Working within the community justice sector

- 1 the impact of crime on victims and survivors and their right to protection, recognition, respect, information and confidentiality; the meaning and implications of repeat victimisation
- 2 the positive benefits of cultural, religious and ethnic diversity; the impact of discrimination on the lives of those who experience it
- 3 the concepts of community justice and social inclusion; the importance of working effectively with socially excluded individuals, groups and communities; the means which are available for promoting community justice and social inclusion
- 4 policy development: the nature of policies directed at community justice and social inclusion; the principles which underpin policy setting and how these can be built into policy formulation; the context in which policy development takes place; the process and purpose of policy development; the factors and priorities which may influence the development of policies and their acceptance (eg public opinion, legislation, resource implications, knowledge and practice and technology); the range of different aspects which needs to be developed in policies directed at community justice and social inclusion; the tensions and conflicts which may arise during the development of policies directed at community justice and social inclusion (eg between public and personal responsibility)
- 5 how community justice and social inclusion can be promoted in policies which have other aims at their centre; the ways in which policies directed at community justice and social inclusion can address a wide number of social exclusion issues;
- 6 the various uses of information technology in the development of policies (eg in modelling); methods of forecasting trends and developments and identifying factors which may affect policies; methods of analysing relevant information (eg via SWOT analysis [strengths, weaknesses, opportunities and threats], modelling) and assessing implications for future direction and policy
- 7 those individuals and groups who have a stake in the development of policy and the different views each may have, how to facilitate access for people/sections of the population so they can have a voice in policy setting; overall framework for conceptualising and developing indicators to measure participation in policy development; the purpose of involving, and ways to involve, the community in policy development and the benefits of using structures already in existence to do so;
- 8 how to present information and arguments in ways and at times which capture people's interests and encourage them to take action; the range of formats which can be used to present information and how to use these formats effectively; how to analyse information to reveal actual or potential problems; the relationship between offering support and identifying issues and problems; how to decide the most appropriate strategy for the situation balancing the requirements of one's own work role with the needs and interests of the people and the context
- 9 how to develop recommendations which strike the best balance between the different factors which have to be taken into account; how to present recommendations in forms which are suitable for the audience who are to use them

- 10 methods of forecasting trends and developments and identifying factors which may affect policies; the factors which may influence the development of policies and their acceptance (eg public opinion, legislation, resource implications, knowledge and practice and technology); the range of issues which people and agencies are likely to experience when they are seeking to implement new policies, and the ways in which issues can be turned round to develop solutions and move practice forward
- 11 the specific legislation, guidelines of good practice, charters and service standards which relate to the work being undertaken and the impact of this on the work; how to monitor, analyse and assess the implications of, and changes in, legislation and the regulatory environment

Working to improve agency practice

- 12 own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure
- 13 the nature of the sector in which the worker is working and the nature, roles and functions of the principal agencies within the sector; agency structures, functions, methods of communication and decision making processes

Working to improve individual practice

- 14 how they have applied the principles of equality, diversity and anti-discriminatory practice to their work
- 15 how to evaluate the effectiveness of one's own actions and learn from experience.

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

Unit evidence requirements

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

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

Special considerations:

Simulation **is** permitted for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

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

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records.
- **Work products:** These are non-confidential records made, or contributed to by you eg. minutes of meetings, reports.
- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation eg. the functions of the agencies within the sector in which you are working and the legislation, guidelines, charters and service standards which relate to the work being undertaken. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/reflective account to provide some of the performance evidence for this unit eg. how you have based the need for changes to be made to policies on evidence and known trends and developments in community justice and social inclusion.

Summary

This unit is about supporting victims, survivors and witnesses who are experiencing the traumatic grief associated with bereavement through crime, caused by road death, murder, manslaughter or culpable homicide. The worker provides initial support to individuals, making sure that their immediate needs are met and providing them with accurate information about the practical and criminal justice procedures that follow death and the stages these procedures have reached. The worker then provides further support, enabling individuals to talk about the effects that their bereavement has had on their lives and helping them to decide what might help them. The worker explains the support and other services that are available from the worker's own agency and others and helps individuals to decide how to best meet their needs.

Support might include: information, practical assistance, counselling and emotional support, safety and protection, health care, help with media attention.

There are two elements:

BE4.1 Provide initial support to victims, survivors and witnesses who have suffered bereavement

BE4.2 Provide further support to victims, survivors and witnesses who have suffered bereavement

Target group

This unit is intended for workers in agencies providing support and other services to victims, survivors and witnesses. Work with bereaved individuals is a specialist role undertaken by those with considerable experience of work with those affected by crime.

This unit has been created by Skills for Justice.

Unit BE4 Support victims, survivors and witnesses who have suffered bereavement

Element BE4.1 Provide initial support to victims, survivors and witnesses who have suffered bereavement

Performance criteria

To meet the standard, you

- 1 explain clearly the worker's role in providing initial support and provide accurate information about when and how to contact the worker
- 2 communicate with individuals in a manner, and at a level and pace which
 - is appropriate to them, their level of understanding and their preferred form of communication
 - minimises any constraints to effective communicationis empathic, genuine and respectful
- 3 support individuals to express their grief in ways that are most appropriate to them
- 4 provide relevant and accurate information to individuals at a manageable level and pace
- 5 encourage individuals, through the creation of an appropriate environment, to ask questions and clarify that they have understood the information provided
- 6 answer questions in an open and honest manner and seek information from others when the worker is unable to answer individuals' questions themselves
- 7 clarify what kind of support is available to individuals from their family, friends or community members, in a non-intrusive manner
- 8 ask if individuals need immediate practical help and organise how this will be provided as soon as possible, liaising with other agencies when it is necessary to do so
- 9 manage your own feelings about the death and about the bereaved individuals' reaction to the death, using appropriate methods of support.

Explanatory notes

In Performance criteria 1, 4, 5, 6, information should be made available on both:

- the relevant practical procedures following death (viewing the body, post-mortem and inquest or fatal accident inquiry), the roles and responsibilities of key agencies in these procedures and the stage these procedures have reached.
- the relevant criminal justice procedures following road death, murder, manslaughter or culpable homicide (for example investigation, arrest, and charge), the roles and responsibilities of key agencies in these procedures and the stage these procedures have reached.
- Initial practical assistance might include help with financial assistance, with finding temporary or alternative accommodation, with home security, with arranging to contact relatives and friends.

Unit BE4 Support victims, survivors and witnesses who have suffered bereavement

Element BE4.2 Provide further support to victims, survivors and witnesses who have suffered bereavement

Performance criteria

To meet the standard, you

- 1 liaise as appropriate with other agencies to ensure that all information is accurate
- 2 communicate with individuals in a manner, and at a level and pace which
 - is appropriate to them, their level of understanding and their preferred form of communication
 - minimises any constraints to effective communication
 - is empathic, genuine and respectful
- 3 if asked, provide timely information to individuals about how to find out about the progress of the case and who is responsible for making decisions, liaising as necessary with other agencies to ensure the information is accurate
- 4 encourage individuals, through the creation of an appropriate environment, to explore, at their own pace, the effects that their bereavement has had on aspects of their lives
- 5 provide prompt reassurance to individuals that although their feelings and reactions are unique to them as individuals, they are normal and common responses to the experience of bereavement through crime
- 6 encourage individuals, through the creation of an appropriate environment, to identify:
 - what would help them to cope with their feelings
 - what kinds of support they need and where they can find it
- 7 explain clearly the options for support and other services available from the worker's own agency and those available from other agencies
- 8 agree with individuals how their needs will be met and make the necessary arrangements
- 9 organise the involvement of other agencies, when this is appropriate, ensuring that individuals give their informed consent to the sharing of information about their circumstances
- 10 seek advice from an appropriate colleague if the worker is unsure what action to take
- 11 complete records accurately and clearly of the agreed plans for further support and the resulting actions taken, in accordance with agency policy on recording and storing information
- 12 communicate clearly to individuals plans for further support and the resulting actions taken
- 13 provide accurate information about when and how to contact the agency in the future.

Explanatory notes

Practical assistance might include help with getting through criminal proceedings and their aftermath, contacting agencies which provide support and other services to witnesses.

In performance criterion 4, the effects will include psychological effects (for example: fear, anger and guilt), physiological effects (for example: sleeplessness, nightmares and loss of concentration) and social effects (for example social withdrawal).

In performance criterion 4, 'aspects of their lives' will include: personal security and safety, relationships, family responsibilities, work, home security and safety.

In performance criterion 10, the worker may be unsure about what action to take if, for instance, the individuals have declined offers of further support but are clearly in need of help, for example signs of acute distress; indicators that there may be a risk of suicide.

Unit BE4 Support victims, survivors and witnesses who have suffered bereavement

Knowledge and understanding

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

Working with victims, survivors and witnesses

- 1 the services and referral criteria and procedures of groups and organisations who can offer help to bereaved families, (for example self help groups, bereavement services, children's services)
- 2 the kinds of medical and therapeutic support available to help bereaved families with their grief
- 3 the practical procedures that follow road death, murder, manslaughter or culpable homicide, for example viewing the body, post mortem, inquest or fatal accident inquiry, funeral arrangements, wills; the practical and emotional needs of bereaved families during these procedures
- 4 the criminal justice procedures that follow road death, murder, manslaughter or culpable homicide: investigation, arrest, charge, bail decisions, trial, changes in plea, sentence and appeal; the practical and emotional needs of bereaved families during these processes
- 5 how the grieving process following death by road accident, murder, manslaughter or culpable homicide can be chronic, delayed, exaggerated and masked because of the trauma of the event
- 6 how and why particular triggers (for example significant dates) might affect those grieving for a road death, murder, manslaughter or culpable homicide victim
- 7 how culture, religion and ethnicity may affect procedures for dealing with bodies, the way bereaved families approach their grief and the support available from relevant agencies
- 8 the needs of those who have experienced bereavement who may be particularly vulnerable, for example people with mental health problems; people with learning difficulties; children and young people
- 9 how the grief experienced by bereaved families will affect the way they respond to offers of help and support
- 10 the way that mental health services are organised and delivered, the agencies and practitioners involved and how to access their services and expertise

Working within the community justice sector

- 11 how to use legislation, guidelines of good practice, charters and service standards to benefit and protect people bereaved through crime

Working to improve agency practice

- 12 the role of the agency and its services and how they relate to other agencies and services in the community justice sector
- 13 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

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

- 15 how they have applied the principles of equality, diversity and anti-discriminatory practice to their work
- 16 the options for supporting individuals which they considered and the reasoning processes they used in determining the most appropriate options for the individual concerned.

Unit BE4 Support victims, survivors and witnesses who have suffered

Unit evidence requirements

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

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

Special considerations:

Simulation **is** permitted for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records eg. case records.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.
- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation eg. how culture, religion and ethnicity may affect procedures for dealing with bodies, the way bereaved families approach their grief and the support available from relevant organisations. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit eg. how you have managed your own feelings about the death and about the bereaved individuals' reaction to the death, using appropriate methods of support.

Summary

This unit is about the support, safety and protection of people who have experienced serious personal assault or abuse. This includes those who experience serious personal assault, domestic abuse, sexual abuse or hate crime. This also covers the emotional and psychological impact of assault or abuse, or its threat. The worker needs to provide initial support and assess people's needs for safety and protection, taking great care that the referral process and method of initial contact do not in themselves undermine people's safety. The location could be in: the home, a hostel, a refuge, hospital, temporary accommodation or the agency's premises.

Immediate needs for support could include: practical, emotional, safety and protection, information, health care.

The worker then needs to agree with people the measures needed to protect both the people themselves and anyone else, especially children, who are at risk of harm.

These measures could take the form of:

- temporary refuge
- court orders
- reporting the assault or abuse to another agency such as the police, a housing authority or a local crime reporting scheme
- child protection through involvement of statutory services
- home security
- alarm helpline support .or other system for emergencies
- help from other agencies

Finally, the worker needs to monitor whether or not protection and safety are being achieved in practice.

There are two elements:

BE5.1 Provide initial support to people and assess their needs for safety and protection

BE5.2 Assist people to manage the risk of serious personal assault or abuse

Target group

This unit is intended for those working in agencies which receive referrals from people who are victims/survivors of serious personal assault or abuse and for those working in agencies which provide support and other services to victims/survivors of serious personal assault or abuse.

This unit has been created by Skills for Justice.

BE5 Support people who have experienced serious personal assault or abuse

Element BE5.1 Provide initial support to people and assess their needs for safety and protection

Performance criteria

To meet the standard, you

- 1 assess referral information carefully in order to determine
 - the nature of the assault or abuse and when it happened
 - whether the assault or abuse has been reported to another agency
 - whether people have given their informed consent to a referral to the worker's agency
 - whether people have particular needs which make them vulnerable
 - whether any children are involved, directly or indirectly
 - whether the perpetrator of assault or abuse is known to the people
 - the current position of people
 - whether other agencies are involved
- 2 identify any problems with the information and take appropriate steps to address them
- 3 make arrangements to gather any additional information needed to evaluate the referral at a speed consistent with the priority of the case
- 4 maintain the confidentiality of referral information by recording, storing and transmitting it according to agency policies about risk, protection and confidentiality
- 5 arrange to meet with people, if they want this, using methods of contact and locations which are appropriate to the person's' current position and the worker's safety
- 6 encourage people, through the creation of an appropriate environment, to express their own views about their immediate needs and what would make them feel safer
- 7 discuss with people the risk of any further assault or abuse to
 - themselves
 - other family members
- 8 discuss with people the measures needed to ensure, as far as possible, their and others' safety and protection
- 9 seek advice and support from an appropriate person as soon as possible if the worker is unable to meet people's needs themselves or is unsure about the action they should take
- 10 explain clearly to people the range of support and other services available from
 - the worker's own agency
 - other agencies who may be able to provide relevant services
- 11 complete records accurately and clearly of
 - people's immediate needs
 - the risks of further assault or abuse
 - the measures needed to ensure people's safety and protection

in accordance with agency policy on recording and storing information.

Explanatory notes

In performance criterion 1, particular needs can include: age (if the people are children or elderly), mental health problems, learning difficulties, disability and sensory impairment, gender, sexual orientation (if the assault or abuse is homophobic or transphobic), ethnicity (if the assault or abuse is racially motivated), language difference.

In performance criterion 9, the worker may be unsure about the action they should take if, for instance, children appear to be at risk but people wish all information to be kept in confidence and there is a risk of further assault or abuse to people if information is disclosed.

BE5 Support people who have experienced serious personal assault or abuse

Element BE5.2 Assist people to manage the risk of serious personal assault or abuse

Performance criteria

To meet the standard, you

- 1 encourage people, through the creation of an appropriate environment, to express their fears and think through the measures needed to ensure, as far as possible, their and others' safety and protection, in a manner which respects their right to make their own decisions
- 2 agree with people the actions that will need to be taken by
 - them
 - the worker and the worker's agency
 - other agenciesin order to put the agreed measures into practice
- 3 seek advice from an appropriate person as soon as possible if the worker is unsure about what action to take
- 4 provide people with accurate information about how to contact the worker or other agencies in an emergency
- 5 arrange further contact with people, if they want this, taking account of their position and the workers' safety
- 6 monitor with people, on a regular basis, whether measures taken to address safety and protection are working in practice
- 7 encourage people, through the creation of an appropriate environment, to feel able to contact the agency for support regardless of whether they have been able to undertake the agreed actions or not
- 8 complete records accurately and clearly of
 - agreed measures
 - actions
 - the extent to which these are managing the risks of further assault or abuse in practicein accordance with agency policy on recording and storing information.

Explanatory notes

In performance criterion 3 the worker may be unsure what action to take if, for instance, people are so frightened of angering the perpetrator and increasing the risk of further assault or abuse that they do not want to take any action.

BE5 Support people who have experienced serious personal assault or abuse

Knowledge and understanding

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

Working with victims, survivors and witnesses

- 1 the impact of crime on victims, survivors and witnesses and their need for protection, respect, recognition, information and confidentiality; why it is important to recognise the impact on all those affected by crime, whether they are direct victims or indirect victims (for example family, friends or other associates); repeat victimisation and its implications
- 2 different forms of assault and abuse and their short and long term impact on victims and survivors
- 3 how to assess needs and determine the type of services that are necessary to meet them; the ways in which stereotyping and discrimination might affect the assessment of people's needs and how to guard against this
- 4 the specific aspects which have to be considered when supporting those who have experienced:
 - serious personal assault
 - domestic abuse (for example the harm caused to others who witness assault or abuse)
 - hate crime
 - sexual violence
- 5 the range of court orders available to protect those at risk from assault or abuse
- 6 methods for assessing and managing risk within the agency context

Working within the community justice sector

- 7 how to use legislation, guidelines of good practice, charters and service standards to benefit and protect victims and survivors

Working to improve agency practice

- 8 the role of the agency and its services and how they relate to other agencies and services in the community justice sector
- 9 the agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties and the specific circumstances under which disclosure may be made

Working to improve individual practice

- 10 own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure
- 11 how the worker has applied the principles of equality, diversity and antidiscriminatory practice to their work
- 12 the options for supporting people which they considered and the reasoning processes they used in determining the most appropriate options for the person concerned.

BE5 Support people who have experienced serious personal assault or abuse

Unit evidence requirements

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

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

Special considerations:

Simulation **is** permitted for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records eg. case records.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.
- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid eg. Certificate in Community Justice. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation eg. the methods for assessing and managing risk within the organisation and the range of court orders available to protect those at risk from assault or abuse. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit eg. how you have identified any problems with the information and taken appropriate steps to address them.

Unit BE6

Enable people to support victims, survivors and witnesses in managing the effects of their experience on their lives

Summary

This unit is about the worker enabling other people to support victims, survivors and witnesses. The people may be those who are significant to victims, survivors and witnesses (such as their parents, partner, family or friends) or workers from agencies that support victims, survivors and witnesses, (for example client support workers). The worker has to first agree with people the best ways that they can help to support victims, survivors and witnesses. The worker then has to provide appropriate support to people whilst they in turn support victims, survivors and witnesses.

Throughout this unit, 'individual' refers to the victim, survivor or witness, while 'people' or 'person' refers to those the worker is enabling to support.

There are two elements:

BE6.1 Agree with people how they will support victims, survivors and witnesses in managing their experience

BE6.2 Assist people as they support victims, survivors and witnesses in managing their experience

Target group

This unit is intended for workers in agencies providing support and other services to victims, survivors and witnesses.

Unit BE6 Enable people to support victims, survivors and witnesses in managing the effects of their experience on their lives

Element BE6.1 Agree with people how they will support victims, survivors and witnesses in managing their experience

Performance criteria

To meet the standard, you

- 1 identify those people who are potentially best placed to offer and provide support, given:
 - the circumstances of the case
 - their needs and wishes
 - agency policy
- 2 approach, with the informed consent and involvement of the individual, those who might be able to offer support and discuss fully with them the role they may have
- 3 assist people to understand the nature and level of support that the individual may need and how their support will complement the other forms of support that have been offered to the individual
- 4 assess with people their willingness and ability to support the individual
- 5 discuss fully with people how they could support the individual, based on the best balance between
 - the potential benefits to the individual
 - the potential benefits and risks to the person offering support
- 6 agree with people how they will support the individual so that the support is consistent with the individual's needs, preferences and wishes
- 7 agree with people how they will be supported themselves
- 8 seek advice from a colleague if the worker is unsure what action to take
- 9 complete records accurately and clearly of
 - agreements made
 - the resulting actions takenin accordance with agency policy on recording and storing information
- 10 communicate clearly to the individual the content of records made.

Explanatory notes

In performance criterion 4, people's ability will include: level of understanding (for example, the person's understanding of agency policy and procedures about confidentiality), level of emotional involvement with the individual, their own needs, the priority they are able to give to the individual given other pressures and demands.

In performance criterion 8, the worker may be unsure what action to take if, for instance, the person is willing to help but their emotional involvement in the case is such that their own needs are more of a priority.

Unit BE6 Enable people to support victims, survivors and witnesses in managing the effects of their experience

Element BE6.2 Assist people as they support victims, survivors and witnesses in managing their experience

Performance criteria

To meet the standard, you

- 1 give accurate and full information to people about how their role in supporting the individual interacts with the worker's role and the roles of other agencies who are working with the individual
- 2 provide relevant information and advice to people about methods of supporting the individual that will meet the individual's needs, preferences and wishes
- 3 encourage people, through the creation of an appropriate environment, to seek further information and advice while they are supporting the individual and explain fully the sources of this information and advice
- 4 provide accurate information to people about how and when they should contact the worker and whom they should contact in an emergency
- 5 maintain regular and timely contact with people in order to monitor their progress in supporting the individual
- 6 actively monitor, on a regular basis, the effect the support is having on
 - the individual's ability to manage their experience
 - the person supporting the individual
- 7 review with people their future involvement with the individual once the individual seems to be able to manage their experience
- 8 take appropriate action if there are concerns about how people are working with individuals.

Explanatory notes

In performance criterion 3, further information and advice will include: emotional support, practical assistance, safety and protection, criminal justice procedures.

In performance criterion 8, concerns will include: the methods for supporting the individual are not consistent with the individual's needs, preferences and wishes, the methods for supporting the individual are in conflict with the worker's role and the role of other agencies who are working with the individual, concerns of a child protection nature that emerge in people's work with children.

Unit BE6 **Enable people to support victims, survivors and witnesses in managing the effects of their experience**

Knowledge and understanding

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

Working with victims, survivors and witnesses

- 1 the impact of crime on victims, survivors and witnesses and their need for protection, respect, recognition, information and confidentiality; why it is important to recognise the impact on all those affected by crime, whether they are direct victims or indirect victims (for example family, friends or other associates); repeat victimisation and its implications
- 2 reactions to the experience of crime; the factors (for example previous victimisation) which affect how individuals react to and recover from their experience
- 3 how to assess needs and determine the type of services that are necessary to meet them; the ways in which stereotyping and discrimination might affect the assessment of individuals' needs and how to guard against this
- 4 the specific aspects which have to be considered when supporting those who have experienced:
 - serious personal assault
 - domestic violence (for example the harm caused to others who witness assault or abuse)
 - hate crime
 - sexual abuse
- 5 the impact that appearance at court can have on victims, survivors and witnesses and how their needs for support will differ
- 6 methods for supporting victims, survivors and witnesses through working through a third party
- 7 the conflicts of interest there may be between the needs of individuals and people supporting them; methods of handling tensions between people and individuals; how others may be affected by individuals' experience of crime and anti-social behaviour - practically, emotionally and socially

Working within the community justice sector

- 8 how to use legislation, guidelines of good practice, charters and service standards to benefit and protect victims and survivors

Working to improve agency practice

- 9 the role of the agency and its services and how they relate to other agencies and services in the community justice sector
- 10 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

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

- 12 the options for supporting individuals which they considered and the reasoning processes they used in determining the most appropriate options for the individual concerned
- 13 how they have applied the principles of equality, diversity and anti-discriminatory practice to their work.

Unit BE6 **Enable people to support victims, survivors and witnesses in managing the effects of their experience on their lives**

Unit evidence requirements

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

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

Special considerations:

Simulation **is** permitted for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

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

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records eg. case records.
- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.
- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid eg. Certificate in Community Justice. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation eg. the ways in which stereotyping and discrimination might affect the assessment of individuals' needs and how you have applied the principles of equality, diversity and anti-discriminatory practice to your work. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit eg. how you have actively monitored the effect the support is having on the individual's ability to manage their experience and on the person supporting the individual.

Summary

This unit is about supporting witnesses who require special assistance, due to a disability or learning difficulty, because they are young or have been formally identified as vulnerable or intimidated witnesses. There is a framework of legislation and organisational policies and procedures which apply and must be complied with. A range of special measures may be put in place to help these witnesses, such as the use of TV links or screens. There may be the need for interpreters to assist the witness (for example signing or lip speaking for a witness who has a hearing impairment, or from one spoken language to another).

The worker is likely to come into contact with the associates of the witness - who may be their parents, family or friends - and will need to make sure (with the appropriate consent of the witness) that these associates have the information they need and understand what is happening so they can also assist the witness. Establishing an effective working relationship with witnesses may involve visits to their home and pre-trial visits to the court. Within the first element of this unit, the term 'individual' has been used to indicate that the person with whom the worker is working might be a witness or their associate, but where the unit relates specifically to work and interaction with a witness, this term has been used.

There are two elements:

DE3.1 Establish an effective working relationship with vulnerable or intimidated witnesses and their associates

DE3.2 Support vulnerable or intimidated witnesses to give evidence

Target group

This unit is intended for staff and volunteers whose role is to support and prepare vulnerable or intimidated witnesses before and during their time in court.

This unit has been created by Skills for Justice.

Unit DE3 Support vulnerable or intimidated witnesses during judicial and legal processes

Element DE3.1 Establish an effective working relationships with, vulnerable or intimidated witnesses and their associates

Performance criteria

To meet the standard, you

- 1 before contact with the individuals familiarise themselves with any information the agency has already been given about the case
- 2 greet individuals in a friendly manner and introduce themselves and the agency in a manner which encourages confidence in the agency and the worker
- 3 communicate and interact with individuals in a manner, and at a level and pace which
 - is appropriate to them, their level of understanding and their preferred form of communication
 - minimises any constraints to effective communication
 - is empathic, genuine and respectful
- 4 explain clearly to individuals who have not had prior contact with the agency
 - the nature of the services that the agency offers and the specific support and assistance the agency can offer to them
 - the services that may be available from other agencies
 - the facilities available at the court
- 5 explain to a witness
 - any special measures already in place to assist the witness give evidence and how they work
 - what they need to do if they are required to give evidence
- 6 encourage individuals, through the creation of an appropriate environment, to feel comfortable to discuss their anxieties and need for practical and emotional support
- 7 provide individuals with accurate and relevant information within the worker's role, and refer promptly to an appropriate person any questions that are outside the worker's role or which they are unable to answer
- 8 make an accurate assessment of the individual's needs for support and the extent to which the special measures that have been put in place will
 - assist the witness to give their best evidence
 - minimise the risk of physical harm to the witness
 - minimise the risk of emotional harm to the witness
- 9 pass their findings and any recommendations regarding special measures to the appropriate person in time for any further arrangements to be made
- 10 observe the individuals' behaviour for any signs which indicate distress and take the appropriate steps to help them manage their distress
- 11 complete records accurately and clearly of

- discussions with individuals
- any agreements reached,

and promptly pass them on with consent or within the agency to those who need them, in accordance with agency policy on recording and storing information

- 12 offer individuals information about other agencies that may be able to offer them support, the nature of the services they offer and assist them to make contact if they so wish.

Explanatory notes

In performance criterion 1, the information provided may include any particular needs of the individual or any special measures that have been put in place to assist witnesses. Special measures may include: TV link, screens, safe waiting areas, using alternative entrances to the court building (eg for those with mobility problems or for intimidated witnesses), interpreters or translators.

In performance criterion 3, communicating may include verbal and written communication as well as actions, gestures, body language and the physical environment.

In performance criterion 3, interacting with individuals in an appropriate manner may include different methods such as play, role-play, or the use of interpreters.

Unit DE3 Support vulnerable or intimidated witnesses during judicial and legal processes

Element DE3.2 Support vulnerable or intimidated witnesses to give evidence

Performance criteria

To meet the standard, you

- 1 assist individuals to familiarise themselves with the layout of the courtroom and other available facilities, selecting and using materials which are appropriate to the individual when an empty courtroom is not available
- 2 explain to witnesses in a manner, and at a level and pace appropriate to them
 - the likely process in the courtroom
 - who will be asking them questions
 - words and phrases used in court
 - the special measures which have been put in place to assist them
 - what they will be able to see and who will be able to see them whilst they are giving evidence, and where these people will be
 - what they should do if they do not understand a question or the words used, or need assistance whilst giving evidence
- 3 monitor communication between the witness and others and report promptly to the appropriate people any concerns about the nature and content of the communication
- 4 encourage witnesses, through the creation of an appropriate environment, to discuss any concerns they have about the process and respond in a reassuring manner suggesting realistic ways that their concerns can be addressed
- 5 report to the appropriate people any concerns that witnesses have which cannot be addressed within the role and responsibility of the worker and their agency
- 6 repeat and explain questions to witnesses accurately and completely if the worker is directed to do so by the court
- 7 support witnesses in ways which
 - are designed to reassure
 - are consistent with agreement reached with them
 - are consistent with court conventions
 - avoid influencing their evidence
- 8 observe the emotional and physical well-being of witnesses whilst they are giving evidence and, where considered necessary, report immediately to the appropriate person any signs that indicate that witnesses are becoming distressed or are at risk of harm
- 9 offer witnesses after they have finished giving evidence
 - time alone if appropriate
 - practical support and access to facilities
 - the opportunity to talk about their experience of giving evidence and to ask questions

- 10 offer individuals information about other agencies which may be able to offer support, the nature of the services they offer and assist them to make contact if they so wish.

Explanatory notes

In performance criterion 2, evidence may be given in court or by TV links. Special measures in the courtroom may include the use of screens, safe waiting areas, using alternative entrances to the court building (eg for those with mobility problems or for intimidated witnesses), interpreters or translators.

In performance criterion 3, concerns about the nature and content of the communication may be that the witness' evidence is being influenced by others or that the witness is subject to intimidation.

Unit DE3 Support vulnerable or intimidated witnesses during judicial and legal processes

Knowledge and understanding

To meet the standard, you need to know and understand

Working with victims, survivors and witnesses

- 1 the impact of crime on victims, survivors and witnesses and their need for protection, respect, recognition, information and confidentiality; why it is important to recognise the impact on all those affected by crime, whether they are direct victims or indirect victims (eg family, friends or other associates); repeat victimisation and its implications
- 2 the facilities available at the court at which the worker is based, those facilities that are available for all (eg refreshments) and those that are available in special circumstances (eg use of private/staff entrance to the court) and how to access them; the procedures for listing trials at the court, the different ways in which cases may be listed and how this may affect when and for how long witnesses may be required to attend court; court conventions regarding dress, behaviour and communication, and the particular requirements if the worker accompanies witnesses into the courtroom
- 3 the typical layout of a courtroom, the roles and responsibilities of those in the courtroom
- 4 how witnesses and their associates may react (eg anger or disappointment if they feel that the judgement is inappropriate, frustration or anger if a re-trial is ordered, feeling that if they had said something else the outcome would be different) and how to help witnesses and their associates deal with their feelings
- 5 the impact that appearance at court can have on witnesses and their associates and how different people's need for support will differ; the particular impact that appearance at court can have on vulnerable or intimidated witnesses and how people's needs for support will differ; the availability and use of special measures to assist vulnerable or intimidated witnesses, the worker's role and responsibilities in supporting the use of special measures, and to whom requests for their use should be made
- 6 the different ways that witnesses may feel and behave before, during and after giving evidence and the different ways that they may wish to interact with the worker (eg sitting quietly, talking about their feelings and concerns in relation to the case, or talking about anything but the case), and how to gauge which is the most appropriate way of interacting with each individual
- 7 the limits on the information that the worker may offer to victims (eg about general court processes, progress of the trial) and that which they must not (eg what other witnesses have said, advice about what to say in court, the location of the defendant in Scottish courts), the purpose of these limits and what the worker must do if these limits are breached
- 8 the importance of establishing and developing relationships with vulnerable or intimidated witnesses and their associates which maintain professional boundaries, methods of doing this and the particular difficulties which may arise (eg balancing emotional attachment to the witness with the need to remain independent and impartial)
- 9 methods of handling situations where there is the potential for conflict between the needs and wishes of witnesses and their associates and examples of how they have done this
- 10 the options for supporting individuals which they considered and the reasoning processes they used in determining the most appropriate options for the individual concerned

Working within the community justice sector

- 11 how to use legislation, guidelines of good practice, charters and service standards to benefit and protect witnesses

Working to improve agency practice

- 12 the role of the agency and its services and how they relate to other agencies and services in the community justice sector
- 13 the agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties, and the circumstances under which disclosure may be made

Working to improve individual practice

- 14 how they have applied the principles of equality, diversity and anti-discriminatory practice to their work
- 15 own role and responsibilities, and from whom assistance and advice should be sought if the worker is unsure about the actions they should take.

Unit DE3 **Support vulnerable or intimidated witnesses during judicial and legal processes**

Unit evidence requirement

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

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

Special considerations:

Simulation **is** permitted for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records eg. case records.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.
- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid eg. Certificate in Community Justice. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation eg. the methods of handling situations where there is the potential for conflict between the needs and wishes of witnesses and their associates and examples of how they have done this. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit eg. how you have monitored the communication between the witness and others and report promptly to the appropriate people any concerns about the nature and content of the communication.

Unit HF27 Evaluate, prioritise and review demands for services

Summary

This unit focuses on the role of workers in evaluating, prioritising and reviewing demands for services to manage overall workload. The workload may be that for an individual worker or be related to the demands on a department or service.

In order to manage workload effectively, workers need to be able to evaluate the demand for services - be this through requests or referrals. There will then be a process of negotiating and agreeing priorities and plans - in discussion with the individuals themselves and/or with other workers from the same, or other, areas of work. This is not a one-off activity as prioritisation takes place, not only day by day, but also minute by minute as demands may change from one moment to the next and situations change due to a number of factors. The final, third element captures this constant review and monitoring process - the need to hold priorities open to question as new demands arise and situations change. It is recognised that the decisions which workers will make in some settings may be more critical than in others and that some workers may be making such decisions under much greater pressures than others.

There are three elements:

HF27.1 Evaluate demands for services

HF27.2 Negotiate and agree priorities and plans

HF27.3 Monitor and review services in response to emerging needs and issues

Target group

This unit is designed to be applicable to all workers who have responsibility for managing the overall workload of individuals, parts of agencies or for whole agencies.

This unit has been created by Skills for Justice.

Unit HF27 Evaluate, prioritise and review demands for services

Element HF27.1 Evaluate demands for services

Performance criteria

To meet the standard, you

- 1 communicate with people who are likely to make demands on services in ways
 - which are designed to establish and develop rapport
 - acknowledge their background, work context and area of expertise
- 2 encourage people, through the creation of an appropriate environment, who are likely to make demands on services to provide information at appropriate times and to alert the worker to any demands that need immediate attention
- 3 **gather information on demands** as quickly as possible so that services can be planned effectively
- 4 scan and sort demands for their potential urgency
- 5 identify correctly where there is a need to obtain **more information** and make appropriate arrangements without delay
- 6 determine from an accurate assessment of available information that which should take highest priority.

Range

- 1 **Gather information on demands** from
 - a records
 - b request forms
 - c referral forms
 - d databases
 - e information reports.
- 2 **More information**
 - a the requirements of the people receiving the service
 - b assessment information
 - c opinions of other workers in same or other areas of practice.

Explanatory notes

Demands may be either referrals or requests for action.

In range 1e, information reports include any reports which bring together information from a number of sources both within the worker's agency and from outside and would include, for example, sentence plans.

Unit HF27 Evaluate, prioritise and review demands for services

Element HF27.2 Negotiate and agree priorities and plans

Performance criteria

To meet the standard, you

- 1 obtain up-to-date information on available **resources**
- 2 use **evidence** of past practice to predict the likely effectiveness of action in different areas
- 3 identify, and rank for priority, the workload consistent with **evidence** of effectiveness
- 4 exchange relevant information with others consistent with requirements for confidentiality and public safety
- 5 determine the **resources** which will be needed to meet requirements
- 6 pass accurate information regarding any issues with **resources** to those with overall responsibility
- 7 identify those who are potentially best placed and able to carry out the work and put in place the necessary arrangements for this to happen
- 8 base decisions on who does what on the best balance which can be achieved between
 - benefit and risk
 - the **resources** available
 - the relative strengths and weaknesses of the work team
- 9 only use workers' preferences and expertise as a guide for work allocation when this is consistent with demands
- 10 handle issues over the allocation of work constructively and in a manner which is to the benefit of the service and its users
- 11 provide information to those undertaking the work on
 - any particular requirements
 - when they should make contact with the rest of the team
 - the extent of their role.

Range

1 Resources

- a staffing (availability, skill levels, particular requirements of staff)
- b equipment and materials
- c locations and environments.

2 Evidence

- a research
- b own experience
- c standard practice.

Explanatory notes

In performance criterion 7, best placed would be in relation to such factors as: the individuals who are the focus of the services, the level of supervision needed for the work and the member of the work team concerned, the workers' overall level of competence and any inherent risks. 'Able' would be in relation to the nature of the specific requirements, the predicted outcome of the work and the availability of an appropriate level of supervision and support.

Unit HF27 Evaluate, prioritise and review demands for services

Element HF27.3 Monitor and review services in response to emerging needs and issues

Performance criteria

To meet the standard, you

- 1 **monitor** services through ongoing contact with those providing the service
- 2 communicate relevant information clearly to others in time for it to be of use
- 3 discuss and agree with those involved any changes it is necessary to make to work allocations and keep others in the team informed of the situation
- 4 inform users of services of any necessary changes in an appropriate manner
- 5 base decisions to make changes to services on
 - evidence of effectiveness
 - an evaluation of the level of risk inherent in each option
 - the **resources** available
 - overall **priorities**.

Range

- 1 **Monitor** for
 - a outcomes achieved
 - b effectiveness of services being delivered
 - c changing demands
 - d issues.
- 2 **Resources**
 - a staffing
 - b equipment and materials
 - c locations and environments.
- 3 **Priorities**
 - a immediate needs and requirements
 - b longer term needs and requirements
 - c quality of services
 - d agency **priorities**
 - e equity of provision.

Explanatory notes

In range 1d, issues might be, for example, changes in resource levels. In range 2a, staffing will include: availability, skill levels, and any particular requirements of the staff. In range 3d, agency priorities will include contracts and targets.

Unit HF27 Evaluate, prioritise and review demands for services

Knowledge and understanding

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

Working within the community justice sector

- 1 how one's own work and work role interacts with others in related services; the contribution which others can and do make to the services; who the key people are in relation to the worker's service and how to maintain effective liaison with them
- 2 how to develop, sustain and end effective working relationships with people; how to inform and consult with others on problems and proposals and encourage them to offer ideas and challenge what has been proposed
- 3 the benefits and costs of working collaboratively - across agencies and across disciplines; how teams and collaborative working evolve over time and the impact of this on relationships and effective working
- 4 the nature and source of demands for services; the range and nature of information which is available in relation to evaluating demands and how this can be accessed
- 5 how to gather, scan and analyse information quickly to assess demands and key indicators of them; how to assess the sufficiency of information to make an evaluation, determine when it is necessary to obtain more information and who this may be gained from
- 6 the nature and range of information on resource levels and the purpose of accessing this prior to decision making; the extent to which resource levels fluctuate within services and how this affects the service which it is possible to offer; the resources necessary to offer a high quality service
- 7 evidence from past practice on effectiveness and from where this can be obtained
- 8 how to prioritise demands and determine who should receive what; methods of evaluating the ability of the agency to meet the range of prioritised demands in the time available; indicators of significant changes in demands and arising issues
- 9 the particular risks and benefits there may be from using different people to deliver different aspects of work; how to evaluate the support which different people will need when delivering services (eg. in relation to the stresses and strains that different individuals are under, their levels of expertise and confidence); the purpose of providing those involved in service delivery with clear information and the nature of the information they need to carry out their work; the purpose of providing information on the inter-relationship between the different roles which people have; how to monitor and assess the further information and support which people may need and encourage them to seek support themselves; how to support those delivering services and enable them to feed back the necessary information
- 10 methods of monitoring services, reviewing their effectiveness, evaluating whether goals have been met and modifying subsequent work to meet changing needs; the information which can be gained from monitoring records made by others, the adequacy of those records and the information they should provide on services
- 11 the specific legislation, guidelines of good practice, charters and service standards which relate to the work being undertaken and the impact of this on the work; how to monitor, analyse and assess the implications of, and changes in, legislation and the regulatory environment

Working to improve agency practice

- 12 the nature, extent and boundaries of the worker's work role and its relationship to others; the role and responsibilities of the worker and other workers within the agency and in other agencies which are also involved in similar activities
- 13 the nature of the sector(s) in which the worker works and the nature, roles and functions of the principal agencies within those sectors; structures, functions, methods of communication and decision making processes in the agencies with which the worker works; the nature, aims, objectives, values, policies and systems of the agency in which the worker works and how these differ from other agencies offering similar services; how to monitor, analyse and evaluate implications of change in the agency in which one works

Working to improve individual practice

- 14 how the worker has applied the principles of equality, diversity and anti-discriminatory practice to their work
- 15 how to evaluate one's own competence and determine when further support and expertise are needed.

Unit HF27 Evaluate, prioritise and review demands for services

Unit evidence requirements

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

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

Special considerations:

Simulation **is** permitted for this unit.

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records.

- **Work products:** These are non-confidential records made, or contributed to by you eg. reports, policy documents, minutes of meetings.
- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation eg. the specific legislation, guidelines, charters and service standards which relate to the work being undertaken and the implications of any changes in such requirements. 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 determined which services should take highest priority.

Summary

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

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

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

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

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

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

There are three elements:

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

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

BA4.3 Support the implementation of awareness raising

Target group

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

This unit was developed by Skills for Justice.

Unit BA4 Raise awareness to promote community safety and social inclusion

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

Performance criteria

To meet the standard, you

- 1 analyse information from community safety audits and consultation with communities in order to identify those aspects of community safety and social inclusion which may be the focus for the awareness raising
- 2 determine those groups who are likely to be targeted by the awareness raising through analysing known information about their concerns and interests about, and risks to, their safety and social inclusion
- 3 identify others who have an interest in raising the awareness of the Target group, using formal and informal contacts, and determine their areas of interest and their willingness to become involved
- 4 use appropriate methods to involve a sample of people from the Target group in assessing the best way of raising awareness
- 5 involve in the sample people who are representative of the Target group concerned and are willing to communicate their needs, interests and concerns
- 6 work closely with the sample group in order to identify their concerns, interests and priorities whilst recognising their limitations in representing the whole Target group
- 7 use the information gained from the sample group about their concerns, interests and priorities to re-focus the content and structure of the awareness raising and to clarify who exactly is to be targeted
- 8 evaluate the potential impact of other factors on the awareness raising
- 9 use this information to inform the feasibility of the awareness raising and the approaches to be used
- 10 appraise the different options available for the awareness raising with all those who might be involved
- 11 select the options which are feasible in the context and likely to be effective in raising awareness
- 12 identify all those who need to be involved in the planning and implementation of awareness raising and disseminate to them the information on the purpose and nature of the awareness raising.

Explanatory notes

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

In performance criterion 8, 'other factors' would include

- legislation
- national strategies and policies

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

In performance criterion 12, 'all those who need to be involved in the planning' includes

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

Unit BA4 Raise awareness to promote community safety and social inclusion

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

Performance criteria

To meet the standard, you

- 1 clarify the exact nature of the target group and the messages which are at the heart of the awareness raising with those involved in the planning
- 2 identify and appraise the methods which might be used to raise awareness for their ability to catch the interest of the target group whilst at the same time giving clear messages
- 3 identify the range of resources needed for the awareness raising and those which might be available in practice
- 4 contact those groups, communities, agencies and workers who may be willing to be involved in the awareness raising and contribute their own resources, in a manner which encourages their involvement and highlights the benefits which joint work would bring
- 5 identify accurately the nature of the resources available for the awareness raising and confirm this in writing with those making contributions
- 6 take the appropriate steps to secure the commitment of agencies and workers who show an interest in the awareness raising and keep them on board
- 7 identify factors which might affect the plan and its implementation and use them to inform its content and structure
- 8 identify valid and reliable methods for evaluating the effectiveness of the awareness raising and build them into the overall design
- 9 develop a plan which achieves the best balance between
 - the concerns, interests and priorities of the target group
 - the messages which need to be put across
 - the available resources
- 10 include in the plan details about
 - how the resources will be allocated
 - who will do what and by when
 - how the inputs and outcomes will be evaluated
- 11 draft and present plans in a way which is suitable for those who are to use them
- 12 discuss and agree plans with those involved in the implementation to confirm that the plans are clear and capable of implementation
- 13 brief people involved in the awareness raising on its nature, structure and purpose and their roles within it.

Explanatory notes

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

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

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

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

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

Unit BA4 Raise awareness to promote community safety and social inclusion

Element BA4.3 Support the implementation of awareness raising

Performance criteria

To meet the standard, you

- 1 identify the roles and responsibilities of different people and agencies in the awareness raising through discussion and agreement with them
- 2 support and encourage people, through the creation of an appropriate environment, to
 - understand their contribution to the awareness raising
 - offer suggestions, ideas and views
 - take an active part in the process
- 3 give clear and relevant reasons when it is impossible to act on a suggestion for whatever reason
- 4 contact those involved in the awareness raising at a frequency sufficient to identify any arising issues and offer solutions
- 5 give necessary and appropriate support throughout the awareness raising
- 6 encourage those involved, through the creation of an appropriate environment, to seek the support they need at the time when they need it
- 7 take the appropriate action as soon as is possible to solve any arising problems whilst maintaining the overall direction and thrust
- 8 contact people in the target group to gain feedback on the effectiveness of the inputs and outcomes of the awareness raising
- 9 record the achievements and lessons learnt and effectively disseminate the information to all involved to maintain commitment and target improvements
- 10 recognise achievements in a way which is appropriate to those concerned, the nature of the achievement and the overall context
- 11 monitor awareness raising at regular intervals to identify the extent to which it appears to be capturing the interest of the target group
- 12 undertake monitoring in a way which is capable of scanning all parts of the awareness raising and of identifying any trouble spots
- 13 contact those involved without delay when awareness raising plans need to be revised.

Explanatory notes

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

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

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

Unit BA4 **Raise awareness to promote community safety and social inclusion**

Knowledge and understanding

To meet the standard, you need to know and understand

Working with communities and community members

- 1 the profile of the local area with which the worker is concerned
 - communities (neighbourhoods, communities of interest, communities of identity)
 - crime and anti-social behaviour: incidence, types, levels, problems and contributing factors, the likely extent of unreported crime
 - structures and amenities
 - cultural diversity, community groups, formal and informal leaders, networks
- 2 the social and environmental factors which contribute to social exclusion; the particular needs of individuals who may be socially excluded or stigmatised; why social justice is important to working effectively with socially excluded individuals, groups and communities
- 3 the meaning of 'hard to reach' groups as it applies to the area with which the worker is concerned; why it is important to involve such groups in all community consultation and community-based action
- 4 the impact of crime on victims and their families and their right to protection, recognition, respect, information and confidentiality; direct and indirect victimisation; the meaning and implications of repeat victimisation for community safety practice
- 5 methods for developing and maintaining effective channels of communication with members of all communities in the local area with which the worker is concerned
- 6 how to respond to differences in the way that people communicate; the ways in which communication can be altered for different needs and contexts; barriers to cross cultural communication and ways of overcoming them; how to organise and provide appropriate translation and interpreting services
- 7 methods for determining the financial and social costs of crime and anti-social behaviour and for analysing and illustrating the cost benefits of community safety action
- 8 the different methods which can be used to raise awareness about community safety and social inclusion and the advantages and disadvantages of each; known good practice in awareness raising and the reasons for its success
- 9 the kinds of misinformation which people receive about crime and anti-social behaviour and how this can be counteracted
- 10 the range of different factors which may affect the content and effectiveness of awareness raising about community safety and social inclusion and how the worker has taken these into account

Working within the community justice sector

- 11 the specific legislation, guidelines of good practice, charters and service standards that relate to the work being undertaken and the impact of these on the work
- 12 the services, policies and priorities of community safety partnerships and their members; the relationship between community safety partnership strategies and the strategies of other multi-agency partnerships (for example youth offending, drug and alcohol action, health and education action, regeneration projects); how to strengthen these links in order to provide coherent services to communities

Working to improve agency practice

- 13 the services, policies and priorities of the worker's agency and how it relates to other agencies in the community justice sector
- 14 methods for managing resources effectively
- 15 the data storage and retrieval systems used by key agencies working in community safety
- 16 codes of practice and protocols about confidentiality and information sharing between agencies working in partnership
- 17 methods for developing positive working relationships with the media; the different media which might be used for awareness-raising about community safety and social inclusion and the advantages and disadvantages of each
- 18 methods for planning work: how to develop and agree objectives, targets, methods, evaluation criteria, timescales, key milestones and indicators of effective performance

Working to improve individual practice

- 19 own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure
- 20 the reasoning processes the worker used in determining their approach and methodology
- 21 how the worker has applied the principles of equality, diversity and anti-discriminatory practice to their work
- 22 what is evidence-based practice; why it is important to use evidence from research about what is effective; methods for monitoring and evaluating practice; why it is important to share information about successes and failures.

Unit BA4 **Raise awareness to promote community safety and social inclusion**

Unit evidence requirements

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

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

Special considerations:

Simulation is **not permitted** for this unit.

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records.

- **Work products:** These are non-confidential records made, or contributed to, by you eg. reports, plans, promotional material.
- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original Certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid eg. Certificate in Community Justice. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation eg. what is evidence-based practice and why it is important to use evidence from research about what is effective. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit eg. how you have identified factors which might affect the plan and its implementation and used them to inform its content and structure.

Summary

This unit focuses on the campaigning and promotional function to explain and assert the rights and roles of its individuals and groups in the community. The standards in this unit combine the expectations of promotion with expectations as to how individuals may be themselves involved in representing their interests.

Promotion ranges from informal means through to formal presentations at meetings and work with radio, television and the press.

There are two elements:

BA7.1 Promote the rights of individuals and groups

BA7.2 Help individuals to represent their own interests and rights

Target group

This unit is designed to be applicable to all workers who have a role in promoting the interests of individuals and groups in the community. The individuals and groups may include those who have been affected by crime and anti-social behaviour (including victims, survivors and witnesses), those who are at risk from offending and anti-social behaviour, those who have offended and those who are at risk of offending.

This unit has been created by Skills for Justice.

Unit BA7 Promote the interests of individuals and groups in the community

Element BA7.1 Promote the rights of individuals and groups

Performance criteria

To meet the standard, you

- 1 promote rights within statutory, legal and agency frameworks, consistent with their role
- 2 promote the rights most likely to support the needs of those at risk or in need in the community
- 3 **use methods of promotion** which are open and sensitive to the needs of individuals to inform those at risk or in need of their rights in statutory, legal and agency frameworks
- 4 use **methods of promotion** to promote rights which are acceptable to those involved and are effective and practicable
- 5 use **methods of promotion** which are consistent with legal frameworks
- 6 use **methods of promotion** which do not adversely affect others at risk or in need in the community
- 7 monitor the impact of **methods of promotion** used and adjusted their use as necessary.

Range

- 1 **Methods of promotion**
 - a formal
 - b informal
 - c networks
 - d community
 - e media.

Unit BA7 Promote the interests of individuals and groups in the community

Element BA7.2 Help individuals to represent their own interests and rights

Performance criteria

To meet the standard, you

- 1 help individuals' to represent their interests and rights within statutory, legal and agency frameworks
- 2 enable individuals to evaluate their rights and interests in relation to those of others
- 3 carefully explore with individuals the impact on other people of them pursuing their rights and interests
- 4 make available to individuals any necessary information which should be complete, accurate, relevant and within agreed boundaries of confidentiality
- 5 allocate sufficient time and resources to assist individuals to prepare a case
- 6 support and encourage individuals, through the creation of an appropriate environment, to help them express themselves clearly, logically and assertively, and respect the individual's wishes regarding the level of their involvement
- 7 inform individuals in good time of all arrangements, protocols or requirements
- 8 make known to individuals other sources of support and assistance
- 9 review the individuals' representation and its outcomes sensitively and agree further action.

Range

1 Methods for representing interests

- a formal
- b informal
- c networks
- d community
- e media.

2 Facilities for communication

- a information technology
- b translation
- c interpretation.

Unit BA7 Promote the interests of individuals and groups in the community

Knowledge and understanding

To meet the standard, you need to know and understand

- 1 the rights, powers, policies and procedures governing specific groups of people
- 2 power and authority, differentials in the balance of power between professions, individuals, the people who care for them, residents and the local community and politicians, shifts in power over time including in the exercise of authority and control
- 3 legal framework in country of practice of equal opportunities and anti-discrimination legislation eg. Race Relations Act, Fair Employment (NI) Act 1989, Welsh Language Act 1993
- 4 principles of equal opportunities in employment and service delivery and research on their effectiveness
- 5 international and European Charters, rights and legal redress
- 6 legal and agency responsibilities and resources, Citizens' Charter, complaints procedures and charters of the local authority, voluntary and private agencies
- 7 agencies providing information, advice and support on rights
- 8 theories and methods of dealing with oppression, disadvantage and discrimination and research on individuals' view of them and on their effectiveness
- 9 research on how individual and structural discrimination can undermine and exclude people from exercising their rights and responsibilities
- 10 the remit and responsibilities of agencies in negotiation and conciliation
- 11 research on points of potential conflict between the rights and responsibilities of children and adults and those in the wider community
- 12 communication theories
- 13 concepts of empowerment, advocacy, human and civil rights
- 14 methods of promoting learning and skill development
- 15 schemes for training advocates including self and community advocacy
- 16 local and national sources of support and advocacy
- 17 research theories of community development and collective action
- 18 power and its use by individuals, groups and the worker in the agency
- 19 research on what promotes and what blocks people's ability to represent their own interests and rights
- 20 the roles, contribution and support needs of volunteers
- 21 the potential conflict between agency responsibilities and representation and advocacy
- 22 information requirements and resources available to children and adults in representing themselves and their interests
- 23 complaints procedures.

Unit BA7 Promote the interests of individuals and groups 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 eg. case records.

- **Work products:** These are non-confidential records made, or contributed to by you eg. promotional material, minutes of meetings.
- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. 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. concepts of empowerment, advocacy, human and civil rights and how individual and structural discrimination can undermine and exclude people from exercising their rights and responsibilities. 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 different circumstances you would have used different methods of promotion.

Summary

This unit focuses on identifying and making a response to individuals experiencing difficulties. Workers need to make an initial response appropriate to the individual and find out what is causing the individual's difficulties and then provide the kind of support required by the individual, in line with what is known about their needs and circumstances. The worker needs to deal with the potentially volatile nature of such situations and seek help if it is required. Individuals' difficulties may be expressed in different ways such as through distress, grief, anger or fear. The individuals with whom the worker is involved may have offended, be at risk of offending, be the victims of offending behaviour, or be family or friends of such individuals.

There are two elements:

GB2.1 Identify factors contributing to individuals' difficulties

GB2.2 Assist individuals experiencing difficulties

Target group

This unit is applicable across the community justice sector to a wide variety of workers. This unit complements unit GB3 which is a more complex unit in which workers are required to work with individuals to help them choose ways of overcoming their difficulties, and support them as they put these choices into action.

This unit has been created by Skills for Justice.

Unit GB2 Support individuals experiencing difficulties

Element GB2.1 Identify factors contributing to individuals' difficulties

Performance criteria

To meet the standard, you

- 1 respond promptly to individuals' difficulties in a manner which
 - is consistent with the individual's personal beliefs and preferences
 - is supportive
- 2 **communicate** with individuals throughout the process in a manner which
 - is appropriate to them
 - encourages an open exchange of views and information
 - minimises any constraints to communication
 - is free from discrimination and oppression
- 3 advise other appropriate people about the difficulties of the individual
- 4 address constructively any abusive, aggressive and discriminatory behaviour
- 5 **encourage individuals** to
 - identify their difficulties
 - identify factors contributing to their difficulties
 - consider how they might address their difficulties
- 6 review available information on individuals' difficulties and discuss this sensitively with individuals
- 7 seek advice and support promptly when team discussion and supervision are appropriate
- 8 complete records accurately and clearly and store them according to agency requirements
- 9 **communicate** information to people who are authorised to have it.

Unit GB2 Support individuals experiencing difficulties

Element GB2.2 Assist individuals experiencing difficulties

Performance criteria

To meet the standard, you

- 1 establish with the individual their respective roles and responsibilities, and the boundaries of the relationship
- 2 **communicate** with individuals throughout the process in a manner which
 - is appropriate to them
 - encourages an open exchange of views and information
 - minimises any constraints to communication
 - is free from discrimination and oppression
- 3 challenge constructively any abusive, aggressive and discriminatory behaviour
- 4 **encourage individuals** to think through their difficulties and identify their need for support to address them
- 5 support individuals in ways that are consistent with their identified needs and are consistent with agency policy
- 6 complete records accurately and clearly and store them according to agency requirements
- 7 **communicate** information to people who are authorised to have it.

Range

- 1 Communicate** through
 - a speech and language
 - b actions, gestures and body language
 - c space and position.
- 2 Encourage individuals** through
 - a listening actively
 - b reflecting back
 - c questioning
 - d summarising.
- 3** In meeting the national standard of work you must show that you can work effectively with people affected by **two** of the following types of **difficulty**
 - a drugs and alcohol
 - b mental health
 - c disability
 - d learning
 - e physical health
 - f other.
- 4 Supporting individuals** through
 - a information and advice
 - b resources
 - c referral and access to other services.

Unit GB2 Support individuals experiencing difficulties

Knowledge and understanding

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

Working with individuals and groups

- 1 the ways in which the physical, social, psychological and emotional functioning of individuals affects their behaviour
- 2 factors which may be relevant to an individual's difficulties
- 3 how personal beliefs, preferences and cultural background affect behaviour
- 4 different ways of providing appropriate support
- 5 the purpose and impact of allowing individuals to make their own decisions the implications of the information and advice given to individuals
- 6 strategies for dealing with difficult situations which have a strong emotional impact
- 7 why it is important to maintain personal and professional boundaries with individuals and methods of doing this
- 8 the ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies
- 9 how they have applied the principles of equality, diversity and anti-discriminatory practice to their work

Working within the community justice sector

- 10 the specific legislation (national and European) which relates to the work they undertake and how they have taken this into account in their work
- 11 any particular factors relating to the agency's policies and practices which have affected the work undertaken

Working to improve individual practice

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

Unit GB2 Support individuals experiencing difficulties

Unit evidence requirements

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

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

Special considerations:

Simulation is **not permitted** for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records eg. case records.
- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid eg. Certificate in Community Justice. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation eg. the ways in which the physical, social, psychological and emotional functioning of individuals affects their behaviour. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit eg. how you have challenged constructively any abusive, aggressive and discriminatory behaviour.

Summary

This unit focuses on supporting individuals with relationships which are potentially or actually difficult for whatever reason. For example, the individual may have been out of contact for a period of time (eg. in prison), there may be a history of difficulties with the individual's relationships, or their behaviour may have been aggressive or abusive in the past. The worker helps individuals evaluate, and make decisions about, their relationships and helps them establish and maintain contact, including giving practical support with preparations for contact. The worker may have to deal with situations where there are tensions or conflict between the individual's wishes and the wishes of those with whom they are trying to establish or maintain contact.

There are two elements:

GB4.1 Support individuals in their decisions regarding relationships

GB4.2 Support individuals in maintaining and evaluating contact in difficult or potentially difficult relationships

Target group

This unit is applicable across the community justice sector. It is likely to be relevant to a wide range of workers who work with individuals who have difficult or potentially difficult relationships and for whom such support has been agreed.

This unit was developed by Skills for Justice.

Unit GB4 Support individuals with difficult or potentially difficult relationships

Element GB4.1 Support individuals in their decisions regarding relationships

Performance criteria

To meet the standard, you

- 1 acknowledge the needs of individuals in developing and maintaining relationships, agree with individuals the support they require and confirm this with the rest of the work team
- 2 discuss in a supportive manner the effects which contact may have on others if individuals are unsure or unaware of this
- 3 give individuals specific information about their relationship with others, if they ask for such information and it is consistent with agency policy and practice guidelines
- 4 seek advice and assistance from an appropriate member of the team if they are unable to provide any information requested or are uncertain how to respond to the request
- 5 help individuals to reflect on and consider their relationships and the implications of developing and maintaining them
- 6 discuss and negotiate options with individuals who want to make contact with others
- 7 discuss conditions regarding contacts with those involved and establish a working agreement
- 8 discuss with the individual any obstacles to communicating with the people who they wish to contact and agree plans for overcoming the obstacles
- 9 discuss and agree with the individual what to do if they decide they do not want to make contact with a particular person, or if a person that the individual wants to contact does not wish them to do so
- 10 record and acknowledge the individual's wishes and decisions about whether and how contacts should be made, discuss these with the team and establish a working agreement
- 11 accurately and clearly inform the team of any decisions made by the individual about their relationships.

Explanatory notes

In performance criterion 1, 5, 11, the relationships may be ones that the individual is anxious to maintain, uncertain about, or constrained by the legal position.

In performance criterion 7, 'Conditions regarding contact' may include behaviour, length of time, location and may be as a result of legal restrictions on the freedom and movement of the individual or those whom they wish to contact (eg. under the Mental Health Acts or during/following detention in prison).

Unit GB4 Support individuals with difficult or potentially difficult relationships

Element GB4.2 Support individuals in maintaining and evaluating contact in difficult or potentially difficult relationships

Performance criteria

To meet the standard, you

- 1 establish the level of support required by individuals consistent with any conditions laid down regarding the **contact**
- 2 make facilities available for **contact** and support individuals in using them
- 3 support individuals to handle any anxieties and make preparations for **contact**
- 4 support and encourage individuals, through the creation of an appropriate environment, during **contact** with those who are significant to them, consistent with any agreements reached with individuals
- 5 help individuals to manage conflicts and tensions in their relationships constructively
- 6 give individuals sufficient opportunities for support and reflection following **contact** with others
- 7 seek advice from an appropriate person without delay, or take action to protect the individual's welfare, if the individual's behaviour or condition gives cause for concern
- 8 record accurately, legibly and completely any changes in the individual's requirements in relation to contacts.

Range

- 1 **Contact**
 - a where the worker is present
 - b where the worker is available before and after the **contact** but not during the actual **contact**.

Explanatory notes

In performance criterion 2, 'Facilities' may include a telephone, writing equipment and materials, or accommodation.

In performance criterion 3, 'Preparations for contact' may include letter writing, telephoning, travel arrangements, accommodation arrangements.

Unit GB4 **Support individuals with difficult or potentially difficult relationships**

Knowledge and understanding

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

Legislation, policy and good practice

- 1 legal and agency procedures and guidelines (such as those relating, for example, to documentation) which are relevant to individuals with difficult, or potentially difficult, relationships and the possible impact of these on the worker/individual relationship
- 2 legislation and guidelines particular to the individual group involved (eg. the Children Act, Mental Health Act) and relevant to all (including the Community Care Act) and how these affect the worker's role and responsibilities
- 3 why the need for support to the individual should be acknowledged
- 4 why conditions might be attached to a contact, and why a working agreement should be reached with those involved
- 5 why the behaviours and conditions which give cause for concern should be reported without delay and to whom
- 6 why the effects of contact with the individual and others should be discussed
- 7 why information exchanged with the individual should be consistent with the worker's role and agreements of the team

Services and products

- 8 agencies relevant to the contact (either because of their prior involvement or because they may be able to offer support)
- 9 when and how advocacy should be provided
- 10 the support which the worker may need when dealing with those who have difficult relationships

Factors which influence what workers do

- 11 factors influencing an individual's ability to make decisions
- 12 individual growth, development and self-image
- 13 the worker's role in supporting individuals with difficult relationships and the boundaries and limits of that role
- 14 factors which influence self-image
- 15 the importance of relationships to individual development, growth and self-image
- 16 how relationships are formed and may change
- 17 the different forms which family patterns and relationships may take
- 18 factors influencing roles and communication within the family
- 19 the physical conditions and emotional factors which may have an effect on relationships (such as Alzheimer's disease, depressive states and where significant harm has been a concern in the past)

How to achieve important outcomes

- 20 the basic counselling skills which may be appropriate for such situations.

Unit GB4 Support individuals with difficult or potentially difficult relationships

Unit evidence requirements

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

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

Special considerations:

Simulation **is** permitted for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records eg. case records.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.
- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation eg. the individual growth, development and self-image and factors influencing an individual's ability to make decisions. 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 informed the team of any decisions made by the individual about their relationships.

Unit GB5

Enable individuals to maintain contacts in potentially isolating situations

Summary

This unit is intended for those workers who work with individuals in potentially isolating situations (whether this is physical or social) and who require support to maintain contact with others. Individuals may be receiving long-term care away from their home, may have restrictions placed on their freedom and movement (for example individuals who are subject to electronic monitoring, detained in custody or under the Mental Health Act), or individuals who are isolated by communication differences (by language differences or by a sensory impairment) or through emotional distress (such as those who are affected by bereavement, crime or anti-social behaviour). The worker supports the individual in maintaining social contacts by offering encouragement and practical assistance and through obtaining specific information and literature.

There are two elements:

GB5.1 Support individuals in maintaining social contacts

GB5.2 Obtain specific information and literature for individuals

Target group

This unit is designed to be relevant to all workers who work with individuals who need such support.

This unit was developed by Skills for Justice.

Unit GB5

Enable individuals to maintain contacts in potentially isolating situations

Element GB5.1 Support individuals in maintaining social contacts

Performance criteria

To meet the standard, you

- 1 offer individuals sufficient time and opportunity, and encourage them to express their needs for and interest in maintaining social contacts
- 2 encourage individuals who express an interest in contacting or meeting others to explore opportunities to do so and offer appropriate support
- 3 provide the appropriate support to individuals who have difficulty in communicating in a manner which maintains their dignity
- 4 provide appropriate support and assistance to individuals to help them maintain their contacts, consistent with their needs and wishes
- 5 give specific assistance, support and companionship
 - in a manner appropriate to the individual, their needs and choice
 - consistent with the plan for working with the individual
 - consistent with the worker's role
- 6 make appropriate efforts to promote broader interests where the individual appears to be losing interest in areas outside of their immediate environment
- 7 pass information to an appropriate person without delay when individuals are at risk of losing a sense of purpose or interest.

Range

- 1 **Social contacts**
 - a within the individual's immediate group
 - b outside of the individual's immediate group where specific arrangements will need to be made.

Unit GB5 **Enable individuals to maintain contacts in potentially isolating situations**

Element GB5.2 Obtain specific information and literature for individuals

Performance criteria

To meet the standard, you

- 1 offer individuals sufficient time, opportunity and encouragement to express their needs and wishes for information and **assistance**
- 2 encourage individuals to obtain information about services and facilities for themselves and to be as self-managing as possible
- 3 provide **assistance** to those who ask for it of a type and level, and in a manner, which is appropriate to them and is consistent with the plan for working with the individual
- 4 discuss potential sources of information with the individual and check their suitability with the individual
- 5 provide relevant information to the individual at the time they require it, in a suitable format which is likely to be understood
- 6 provide information which is current, accurate and checked as being consistent with the individual's request, needs and understanding
- 7 encourage individuals to give feedback on the information provided and to make further requests
- 8 take the appropriate action without delay where the information provided produces strong or adverse reactions in the individual
- 9 explain to the individual any problems arising if they ask for information or literature which the worker finds unethical and against the worker's personal beliefs and preferences, whilst acknowledging the individual's rights.

Range

- 1 **Assistance** (with)
 - a obtaining written and visual information
 - b obtaining advice
 - c making of appointments.

Explanatory notes

Information and literature includes any specific facts and publications which the individual requests and which are obtainable from libraries, public services, shops etc. (i.e. is as readily available to the worker as a member of the public). Information may be in a variety of forms, including oral, written and visual.

Unit GB5 Enable individuals to maintain contacts in potentially isolating situations

Knowledge and understanding

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

Legislation, policy and good practice

- 1 why the worker should encourage relationships with others
- 2 why social contacts are important and why it might be appropriate to encourage and develop them
- 3 why individual wishes to relate or not to relate to others should be recognised
- 4 why any attempt to encourage relationships must be within the boundaries of confidentiality and privacy
- 5 why individuals should be encouraged to be as self managing as possible
- 6 the importance of matching help given to individual needs of the individual
- 7 why individuals' wishes must be taken account of even if they do not want to take up available benefits and services
- 8 the individual's rights to confidentiality regarding the information which they choose to access and how this can be maintained or enhanced
- 9 your own rights in explaining to the individual that there may be certain information which you are uncomfortable about purchasing (eg. pornography) and the ways in which such conflicts can be handled to the agreement of both involved

Services and products

- 10 The different forms which assistance, support and companionship can take
- 11 Sources of information about different services

Factors which influence what workers do

- 12 your role and the limits which that role places on the relationship with individuals
- 13 reasons why different approaches and responses may need to be used in supporting individuals with communication difficulties
- 14 the factors which cause individuals to become potentially isolated (such as limited mobility, sensory ability or discrimination)
- 15 the effects of isolation on individuals and their relationships
- 16 how your views regarding the appropriateness of information and literature may influence the support you give to individuals
- 17 the likely impact of information upon individuals (eg. where the service is no longer available)
- 18 how communication difficulties and differences may vary in different settings and at different stages of development

How to achieve important outcomes

- 19 methods of encouraging individuals to maintain an interest in, and contact with, the outside world
- 20 methods of encouraging the individual to engage in discussion regarding the information and extending the individual's interest beyond their immediate concern
- 21 methods of recording information in a suitable format for individual's different needs.

Unit GB5 **Enable individuals to maintain contacts in potentially isolating situations**

Unit evidence requirements

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

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

Special considerations:

Simulation **is** permitted for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records eg. case records.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.
- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation eg. the factors which can cause individuals to become isolated and the effects of that isolation upon them. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit eg. how you would take appropriate action if the information provided produces a strong or adverse reaction in the individual.

Summary

This unit is about acting as an advocate on behalf of individuals – speaking and acting on their behalf, which must be done with the individual’s consent and approval. This unit covers preparing to speak on behalf of individuals by reviewing and agreeing with them what they want from the process and then acting as the individual’s advocate – presenting their needs and interests clearly, accurately and fairly.

There are two elements:

GB7.1 Prepare for the advocacy

GB7.2 Present individuals’ interests

Target group

This unit is designed to be relevant to any worker who takes on a formal advocacy role. This may include those acting as advocates for those affected by crime and anti-social behaviour (for example survivors, victims, witnesses or community members) or individuals who have offended or are at risk of offending and may be representing the individual’s interests to other agencies to make sure that they get the support, resources and services that they need.

This unit is taken from the ENTO suite where it appears as unit AG8. Although it has been tailored slightly for the community justice sector, it provides credit transfer.

Unit GB7 Advocate on behalf of individuals

Element GB7.1 Prepare for the advocacy

Performance criteria

To meet the standard, you

- 1 review all relevant information on the requirements of the individuals
- 2 clarify with individuals any additional information that might be required
- 3 confirm who should be contacted to pursue the interests of individuals
- 4 identify the key aspects of individuals' requirements that will feature in the discussions and debates
- 5 assess the potential results of the **advocacy**
- 6 record details of the **advocacy** in the appropriate systems
- 7 comply with all relevant legislation, codes of practice, guidelines, and ethical requirements.

Range

- 1 Types of **advocacy**
 - a direct through personal contacts
 - b through standard procedures.

Unit GB7 Advocate on behalf of individuals

Element GB7.2 Present individuals' interests

Performance criteria

To meet the standard, you

- 1 ensure all relevant people, documentation, and associated materials are available for the presentation
- 2 provide the correct information to all relevant people according to the agreed time scales
- 3 ensure oral and written presentations are clear and effective
- 4 present individuals' interests in a way that emphasises the key aspects and how it affects individuals
- 5 identify any errors or contradictions in the information relating to individuals
- 6 identify clearly the issues presented by others and offer constructive suggestions for their resolution
- 7 identify any problems with the **advocacy** and take appropriate action to address them
- 8 comply with all relevant legislation, codes of practice, guidelines, and ethical requirements.

Range

- 1 Types of **advocacy**
 - a direct through personal contacts
 - b through standard procedures.

Unit GB7 Advocate on behalf of individuals

Knowledge and understanding

To meet the standard, you need to know and understand

- 1 how to obtain accurate information on the requirements of individuals
- 2 how to check the relevance of the information
- 3 how to contact individuals
- 4 what type of further information might be necessary
- 5 which services or people are usually contacted and who represents the services or people
- 6 how to isolate the key aspects of individuals' requirements
- 7 what type of discussions and debates could occur
- 8 how are decisions agreed between the parties
- 9 what are the results of previous similar advocacy
- 10 what are the systems for recording advocacy and why it is important to use the systems
- 11 what are the procedures relating to the use of the systems
- 12 what are the relevant national, local, professional, and organisational requirements relating to equal opportunities, discrimination, health and safety, security, confidentiality, and data protection
- 13 why it is important to comply with these different requirements, what are the consequences of not complying with different requirements and how to obtain information on the requirements
- 14 what and who should be available at different stages of the presentation
- 15 who requires information
- 16 what type of information is required
- 17 how to present information to different people
- 18 what information should be included in the presentations
- 19 what are the types of key aspect that should be emphasised
- 20 why it is important to check for errors or contradictions and what type of errors or contradictions could occur
- 21 what type of issues could emerge and how have these types of issue been resolved before
- 22 what are the types of problem that could occur and what actions can be taken to address them
- 23 why it is important to address problems and what are the implications of not addressing the problems.

Unit GB7 Advocate on behalf of 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 **not permitted** for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records eg. case records, correspondence.
- **Work products:** These are non-confidential records made, or contributed to by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation eg. the relevant national, local, professional, and organisational requirements relating to the individuals 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 eg. how you have reviewed all relevant information on the requirements of the individuals.

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.

This unit was developed by Skills for Justice.

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 eg. case records and minutes of public protection meetings.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.
- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid eg. Certificate in Community Justice, Inter agency Child Protection Training. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation eg. the options for protecting children and the reasoning process behind the use of the chosen options. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit eg. how you have evaluated the signs and symptoms of abuse using all available information to identify their significance.

Unit HD13 **Select personnel for activities**

Summary

This unit is about recruiting and selecting the people needed to carry out work activities. It applies to both external and internal recruitment of people for permanent, temporary or project work. It applies equally to paid or voluntary work, whether full-time or part-time.

In order to establish personnel requirements the worker will need to consult with colleagues and specialists to determine how many and what sort of people are needed to carry out the work. They will need to draw up specifications of the work to be carried out and the skills, knowledge and experience which suitable candidates would need.

In order to select required personnel the worker will need to gather information about candidates using a variety of techniques and assess this information in an objective way against the specifications. They will need to select the best candidate(s) and make the appointment(s), completing all documentation in line with organisational and legal requirements. The worker will need to communicate effectively with the candidates and with colleagues throughout the process. They also need to recommend improvements to the selection process.

There are two elements:

HD13.1 Identify personnel requirements

HD13.2 Select required personnel

Target group

This unit is for those with responsibility for selecting personnel activities.

Linked units

- HK1 Develop, implement and evaluate strategies and policies for recruiting and managing volunteers
- HK2 Contribute to the development, implementation and evaluation of strategies and policies for recruiting and managing volunteers
- HD12 Contribute to the selection of personnel for activities
- HD9 Support the induction and transfer of staff on secondment

Place in qualifications

This is an optional unit in the Community Justice (Victims, survivors and witnesses) NVQ/SVQ level 4. When used within NVQs and SVQs, simulations are not appropriate as a source of evidence for this unit.

This unit is taken from the Management Standards where it appears as unit C8. Although it has been tailored slightly for the community justice sector, it provides credit transfer.

Unit HD13 Select personnel for activities

Element HD13.1 Identify personnel requirements

Performance criteria

To meet the standard, you

- 1 clearly and accurately identify the organisational objectives and constraints affecting **personnel** requirements
- 2 consult with relevant people on **personnel** requirements in a timely and confidential manner
- 3 base estimates of **personnel** requirements on an accurate analysis of sufficient, up-to-date and reliable information
- 4 develop **specifications** which are clear, accurate and comply with organisational and legal requirements
- 5 develop **specifications** which identify fair and objective criteria for selection
- 6 agree the **specifications** which they develop with **authorised people** prior to recruitment action.

Range

1 Personnel

- a internal
- b external
- c permanent
- d temporary
- e full-time
- f part-time
- g paid
- h voluntary.

2 Specifications

- a key purpose of the posts
- b individual and team roles and responsibilities
- c required individual and team competencies
- d other details specific to the organisation.

3 Authorised people

- a team members
- b colleagues working at the same level as the worker
- c higher-level managers or sponsors
- d **personnel** specialists
- e members of the selection team.

Unit HD13 Select personnel for activities

Element HD13.2 Select required personnel

Performance criteria

To meet the standard, you

- 1 use appropriately skilled and experienced people to assess and select **personnel**
- 2 ensure that the **information** obtained about each candidate is relevant to and sufficient for the selection process
- 3 assess the **information** objectively against specified selection criteria
- 4 ensure the selection decisions are justifiable from the evidence gained
- 5 inform only authorised people about selection decisions and the identified development needs of successful candidates
- 6 ensure that **information** provided to authorised people is clear and accurate
- 7 ensure that all candidates receive feedback and **information** appropriate to their needs at each stage of the selection process
- 8 ensure that records of the selection process are complete, accurate, clear and comply with organisational and legal requirements
- 9 pass on their recommendations for improvements to the selection process to the appropriate people in the organisation.

Range

1 Personnel

- a internal
- b external
- c permanent
- d temporary
- e full-time
- f part-time
- g paid
- h voluntary.

2 Information

- a biographical data
- b letters
- c references
- d interview response
- e presentations
- f results of work skill tests
- g results of knowledge tests.

Unit HD13 Select personnel for activities

Knowledge and understanding

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

Communication

- 1 how to make a case for additional personnel requirements in a way which is likely to influence decision-makers positively
- 2 how to present and justify selection decisions
- 3 how to communicate selection decisions

Continuous improvement

- 4 the importance of continually reviewing your selection processes and how to do so
- 5 how to make a case for change in selection processes

Information handling

- 6 how to collect and validate the information needed to specify personnel requirements
- 7 the importance of confidentiality during the selection process
- 8 the importance of accurate record-keeping during the selection process

Involvement and motivation

- 9 the issues for which consultation with relevant people may be necessary and how to do so
- 10 the importance of agreeing personnel requirements in advance with relevant people

Legal requirements

- 11 the legal requirements for the specification of personnel requirements
- 12 the legal requirements for the selection of personnel

Organisational context

- 13 the work objectives and constraints which have a bearing on identifying personnel requirements
- 14 the organisational requirements for the selection of personnel

Recruitment and selection

- 15 the methods of specifying personnel requirements and their relative advantages and disadvantages to the workers work
- 16 how to identify personnel needs for the team and specify job roles, competences and attributes required to meet these needs
- 17 how to identify fair and objective criteria for the selection of staff
- 18 the relative advantages and disadvantages of the range of methods which may be used for the assessment and selection of staff to the workers work
- 19 the skills and experience staff need to take part in selection processes
- 20 the information the worker needs to select personnel
- 21 how to make fair and objective assessments
- 22 how to identify the additional development needs of those selected and what to do with this information

23 why all candidates should receive feedback at appropriate points during the selection process.

Unit HD13 **Select personnel for activities**

Unit evidence requirements

Assessment guidance

When planning assessment, candidates should consider how they may best use evidence across a number of units. Evidence from the following units may be particularly relevant to this unit:

HK1 Develop, implement and evaluate strategies and policies for recruiting and managing volunteers

Candidates may wish to use these sources of evidence

The products or outcomes of their work (eg. costed analyses of personnel requirements, selection criteria they have developed, records of selection proceedings and decisions) notes and drafts of their analysis during the process of producing products notes and minutes of meetings evidence from others who worked with the candidate

records and correspondence (eg. correspondence with candidates, referees)

their reflective practice journal.

Evidence from performance

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

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

HD13.1, Range 1: 4 of the 8 types of personnel

HD13.1, Range 3: 3 of the 5 types of authorised people

HD13.2, Range 1: 4 of the 8 types of personnel

HD13.2, Range 2: 3 of the 7 types of information

Evidence must be the result of real work activities undertaken by the candidate. Evidence from simulated activities is not acceptable for this unit.

Evidence from knowledge and understanding

Much of the candidate's knowledge and understanding will be evident in how they plan, carry out and review their work, and the critical decision-making inherent in this process. Evidence should be gathered for all aspects of knowledge and understanding detailed either by inferring this from performance evidence or through the use of questions or case studies.

Unit HD15 **Manage the performance of teams and individuals**

Summary

This unit is about the worker making the best use of their team and its members so that they can achieve the agency's objectives. It covers allocating work, agreeing objectives, and setting out plans and methods of working. It also involves monitoring and evaluating the work of the team and its members and providing feedback to them on their performance.

There are four elements:

HD15.1 Allocate work to teams and individuals

HD15.2 Agree objectives and work plans with teams and individuals

HD15.3 Assess the performance of teams and individuals

HD15.4 Provide feedback to teams and individuals on their performance

Target group

This unit is relevant to workers with responsibility for allocating work to others, achieving specific results by using resources effectively within a defined area of authority and contributing to, or controlling, substantial operational programmes and budgets. This unit is applicable across the community justice sector.

Linked units

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

HE8 Support the efficient use of resources

HF25 Manage activities to meet requirements

HD16 Develop teams and individuals to enhance performance

Place in qualifications

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

This unit is taken from the Management Standards where it appears as unit C13. Although it has been tailored slightly for the community justice sector, it provides credit transfer.

Unit HD15 **Manage the performance of teams and individuals**

Element HD15.1 Allocate work to teams and individuals

Performance criteria

To meet the standard, you

- 1 give team members opportunities to recommend how work should be allocated within the team
- 2 **allocate** work to make the best use of the team's resources and the abilities of all its members
- 3 **allocate** work to provide team members with suitable learning opportunities to meet their personal development objectives
- 4 **allocate** work consistent with the team's objectives, and the objectives, policies and values of the agency
- 5 clearly define the responsibilities of the team and its individual members, and the limits of their authority
- 6 provide sufficient **information** on work allocation in a manner, and at a level and pace, appropriate to the individuals concerned
- 7 confirm team and individual understanding of, and commitment to, work allocations at appropriate intervals
- 8 reach agreement with **relevant people** on the prioritisation of objectives or the reallocation of resources where team resources are insufficient
- 9 inform the team and its members of changes to work allocations in a way which minimises the impact on time, cost and inconvenience.

Range

- 1 **Allocating work in the following situations**
 - a normal working contexts
 - b emergencies.
- 2 **Information**
 - a spoken
 - b written
 - c graphical.
- 3 **Relevant people**
 - a team members
 - b colleagues working at the same level as the worker
 - c higher-level managers or sponsors
 - d customers
 - e suppliers.

Unit HD15 **Manage the performance of teams and individuals**

Element HD15.2 Agree objectives and work plans with teams and individuals

Performance criteria

To meet the standard, you

- 1 give opportunities to **team members** to help define their own **objectives and work plans**
- 2 develop **objectives and work plans** which are consistent with team and agency objectives and agree these with all personnel in the worker's area of responsibility
- 3 ensure that objectives, work plans and schedules are realistic and achievable within **agency constraints**
- 4 ensure that **objectives and work plans** take account of team members' abilities and development needs
- 5 explain the **objectives and work plans** in sufficient detail, and at a level and pace, appropriate to the individual **team members**
- 6 confirm team and individual understanding of, and commitment to, **objectives and work plans** at appropriate intervals
- 7 provide advice and guidance on how to achieve objectives in sufficient detail for, and at times appropriate to, the needs of teams and individuals
- 8 update **objectives and work plans** regularly and take account of any individual, team and agency changes.

Range

- 1 Team members**
 - a people for whom the worker has line responsibility
 - b people for whom the worker has functional responsibility.
- 2 Objectives and work plans**
 - a short-term
 - b medium-term
 - c long term.
- 3 Agency constraints**
 - a agency objectives
 - b agency policies
 - c resources.

Unit HD15 **Manage the performance of teams and individuals**

Element HD15.3 Assess the performance of teams and individuals

Performance criteria

To meet the standard, you

- 1 clearly explain the **purpose of monitoring and assessment** to all those involved
- 2 give opportunities to teams and individuals to monitor and assess their own performance against objectives and work plans
- 3 monitor the performance of teams and individuals at times most likely to maintain and improve effective performance
- 4 base the assessment of team and individual performance on sufficient, valid and reliable **information**
- 5 carry out assessments objectively against clear, agreed criteria
- 6 take due account of the personal circumstances of team members and the **agency constraints** on their work in the assessments.

Range

1 Purpose

- a assuring that objectives have been achieved
- b assuring that quality and customer requirements have been met
- c appraising team or individual performance
- d assessing performance for reward
- e recognising competent performance and achievement.

2 Monitoring and assessment

- a specific to one activity or objective
- b general to overall performance of the team or individual.

3 Information

- a qualitative
- b quantitative.

4 Agency constraints

- a agency objectives
- b agency policies
- c resources.

Unit HD15 **Manage the performance of teams and individuals**

Element HD15.4 Provide feedback to teams and individuals on their performance

Performance criteria

To meet the standard, you

- 1 provide **feedback** to teams and individuals in a **situation**, and in a **form** and manner, most likely to maintain and improve their performance
- 2 provide clear **feedback** which is based on an objective assessment of teams' and individuals' performance against agreed objectives
- 3 ensure that their **feedback** acknowledges team members' achievement
- 4 provide team members with constructive suggestions and encouragement for improving future performance against their work and development objectives
- 5 provide **feedback** in a way which shows respect for individuals and the need for confidentiality
- 6 give opportunities to teams and individuals to
 - respond to **feedback**
 - recommend how they could improve their performance in the future.

Range

1 Feedback

- a positive
- b negative.

2 Situations

- a during normal day-to-day activities
- b when required to maintain motivation, morale and effectiveness
- c during formal appraisals
- d at team meetings and briefings
- e during confidential discussions of work.

3 Forms

- a spoken
- b written.

Unit HD15 **Manage the performance of teams and individuals**

Knowledge and understanding

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

Communication

- 1 the importance of defining and communicating team and individual responsibilities clearly
- 2 how to communicate team and individual responsibilities clearly to those involved
- 3 how to develop and present work plans using spoken, written and graphical means
- 4 the importance of good communication when explaining objectives and work plans
- 5 the importance of the worker being clear about the purpose of monitoring and assessment and communicating this effectively to those involved
- 6 the importance of good communication skills when providing feedback
- 7 how to provide both positive and negative feedback to team members on their performance
- 8 how to choose an appropriate time and place to give feedback to teams and individuals
- 9 how to provide feedback in a way which encourages team members to feel respected

Delegation

- 10 the importance of the effective allocation of work to the team's performance and the worker's role and responsibilities in relation to this
- 11 the factors which need to be considered when allocating work to individuals within the team
- 12 how to match the allocation of work to learning needs and individual development plans
- 13 how to prioritise and re-prioritise work allocations according to resource availability
- 14 how changes to work allocations and negotiations around them can impact on cost, time and convenience
- 15 why team members should have the opportunity to recommend work allocations

Involvement and motivation

- 16 how to encourage and enable team members to provide suggestions on the allocation of work and be committed to their responsibilities
- 17 the importance of consulting with team members and achieving consensus and agreement on objectives and work plans
- 18 how to encourage and enable team members to define their own work objectives and plans
- 19 how to gain the commitment of team members to objectives and work plans
- 20 the types of issues on which team members may need advice and guidance
- 21 the importance of providing opportunities to team members to monitor and assess their own work, and how to enable this
- 22 how to motivate team members and gain their commitment by providing feedback
- 23 the importance of being encouraging when providing feedback to team members and showing respect for those involved
- 24 the importance of providing constructive suggestions on how performance can be improved
- 25 the importance of giving those involved the opportunity to provide suggestions on how to improve their work

Agency context

- 26 team objectives, and the agency policies and values which have a bearing on the allocation of work within the team
- 27 the relevant people with whom negotiations on the allocation of resources need to take place
- 28 the agency objectives and constraints which have a bearing on objectives and work plans
- 29 the agency constraints which may affect the achievement of objectives

Planning

- 30 how to identify and devise objectives and work plans for the short, medium and long term
- 31 the importance of agreeing objectives and work plans which are realistic and achievable
- 32 how to match objectives and work plans with individuals' abilities and development needs
- 33 the importance of regularly updating objectives and work plans
- 34 the difference between someone who is within the manager's line management control and someone for whom the manager has functional responsibility, and the implications this difference may have for planning work

Continuous improvement

- 35 the importance of monitoring and assessing the ongoing performance of teams and individuals
- 36 different purposes of work monitoring and assessment
- 37 how to make fair and objective assessments
- 38 how to monitor and assess the performance of teams and individuals
- 39 the standards against which work is to be assessed
- 40 the information needed to assess the performance of teams and individuals
- 41 the importance of providing clear and accurate feedback to team members on their performance and the worker's role and responsibilities in relation to this

Information handling

- 42 how the necessary information should be gathered and validated
- 43 the principles of confidentiality when providing feedback - which people should receive which pieces of information

Providing support

- 44 the types of personal circumstances which may impact on individual performance.

Unit HD15 **Manage the performance of teams and individuals**

Unit evidence requirements

Assessment Guidance

When planning assessment, candidates should consider how they may best use evidence across a number of units. Evidence from the following units may be particularly relevant to this unit:

HE8 Support the efficient use of resources

HF25 Manage activities to meet requirements

HF26 Develop teams and individuals to enhance performance

Candidates may wish to use these sources of evidence (for performance and for knowledge and understanding):

- witness testimony from those with whom the worker has worked and who are able to provide accounts of developments in the candidate's knowledge and practice
- their reflective practice journal
- records and notes (eg. notes/minutes from team meetings, contracts and agreements regarding allocations, work plans and schedules, appraisal documents, reports on team performance).

Evidence from Performance

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

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

HD15.1, range 2: 1 of the 3 types of information

HD15.1, range 3: 3 of the 5 relevant people

HD15.2, range 1: 1 of the 2 types of team members

HD15.2, range 2: 1 of the 3 objectives and work plans

HD15.3, range 1: 3 of the 5 purposes

HD15.3, range 2: 1 of the 2 types of monitoring and assessment

HD15.4, range 2: 2 of the 5 situations.

In order to meet the evidence requirements, it is likely that a candidate would need to gather evidence from work in relation to more than one individual/group/family/programme/environment/occasion.

Evidence from simulation is only acceptable for:

HD15.1, performance criterion 8.

Evidence from knowledge and understanding

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

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

Summary

This unit describes the standards for developing a proposal to offer services and products. It covers the initial evaluation of specification documents, the actual preparation of the proposals, taking into account the agency's resources, (such as financial) and finally the negotiation and agreement of terms with the other party. Negotiations must cover costs, quality, quantity, timing and scheduling. They must also take into account opportunities and constraints (eg. agency, legal and ethical).

There are three elements:

HF22.1 Interpret specifications and evaluate capacity to act

HF22.2 Prepare proposals to offer services and products

HF22.3 Negotiate proposals and agree service and product provision

Target group

This unit is relevant to those who are responsible for putting together proposals for their agency to provide services and products in response to specifications. The proposals may be to national, regional or local agencies, for example public sector agencies such as local authorities, police or probation services, or to charitable trusts. It is likely that the unit will be most relevant to workers in voluntary or private sector agencies.

Linked units

- HK1 Develop, implement and evaluate strategies and policies for recruiting and managing volunteers
- HD15 Manage the performance of teams and individuals
- HF27 Evaluate, prioritise and review demands for services
- HJ1 Implement quality assurance systems

Place in qualifications

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

This unit is taken from the Plant, Animal and Land Sector Consortium Standards where it appears as unit D1203. Although it has been tailored slightly for the community justice sector, it provides credit transfer.

Unit HF22 **Develop, negotiate and agree proposals to offer services and products**

Element HF22.1 Interpret specifications and evaluate capacity to act

Performance criteria

To meet the standard, you

- 1 inspect specification documents thoroughly, cross-reference them and identify any inconsistencies
- 2 confirm information provided in documents with other known relevant information
- 3 establish the **opportunities and constraints** of bidding for the contract
- 4 assess the degree of risk involved in gaining the contract
- 5 seek **advice** from the appropriate people where areas of uncertainty or inconsistencies are identified
- 6 draw valid conclusions based on the analysed information as to the agency's capacity to make a realistic proposal.

Range

1 Opportunities and constraints

- a agency
- b legal
- c resource availability
- d ethical.

2 Advice

- a technical
- b legal
- c financial.

Unit HF22 **Develop, negotiate and agree proposals to offer services and products**

Element HF22.2 Prepare proposals to offer services and products

Performance criteria

To meet the standard, you

- 1 establish the purpose which the agency is seeking to fulfil by gaining the contract
- 2 present proposals in a way which achieves the best balance between the agency's purpose in gaining the contract and the information contained in the tender specification
- 3 identify **resources** required to achieve the contract and their availability and establish potential effectiveness in meeting the specification
- 4 prepare proposal **costings** which optimise the agency's purpose in gaining the contract, market conditions and the products or services to be provided
- 5 supply additional information effectively and without delay where this is required by the potential client
- 6 submit proposals on time and in the form required by the potential client.

Range

1 Resources

- a financial
- b material
- c human
- d capital equipment.

2 Costings

- a direct costs
- b fixed costs.

Unit HF22 **Develop, negotiate and agree proposals to offer services and products**

Element HF22.3 Negotiate proposals and agree service and product provision

Performance criteria

To meet the standard, you

- 1 conduct post-proposal **negotiations** in a manner which facilitates the successful achievement of the contract
- 2 clarify responsibilities and procedures within the contract in relation to all parties involved
- 3 ascertain the degree of flexibility and interpretation permissible under the contract
- 4 make decisions and suggestions during the post-proposal **negotiations** which are consistent with the agency's purpose for seeking the contract and the identified **opportunities and constraints**
- 5 agree and confirm contracts prior to the start of work.

Range

1 Negotiations

- a costs
- b quality
- c quantity
- d timing
- e scheduling.

2 Opportunities and constraints

- a agency
- b legal
- c resource availability
- d ethical.

Unit HF22 **Develop, negotiate and agree proposals to offer services and products**

Knowledge and understanding

To meet the standard, you need to know and understand

- 1 the purpose of thoroughly inspecting specification documents, cross-referencing them and highlighting inconsistencies
- 2 how to undertake a SWOT analysis and the use of this in determining whether a contract should be sought
- 3 the agency, legal, resource and ethical issues which might be involved in taking on particular types of work
- 4 the inter-relationship between work which the agency may be interested in doing and its capacity to achieve it (such as other work commitments, tie up of key staff)
- 5 the reasons why agencies may choose not to apply for contracts even though they are able to achieve them (eg. direction, rates of pay, conflicts of interest)
- 6 the sorts of risks which might be involved in contracts
- 7 methods of assessing risk
- 8 relevant legislation and own responsibilities in respect of this
- 9 sources of information and advice - technical, legal and financial
- 10 how to evaluate the agency's capacity to make a realistic proposal validly
- 11 ways of determining the range of purposes which the agency may have in gaining the contract and the impact of these purposes on the proposal (eg. as high value prestige work, as a long running contract which will contribute the main income to keeping the business afloat)
- 12 effective ways of presenting proposals which are likely to prove successful in gaining the work
- 13 the information which is required for tenders and its purpose
- 14 methods of costing the particular work involved including considerations of direct and fixed costs
- 15 the range of resources which will be needed for the contract and their particular focus
- 16 ways of evaluating the agency's pool of human resource for its ability to meet the contract and considering other options eg. employing new staff, use of sub-contractors, creating consortia arrangements
- 17 ways of evaluating the financial resources required and the relationship of this to the proposed budgets
- 18 consideration of alternative methods of achieving the work to provide the same outcomes but for less cost
- 19 evaluating the material and capital resources which will be necessary and estimating the effect this may have on the agency's ability to act
- 20 how to arrive at an optimal costing which takes into consideration why the contract is being sought, prevailing market conditions (eg. going rates for such work) and the actual cost of providing the products and services
- 21 how to prepare effective proposals within limited deadlines which provide the necessary information

- 22 own responsibilities in taking on a contract under contract law
- 23 why post-proposal negotiations may be necessary and how to conduct them in an effective manner
- 24 methods of effective negotiation
- 25 the varying degrees of flexibility and tightness which contracts may have and how this relates to the nature of the product or service and the outcomes expected
- 26 how to obtain the optimum balance between tight and flexible contracts
- 27 the limits to which the agency will go in securing the contract and when to set down clear pointers
- 28 how to conclude project contract negotiations which are effective and mean the contract is able to proceed
- 29 methods of developing and establishing good working relationships with contract holders
- 30 principles and methods of effective project management, one's own strengths and weaknesses in this area and where help may be sought from others
- 31 when it may be advisable to draw others into the project management team/ negotiation team to help achieve a successful outcome.

Unit HF22 **Develop, negotiate and agree proposals to offer services and products**

Unit evidence requirements

Assessment Guidance

When planning assessment, candidates should consider how they may best use evidence across a number of units. Evidence from the following units may be particularly relevant to this unit:

HE9 Plan and coordinate fund raising for the agency (PALS D1101)

HE10 Assess, negotiate and secure sources of funding (PALS D1201)

HF26 Contribute to the development and promotion of the agency and its services (E09)

Candidates may wish to use these sources of evidence

- examples of internal cross-referencing
- highlighting of inconsistencies in specifications
- cross referencing to other information
- proposal presentation
- costings and additional information
- completed contracts.

Evidence from performance

As this unit has been drawn from the Plant, Animal and Land Sector Consortium Standards, the evidence requirements are presented slightly differently.

Successful performance is required as follows:-

- interpreting three specifications and evaluating one's capacity to act. These should include two where the decision was taken to proceed and one which was not selected (element 1)
- preparing two proposals (element 2)
- negotiating and securing two contracts (element 3).

The candidate's package of evidence from their performance needs to cover all the Performance criteria and all of the aspects of range.

Evidence from knowledge and understanding

Candidates must demonstrate they know and understand the areas listed in the descriptions of knowledge and understanding within the unit. Much of their knowledge and understanding will be evident from their performance. Where the candidate's knowledge and understanding is not evident from their performance, it may be necessary for additional evidence of knowledge and understanding to be provided.

Summary

This unit is about managing activities and conditions in the workplace to meet the requirements of the agency and those with whom the agency works. This involves agreeing the outputs required, planning work activities to deliver these outputs and monitoring these activities to make sure quality requirements have been met. It also involves maintaining a healthy, safe and productive work environment and continuously looking for ways to improve the processes involved.

There are three elements:

HF25.1 Implement plans to meet customer requirements

HF25.2 Maintain a healthy, safe and productive work environment

HF25.3 Ensure products and services meet quality requirements

Target group

This unit is applicable across the community justice sector. It is relevant to a wide variety of workers who have responsibility and authority for managing activities to deliver specific areas of the agency's services, for example, community service workers and those who work in hostels. This unit complements unit HF24 on maintaining activities to meet requirements, which covers similar areas of work but reflects a lower overall level of responsibility and autonomy.

Linked units

HD15 Manage the performance of teams and individuals

HE8 Support the efficient use of resources

HF24 Maintain activities to meet requirements

HD16 Develop teams and individuals to enhance performance

Place in qualifications

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

This unit is taken from the Management Standards where it appears as unit A2. Although it has been tailored slightly for the community justice sector, it provides credit transfer.

Unit HF25 Manage activities to meet requirements

Element HF25.1 Implement plans to meet customer requirements

Performance criteria

To meet the standard, you

- 1 agree **requirements** with **customers** in sufficient detail to allow work to be planned effectively
- 2 ensure that their plans allow **requirements** to be met within agreed timescales
- 3 explain plans in sufficient detail and at an appropriate level and pace to the **relevant people**
- 4 confirm with the **relevant people** their understanding of, and commitment to, the plans
- 5 follow agency procedures for recording plans
- 6 give the **relevant people** opportunities to make recommendations for improving plans.

Range

1 **Requirements**

- a quality
- b quantity
- c delivery
- d health and safety.

2 **Customers**

- a internal
- b external.

3 **Relevant people**

- a team members
- b colleagues working at the same level as the worker
- c higher-level managers or sponsors
- d people outside the agency.

Unit HF25 **Manage activities to meet requirements**

Element HF25.2 Maintain a healthy, safe and productive work environment

Performance criteria

To meet the standard, you

- 1 inform **relevant people** of their legal and agency responsibilities for maintaining a healthy, safe and productive **work environment**
- 2 make sufficient support available to **relevant people** to ensure they can work in a healthy, safe and productive way
- 3 provide **relevant people** with opportunities to make recommendations for improving the **work environment**
- 4 ensure that the **work environment** which is under their control conforms to agency and legal requirements
- 5 ensure that the **work environment** which is under their control is as conducive to healthy, safe and productive working as possible within agency constraints
- 6 respond to breaches in health and safety requirements promptly and in line with agency and legal requirements
- 7 make recommendations for improving the **work environment** clearly and promptly to **relevant people**
- 8 ensure that their records regarding health and safety and the **work environment** are complete, accurate and comply with agency and legal requirements.

Range

- 1 **Relevant people**
 - a team members
 - b colleagues working at the same level as the worker
 - c higher-level managers or sponsors
 - d people outside the agency.
- 2 **Work environment**
 - a physical environment
 - b equipment
 - c materials
 - d working procedures.

Unit HF25 **Manage activities to meet requirements**

Element HF25.3 Ensure products and services meet quality requirements

Performance criteria

To meet the standard, you

- 1 give **relevant people** opportunities to monitor the quality of products and services and recommend improvements to the processes involved
- 2 monitor continuously the quality of products and services in ways that comply with the agency's procedures
- 3 ensure that the products and services within their area of responsibility consistently meet their customers' and **agency requirements**
- 4 take prompt and effective action if products, services and the processes involved do not meet agreed requirements
- 5 ensure that their records relating to the quality of products and services comply with their agency's procedures.

Range

1 Relevant people

- a team members
- b colleagues working at the same level as the worker
- c higher-level managers or sponsors
- d specialists.

2 Agency requirements

- a quality standards
- b agency policies
- c agency objectives.

Unit HF25 Manage activities to meet requirements

Knowledge and understanding

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

Communication

- 1 how to communicate effectively with team members, colleagues, line managers and people outside the agency

Customer relations

- 2 the importance of a focus on customer requirements and quality issues, and the worker's role and responsibilities in relation to this
- 3 the differences between internal and external customers

Involvement and motivation

- 4 how to encourage and enable team members, colleagues and line managers to help to improve efficiency
- 5 the importance of empowering team members to make recommendations on quality improvement and efficiency and how to encourage their contributions

Agency context

- 6 the records which you need to complete and how this should be done
- 7 the procedures to follow in order to recommend improvements in the work environment
- 8 the records which need to be kept and the agency and legislative requirements for doing so
- 9 the standards and agency requirements which apply to the activities for which you are responsible
- 10 how to interpret the agency's policies and determine their implications for quality assurance

Planning

- 11 how to identify customer requirements to a level of detail sufficient for planning work
- 12 the principles of planning work activities, setting objectives and priorities to ensure requirements are met efficiently

Analytical techniques

- 13 the principles of risk assessment and how to ensure that the work environment is effectively monitored
- 14 how to assess current working conditions and identify possible areas for improvement

Health and safety

- 15 the importance of health and safety at work and the worker's role and responsibility in relation to this
- 16 the agency and legal requirements for maintaining a healthy, safe and productive work environment
- 17 industrial or professional codes of practice relevant to healthy, safe and productive work environments
- 18 the types of support it may be necessary to provide on health and safety issues and how to provide such support
- 19 how to respond to contradictions between health and safety requirements and agency constraints

Workplace organisation

20 the types of work environments which are most conducive to productive work

Monitoring and evaluation

21 how to monitor the quality of work taking place in the worker's area of responsibility

Quality management

22 the meaning and importance of quality in the management of activities

23 the principles and methods of quality assurance

24 deficiencies in quality that are likely to occur and the appropriate corrective actions to take.

Unit HF25 **Manage activities to meet requirements**

Unit evidence requirements

Assessment Guidance

When planning assessment, candidates should consider how they may best use evidence across a number of units. Evidence from the following units may be particularly relevant to this unit:

HF15 Manage the performance of teams and individuals (E12) (MCI C13)

HE8 Support the efficient use of resources (E10) (MCI B1)

HD16 Develop teams and individuals to enhance performance (E08)(MCI C10)

Candidates may wish to use these sources of evidence (for performance and for knowledge and understanding):

- reports and recommendations prepared by the candidate
- witness testimony from other people with whom the candidate has worked (eg. customers, team members)
- team meeting notes and action plans
- incident and inspection reports
- survey and evaluation reports undertaken by the candidate
- their reflective practice journal.

Evidence from performance

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

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

HE25.1, range 2: 1 of the 2 types of customer

HE25.1, range 3: 3 of the 4 relevant people

HE25.2, range 1: 2 of the 4 relevant people

HE25.3, range 1: 2 of the 4 relevant people.

Evidence from simulation is only acceptable for:

HE25.2, performance criterion 6.

Evidence from knowledge and understanding

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

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

Unit HF26

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

Summary

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

There are three elements:

HF26.1 Contribute to identifying the potential for agency development

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

HF26.3 Promote agency services

Target group

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

Place in qualifications

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

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

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

Performance criteria

To meet the standard, you

- 1 develop and maintain effective working relationships with relevant **people**
- 2 contribute to regular reviews of the effectiveness and **context** of their own agency's services
- 3 seek relevant information from, and provide it to, appropriate **people**
- 4 identify areas in which there is potential for the development of own agency's services
- 5 consult relevant **people** about areas for possible agency development and acknowledge conflicting interests
- 6 identify potential **constraints** to progress and develop proposals for addressing them constructively
- 7 contribute to the development of realistic proposals for development
- 8 complete records accurately and clearly and store them according to agency requirements.

Range

1 **Context**

- a structure, decision-making processes, resources, aims and objectives of own agency
- b services provided by other agencies
- c statutory requirements.

2 **People**

- a staff in own agency
- b other agencies
- c users of the agency's services.

3 **Constraints**

- a incompatibility of the proposed change with the statutory requirements placed on the agency, or its aims and objectives
- b availability of resources
- c people's resistance to change
- d competing interests.

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

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

Performance criteria

To meet the standard, you

- 1 identify opportunities for taking forward agency development and pursue them appropriately
- 2 **present** relevant **information and ideas**
 - clearly, accurately and concisely
 - in ways which are appropriate to the situation
 - in a form likely to be of interest to the people concerned
- 3 set out clearly
 - resource and other implications of the proposed development
 - its benefits
 - the strengths which the agency can bring to the development
 - potential **constraints** to progress and how these might be addressed constructively
 - the timescales which are necessary for achievement
 - how the development can be evaluated
- 4 evaluate the effectiveness of the presentation and use the information to improve future presentations.

Range

1 **Present information and ideas**

- a orally
- b in writing
- c visually.

2 **Constraints**

- a incompatibility of the proposed change with the statutory requirements placed on the agency, or its aims and objectives
- b availability of resources
- c people's resistance to change
- d competing interests.

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

Element HF26.3 Promote agency services

Performance criteria

To meet the standard, you

- 1 identify and pursue **opportunities** for promoting agency services within their own role boundaries and the resources available
- 2 respond promptly and constructively to requests for information
- 3 present information about the agency's work
 - clearly, concisely and accurately
 - using **methods** appropriate to the recipients
 - at appropriate times
 - in ways which are consistent with agency policy and guidelines and statutory requirements, and which show due regard for sensitivity about the nature of the agency's work
- 4 present positive images of the agency and its services which emphasise its strengths
- 5 target promotional activities at appropriate **agencies**
- 6 seek advice and support promptly when team discussion and supervision are appropriate
- 7 communicate information to people who are authorised to have it.

Range

1 **Opportunities**

- a formal planned
- b informal, ad hoc.

2 **Methods**

- a orally
- b in writing
- c audio-visual.

3 **Agencies**

- a users of the agency's services
- b community groups and organisations, including interest groups
- c other statutory/voluntary service providers.

Unit HF26 Contribute to the development and promotion of the agency and its services (E09)

Knowledge and understanding

To meet the standard, you need to know and understand

Working within the community justice sector

- 1 the nature of the sector in which the worker is practising, and the nature, roles and functions of the principal agencies within it
- 2 agency structures, functions, methods of communication and decision making processes
- 3 any particular factors relating to the agency's policies and practices which have affected the work undertaken
- 4 the meaning of organisational development and how it can affect the work of individuals
- 5 how changes in the services offered by the agency will lead to changes in the system in which it works as a whole
- 6 the specific legislation (national and European) which relates to the work being undertaken - both the context and the individual - and the impact of this on the work

Working to improve agency practice

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

Working to improve individual practice

- 8 how they have applied the principles of equality, diversity and anti-discriminatory practice to their work
- 9 methods of evaluating their own competence, determining when further support and expertise are needed and the measures taken to improve own competence in this area of work.

Unit HF26 **Contribute to the development and promotion of the agency and its services (E09)**

Unit evidence requirements

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

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

Special considerations:

Simulation **is** permitted for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records.

- **Work Products:** These are non-confidential records made, or contributed to by you eg. reports, presentation material, minutes of meetings.
- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid eg. Certificate in Community Justice. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation eg. the meaning of organisational development and how it can affect the work of individuals. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit eg. how you have evaluated the effectiveness of presentations and used the information to improve future presentations.

Unit HG2 Establish, maintain and use relationships with the media to explain and promote the agency and its work

Summary

This unit is about working with the media to explain and promote the agency's work. The agency's work with the media will either be reactive - reacting to requests from the media for information from the agency in relation to a current or breaking local or national story or feature - or proactive - where the agency is initiating contact with the media in order to highlight and explain an aspect of its work. For example, the agency might choose to explain the services which it offers, its role and how it relates to the work of others, or describe the actions it is taking in relation to specific issues, such as the release into the community of someone who has committed sex offences.

The media with which the agency has contact may be press - both newspapers and trade/technical journals, radio or television and may be based locally, regionally, nationally or internationally.

There are three elements:

HG2.1 Establish and maintain effective working relationships with the media

HG2.2 Promote the agency and its work through the media

HG2.3 Respond to requests for information from the media

Target group

This unit is relevant to workers in all agencies (in the statutory and non-statutory sectors) for whom responsibility for coordinating contact with the media is a part of their role.

This unit has been created by Skills for Justice.

Unit HG2 **Establish, maintain and use relationships with the media to explain and promote the agency and its work**

Element HG2.1 Establish and maintain effective working relationships with the media

Performance criteria

To meet the standard, you

- 1 maintain an accurate and up-to-date record of
 - **media organisations**
 - named contacts
 - the particular interests and specialisms of **media organisations** and contacts and identify those which are of particular interest to the agency and its work
- 2 continuously monitor the work of their own and related agencies to identify forthcoming events that are likely to be of interest to the media
- 3 interact with the media in ways which
 - encourage effective relationships and communication
 - encourage confidence in the worker's reliability and willingness to work with the media
 - are consistent with the role and responsibilities of the worker
 - promote and explain the agency and its work
 - maintain the confidentiality of information and protect individuals from risks arising from the inappropriate disclosure of information
- 4 act in ways that are consistent with the worker's role and with **agreements** made with media contacts
- 5 be clear about the values, aims, objectives, policies and work of their agency and how these can best be explained and promoted to others
- 6 explain clearly to key media contacts
 - how and where they can contact the worker when they need to
 - who else they can contact if the worker is not available
 - the limits on the information which it is possible to disclose to them
- 7 keep clear, accurate and complete records of
 - contacts with the media
 - the information given to the media
 - the information gained from the media
 - any undertakings made and actions taken as a result
 - press releases and statements issued by the agency and by other relevant agencies
 - copies of press cuttings
 - recordings of radio and television transmissions relevant to the agency and its work

- 8 regularly review and evaluate the media's coverage of issues relating to the agency and take the appropriate action to address any arising issues.

Range

1 Media organisations

- a local
- b regional
- c national.

2 Agreements about

- a roles and responsibilities
- b timescales
- c sharing and confidentiality of information.

Explanatory notes

In performance criterion 8, the appropriate action might involve the worker contacting the media organisation themselves or seeking the advice of their line manager or media specialist.

Unit HG2 Establish, maintain and use relationships with the media to explain and promote the agency and its work

Element HG2.2 Promote the agency and its work through the media

Performance criteria

To meet the standard, you

- 1 continuously monitor the agency's work, its planned activities and current media output to identify opportunities to promote the agency and its work
- 2 understand the relationship between the values, aims, objectives, policies and work of the agency and the message and image the agency wishes to convey
- 3 evaluate events and information that might potentially be used to promote the agency and its work, and select those that are
 - likely to be of value and interest to the public
 - likely to be of interest to the media
 - consistent with the agency's values, aims and objectives
 - consistent with the agency's media strategy
- 4 review records of media contacts and decide the media organisations to which information should be issued, and identify for each
 - their copy deadlines and production schedules
 - their particular areas of interest
 - the potential angles which could be used to promote the agency and its work
- 5 develop clear, accurate and concise press releases which include all of the **relevant information** in a format and style appropriate to
 - content
 - the messages and image that the agency is seeking to convey
 - the media to whom they are being issued
 - the promotion of equality and diversity
- 6 issue press releases to identified media organisations in sufficient time to meet their deadlines and production schedules, and follow these up to offer additional information and to encourage media organisations to use them
- 7 review regularly
 - the media coverage of the agency and its work
 - the effectiveness of the agency's strategy for working with the media and identify any **ways in which effectiveness could be improved.**

Range

- 1 **Relevant information**
 - a what is happening, why, where and when

- b who will be involved
- c opportunities for photographs and interviews
- d further information which may be available on request
- e who to contact for further information and how to do this.

2 Ways in which effectiveness could be improved

- a who is involved in promoting the agency and its work
- b the media organisations that are sent information about the agency and its work
- c the methods used to promote the agency and its work.

Unit HG2 **Establish, maintain and use relationships with the media to explain and promote the agency and its work**

Element HG2.3 Establish, maintain and use relationships with the media to explain and promote the agency and its work

Performance criteria

To meet the standard, you

- 1 **respond** positively and constructively to **requests for information** from the media and gather as much accurate information as possible from the caller about
 - what information they already have and who else they are contacting
 - their intended angle and the specific information that they are seeking from the agency
 - their deadline and timescales
 - the nature of the response they are seeking and record this accurately and completely
- 2 offer to gather relevant information for the media and agree an appropriate timescale for this with the person requesting the information
- 3 gather full and accurate background information from within the agency and identify
 - the facts relevant to the **request for information** and the role of the agency
 - the significance of the enquiry for the agency
 - the potential for damage to the agency and its work
 - who needs to be involved in deciding how the agency should respond
 - relevant agency policy and objectives
 - what information is available and what can be disclosed to the media
 - potential opportunities to present positive images of the agency and its work
- 4 make an accurate evaluation of the available information and decide with the relevant people
 - whether it is appropriate for the agency to make a response
 - what the agency's response should be
 - who is the most appropriate person to respond to the inquiry
- 5 identify the potential range of additional questions that may be asked and agree with the relevant people the agency's responses to them
- 6 agree strategies for handling situations when the agency and its spokesperson cannot help
- 7 **respond** to **requests for information**
 - within agreed timescales
 - clearly, concisely and accurately, confirming key details in writing
 - consistent with agreed agency line and statement

- in ways which are consistent with agency policy and guidelines and statutory requirements and with the management of risk
 - in ways which show due regard for sensitivity about the nature of the agency's work
 - in ways which promote the agency and its work Skills for Justice Page 6
- 8 seek immediate support and assistance from appropriate people if they are unsure of their role or the actions they should take
- 9 refer promptly to the appropriate organisations justifiable concerns and complaints about the media if their conduct is in breach of codes of practice.

Range

1 Respond

- a written press statement
- b by telephoning the inquirer
- c audio recording
- d audio/video recording
- e press briefing/conference.

2 Requests for information relating to

- a the current work of the agency
- b events on which the agency is asked to comment
- c requests for contact with others
- d policy issues.

Explanatory notes

In performance criterion 1, the nature of the response may be a press statement, telephone interview or an informal discussion.

In Performance criteria 4 and 5, the relevant people will depend on the nature and significance of the request for information. The worker may be able to deal with straightforward requests themselves, but may need to involve others (eg. senior managers, media specialists) in deciding how to respond to more complex requests. There may be an agency policy or the worker may need to assess the situation themselves.

In performance criterion 8, appropriate people might be: colleagues, managers or media specialists in the agency.

In Range 2c, requests for contact with others may include requests that the agency puts the media contact in touch with an offender or a victim for interview.

Unit HG2 Establish, maintain and use relationships with the media to explain and promote the agency and its work

Knowledge and understanding

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

Working with the media

- 1 the various forms of media, the timescales to which they work in relation to different types of event and the different approaches they may take (eg. news, features)
- 2 codes of conduct and guidelines which apply to the conduct of the media, how to make complaints about the conduct of the media and to whom these can be made; how the media may distort the messages which the agency is attempting to give and why this may occur
- 3 the values, aims, objectives, policies and work of the agency; how these influence the message and image the agency wants to convey and the processes it uses in working with the media; how these can best be explained and promoted to others
- 4 the values, aims, objectives, policies and work of the media organisations identified as key to the worker's agency
- 5 the potential benefits and risks of building relationships with the media, ways of building and sustaining effective relationships with media contacts
- 6 the importance of being clear of the key messages one is trying to convey to the media and how to keep to those messages and avoid being drawn into disclosing more information than one had intended
- 7 the potential risks associated with inappropriate disclosure of information - to the agency, to those using the services of the agency, to relationships with other agencies and to relationships with the media
- 8 the role and responsibilities of those acting as a spokesperson for the agency, why it is important to maintain professional boundaries when speaking to the media and not offer personal opinion
- 9 methods of gathering information from media contacts about what they already know without disclosing any information
- 10 why it is important to suggest calling back to respond to an initial query rather than giving an instant response, and the benefits that the additional time can provide
- 11 features of effective press releases, what media organisations look for in press releases and how to structure them in a way that is likely to maximise interest, particularly in relation to issues that may not seem high profile and newsworthy; the potential level of media and public understanding of the issues with which the worker is dealing and how this can be translated into effective press releases

Working within the community justice sector

- 12 the legislation which relates to the work being undertaken – both relating to the work of the agency and relating to the media (eg libel, defamation, confidentiality) – and the impact of this on the work.

Unit HG2 Establish, maintain and use relationships with the media to explain and promote the agency and its work

Unit evidence requirements

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

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

Special considerations:

Simulation is **not permitted** for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg. press releases, promotional materials, minutes of meetings.
- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation eg. the features of effective press releases. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit eg. how you have reviewed and evaluated the media's coverage of issues relating to the organisation and taken action to address any arising issues.

Summary

This unit is about helping other people who have decided that they want to use the media to do so effectively through preparing them for contact with the media and supporting them during the contact. The worker will be supporting individuals who are not used to working with the media, such as colleagues and others (eg. victims/survivors and their families). Contact with the media may be reactive when media organisations approach individuals for comment or information, or proactive where the person initiates contact to use the media to get across their message.

The worker will need to be guided by the needs and wishes of individuals, offering advice and information to enable individuals to make informed decisions about what they want to say, how they want to say it and to whom.

There are two elements:

HG3.1 Assist people to prepare for contact with the media

HG3.2 Support people during their contact with the media

Target group

This unit is relevant to any worker who may be working with people in whom the media may have an interest or who may wish to use the media. It is intended to be relevant to workers in all agencies across the sector.

This unit has been created by Skills for Justice.

Unit HG3 Support others to make best use of the media

Element HG3.1 Assist people to prepare for contact with the media

Performance criteria

To meet the standard, you

- 1 encourage individuals, through the creation of an appropriate environment, to review and express
 - their aims and objectives in working with the media
 - the messages they want to get across
 - the values, aims and policies of their agency, if they are representing their agency to the media
 - any concerns and anxieties they have about contact with the media
- 2 explain clearly and accurately to individuals, in a manner appropriate to them
 - the potential advantages and risks of working with the media
 - how the media works and how it may respond to the individual and their message
 - options for who should deal with the media
 - the different **methods of contacting the media** and what each might involve
 - the questions the media may ask and how they might deal with them
 - the codes of conduct that apply to the media and the steps they can take if they feel they have not been fairly treated
- 3 suggest to individuals how they may
 - manage their anxieties
 - maintain control of their interactions with the media
 - present a positive image of themselves and their messages
- 4 discuss and clarify with individuals the nature and level of **support** they need
- 5 meet individuals' requests for **support** if these are appropriate to their needs and to the role of the worker
- 6 take the appropriate action when requests for **support** are beyond the worker's role
- 7 discuss and agree with individuals theirs' and the worker's respective roles and responsibilities during contact with the media
- 8 seek immediate **support** and assistance from appropriate people if they are unsure of their role or the actions they should take.

Range

- 1 **Methods of contacting the media**
 - a press release and press statement
 - b press conference
 - c one-to-one interviews
 - d through a third party.

2 Support

- a arranging press conferences and interviews
- b assistance to write and distribute press statements
- c speaking to the media on their behalf
- d being present during their contact with the media
- e practising for interactions with the media through role play
- f others who they wish to be present during contact with the media.

Explanatory notes

In performance criterion 8, appropriate people might be: colleagues, managers or media specialists in the agency.

Unit HG3 Support others to make best use of the media

Element HG3.2 Support people during their contact with the media

Performance criteria

To meet the standard, you

- 1 support individuals during their contact with the media
 - in ways which promote the individual's independence and encourage them to have control of the process and the outcomes
 - are consistent with agreements made with the individual
 - are consistent with the worker's role and responsibilities
 - are consistent with the values, aims and objectives of the worker's agency
- 2 make interventions in a manner which respects the dignity, independence and rights of individuals and supports their efforts to present their views
- 3 offer support to individuals who experience difficulties or distress during their contact with the media
- 4 continuously monitor individuals' emotional and physical well-being, identify promptly and accurately any signs that indicate potential harm and intervene immediately to minimise harm to the individual
- 5 seek immediate support and assistance from appropriate people if the worker is unsure of their role or the actions they should take
- 6 make accurate and complete **records** of the information provided to the media and store them in a form that can be readily accessed and used and in a way which maintains their confidentiality
- 7 offer individuals constructive feedback on the way that they handled their contact with the media, emphasising the positive aspects of what they did
- 8 monitor media output and keep copies of press cuttings and recordings of radio and television transmissions relevant to the individual's contact with the media and review them with the individual if they wish to do so
- 9 give prompt and accurate information to individuals about how to make a complaint about media coverage if they feel they have been unfairly treated.

Range

- 1 **Records**
 - a written
 - b audio/video recording.

Explanatory notes

In performance criterion 3, support to address any difficulties or distress may include offering reassurance through physical presence or contact, suggesting a short break.

In performance criterion 5, appropriate people might be: colleagues, managers or media specialists in the agency.

In range 1a, written records may be hand-written or using IT equipment.

Unit HG3 Support others to make best use of the media

Knowledge and understanding

To meet the standard, you need to know and understand

Working with individuals, groups and the media

- 1 the various forms of media, the timescales to which they work in relation to different types of event and the different approaches they may take (eg. news, features)
- 2 the values, aims, objectives, policies and work of the worker's agency, how these influence the support that the agency can provide to others in their dealings with the media, and how these can best be explained to others
- 3 the values, aims, objectives, policies and work of media organisations identified as relevant to the intended contact
- 4 the potential benefits and risks of building relationships with the media, ways of building and sustaining effective relationships with media contacts
- 5 how to make complaints about the conduct of the media and to whom these can be made
- 6 the importance of being clear of the key messages one is trying to convey to the media and how to keep to those messages and avoid being drawn into disclosing more information than one had intended
- 7 features of effective press releases, what media organisations look for in press releases and how to structure them in a way that is likely to maximise interest, particularly in relation to issues that may not seem high profile and newsworthy
- 8 ways of preparing individuals for contact with the media (eg. role play, rehearsing interactions)
- 9 the tensions that can arise between individuals' wishes, the worker's wishes and the values, aims and objectives of the worker's agency, and strategies for dealing with these tensions should they arise
- 10 the differences there may be between supporting an individual who is speaking on behalf of their agency and supporting an individual who is speaking in a personal capacity
- 11 why it is important that individuals speaking on behalf of their agency are fully aware of their role and responsibilities to represent the views of the agency rather than their personal views and comments
- 12 the ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies

Working within the community justice sector

- 13 the legislation, guidelines of good practice, charters and service standards which relate to the work being undertaken – both relating to the work of the agency and relating to the media (eg. libel, defamation, confidentiality) – and the impact of this on supporting others' work with the media

Working to improve agency practice

- 14 own work role and responsibilities and the level of authority the worker has for making decisions in supporting others' contact with the media
- 15 sources of specialist advice and information to support workers in dealing with the media, how to access these and how to identify when one needs support

Working to improve individual practice

- 16 how they have applied the principles of equality, diversity and anti-discriminatory practice to their work
- 17 the options for supporting others which they considered and the reasoning processes they used in determining the most appropriate options for the people concerned.

Unit HG3 Support others to make best use of the media

Unit evidence requirements

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

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

Special considerations:

Simulation **is** permitted for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records.

- **Work products:** These are non-confidential records made, or contributed to by you eg. minutes of meetings, supervision notes, drafts of press releases.
- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation eg. the tensions that can arise between individuals' wishes, the worker's wishes and the values, aims and objectives of the worker's organisation, and strategies for dealing with these tensions should they arise. 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 provided constructive feedback and, where necessary made appropriate interventions.

Summary

This unit is about ensuring that all the processes of the agency comply with quality systems. It covers planning to audit quality systems, implementing this plan and providing a report on the agency's overall compliance with its quality systems.

There are three elements:

HJ2.1 Plan to audit compliance with quality systems

HJ2.2 Implement the audit plan

HJ2.3 Report on compliance with quality systems

Target group

This unit is relevant to those who have particular responsibility for quality in their agency, or a manager with a specific brief for quality.

Linked units

HJ1 Implement quality assurance systems

Place in qualifications

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

This unit is taken from the Management Standards where it appears as unit F6. Although it has been tailored slightly for the community justice sector, it provides credit transfer.

Unit HJ2 Monitor compliance with quality systems

Element HJ2.1 Plan to audit compliance with quality systems

Performance criteria

To meet the standard, you

- 1 agree the scope and objectives of the **audits** with **relevant people**
- 2 identify accurately processes in the agency where non-compliance is most likely
- 3 identify accurately the relative risks to the agency of non-compliance with quality systems in each of the agency's processes
- 4 agree with **relevant people** a programme of **audits** which prioritises areas of greatest risk and likely non-compliance
- 5 develop a sufficient number of competent people to carry out the programme of **audits**
- 6 make sure the programme of **audits** complies with the agency's quality policies and procedures.

Range

1 Audits

- a within the worker's agency
- b in other agencies.

2 Relevant people

- a higher-level managers or sponsors
- b colleagues working at the same level as the worker
- c quality specialists.

Unit HJ2 Monitor compliance with quality systems

Element HJ2.2 Implement the audit plan

Performance criteria

To meet the standard, you

- 1 allocate **audits** to competent people, taking account of their expertise, development needs and the need to provide equal opportunities
- 2 provide sufficient support and advice to auditors to allow them to work effectively yet autonomously
- 3 monitor the progress of **audit** activity against the plan regularly, and take appropriate **corrective action** in the event of significant variations
- 4 provide **relevant people** with regular reports of progress against the plan.

Range

1 Audit

- a within the worker's agency
- b in other agencies.

2 Corrective action

- a changing **audit** activities
- b changing the way resources are used for **audit** activities
- c renegotiating the programme of **audits**.

3 Relevant people

- a higher-level managers or sponsors
- b colleagues working at the same level as the worker
- c quality specialists.

Unit HJ2 Monitor compliance with quality systems

Element HJ2.3 Report on compliance with quality systems

Performance criteria

To meet the standard, you

- 1 evaluate accurately the results of quality **audits** against
 - the agency's quality objectives
 - relevant standards
 - legal requirements and industry best practice
- 2 assess fully the appropriateness of the corrective action agreed to deal with discrepancies found during **audits**
- 3 advise **relevant people**, with the appropriate level of urgency, of the risks associated with non-compliance discovered during **audits**
- 4 report the findings of their evaluation to **relevant people** in accordance with organisational requirements
- 5 give feedback to those whose performance was audited in a way which enhances their confidence and commitment to quality
- 6 assess accurately their auditors' performance and implement appropriate development activities.

Range

1 Audits

- a within the worker's agency
- b in other agencies.

2 Relevant people

- a higher-level managers or sponsors
- b colleagues working at the same level as the worker
- c quality specialists.

Unit HJ2 Monitor compliance with quality systems

Knowledge and understanding

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

Analytical techniques

- 1 how to assess the relative risks of non compliance with quality systems

Communication

- 2 the principles and processes of effective communication and how to apply them
- 3 how to present progress reports
- 4 how to report the worker's findings
- 5 how to give feedback in a way which enhances confidence and commitment

Organisational context

- 6 the relevant structures, responsibilities and processes within the agency
- 7 the people within the agency, with whom the worker must agree the scope, objectives and programme of audits
- 8 the agency's quality policy and procedures
- 9 the agency's quality objectives, policy and procedures
- 10 the agency's requirements for reporting on compliance with quality systems

Quality management

- 11 the principles of quality auditing and how to conduct an audit investigation
- 12 how to agree the scope and objectives of quality audits
- 13 how to assess which of the agency's processes are likely not to comply with quality systems
- 14 the knowledge and skills required by those who will carry out the audits, and how to assess and develop these knowledge and skills
- 15 how to assess the performance of auditors

Equal opportunities

- 16 the principles, organisational policies, values and legal requirements affecting equal opportunities at work

Monitoring and evaluation

- 17 how to monitor activities against plans, identify significant variations and decide on appropriate corrective action
- 18 how to evaluate the results of quality audits against the agency's quality objectives, relevant standards, statutory requirements and industry best practice
- 19 how to assess the appropriateness of corrective actions agreed

Team working

- 20 how to allocate work to a team based on their expertise, development needs and the need to provide equal opportunities for development to all competent people
- 21 how to identify and provide the support and advice people need in order to work effectively yet autonomously.

Unit HJ2 Monitor compliance with quality systems

Unit evidence requirements

Assessment Guidance

When planning assessment, candidates should consider how they may best use evidence across a number of units. Evidence from the following units may be particularly relevant to this unit:

HF25 Manage activities to meet requirements (E14) (MCI A2)

Candidates may wish to use these sources of evidence

the products or outcomes of their work (eg. documents and reports identifying areas of likely non-compliance and relative risks, documentation detailing programmes of audits, schedules and work allocation documentation, comparisons of actual audit activity with the plan)

notes and drafts of their analysis during the process of producing products

notes and minutes of meetings

evidence from others who worked with the candidate

records and correspondence

their reflective practice journal.

Evidence from Performance

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

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

HJ2.1, Range 1: 1 of the 2 types of audits

HJ2.1, Range 2: 2 of the 3 types of relevant people

HJ2.2, Range 1: 1 of the 2 types of audits

HJ2.2, Range 2: 2 of the 3 types of corrective action

HJ2.2, Range 3: 2 of the 3 types of relevant people

HJ2.3, Range 1: 1 of the 2 types of audits

HJ2.3, Range 2: 2 of the 3 types of relevant people

Simulated activity is only acceptable for element HJ2.2, performance criterion 3. Except for this Performance criteria, evidence must be the result of real work activities undertaken by the candidate.

Evidence from knowledge and understanding

Candidates must demonstrate they know and understand the areas listed in the descriptions of knowledge and understanding within the unit. Much of their knowledge and understanding will be evident from their performance. Where the candidate's knowledge and understanding is not

evident from their performance, it may be necessary for additional evidence of knowledge and understanding to be provided such as through the use of questions or case studies.

Unit HK2 Contribute to the development, implementation and evaluation of strategies and policies for recruiting and managing volunteers

Summary

The focus of this unit is contributing to the development, implementation and evaluation of strategies and policies for recruiting and managing volunteers in an agency. The worker is likely to have direct contact with or line management responsibility for volunteers. There are a number of specific issues which have to be considered when involving volunteers in agency work as there are different considerations when working with volunteers.

The management of volunteers includes creating a climate which acknowledges volunteers needs and value, accessibility for all volunteers, flexibility for different volunteer strengths and abilities, appropriateness to the level of work being undertaken and accountability of volunteers.

There are two elements:

HK2.1 Make recommendations on strategies and policies for recruiting and managing volunteers

HK2.2 Implement and evaluate the effectiveness of strategies and policies for recruiting and managing volunteers

Target group

This unit is designed to be relevant to those who work directly with volunteers and are affected by the agency's strategies and policies for recruiting and managing people who act as volunteers. Such workers have an interest in the development and evaluation of strategies and policies as they are responsible for implementing them. The agency may be in the statutory, public, or voluntary sector.

This unit has been created by Skills for Justice.

Unit HK2 Contribute to the development, implementation and evaluation of strategies and policies for recruiting and managing volunteers

Element HK2.1 Make recommendations on strategies and policies for recruiting and managing volunteers

Performance criteria

To meet the standard, you

- 1 describe
 - what volunteers are expected to do in their area of work and the roles and responsibilities volunteers have
 - how the agency might use different individuals' motivation for volunteering
 - how the agency might minimise barriers to volunteering whilst promoting the interests of its primary clients
 - the issues related to managing volunteers
 - effective approaches used by others
- 2 offer suggestions on criteria and processes for recruiting, selecting and managing volunteers that are realistic, clear and consistent with evidence of good practice
- 3 evaluate draft strategies and policies for
 - their relevance to the volunteers with whom the worker is involved
 - how to make use of volunteers diverse strengths and interests
 - their likely ability to attract and retain volunteers
 - the extent which it supports the effective management of volunteers
 - consistency with the aims and objectives of the agency
- 4 make recommendations for improving the draft strategies and policies in a constructive manner
- 5 seek further information and advice when suggestions for drafting and improvement have not been used.

Explanatory notes

In performance criterion 1, 'individuals' motivation for volunteering' may be: achievement motivated, status motivated, affiliation motivated, therapy motivated.

In performance criterion 1, 'methods of retaining volunteers' include: at the start of the volunteering process, maintaining contact, the activities in which individuals are involved, the amount of commitment involved, training, cost, recognition of contribution.

In performance criterion 1, barriers to volunteering, prejudice against different groups of people (for example: those of different ages, those who have committed crimes, gay people, and those with physical and mental disabilities), language, practical, psychological and social reasons, cost.

Unit HK2 Contribute to the development, implementation and evaluation of strategies and policies for recruiting and managing volunteers

Element HK2.2 Implement and evaluate the effectiveness of strategies and policies for recruiting and managing volunteers

Performance criteria

To meet the standard, you

- 1 evaluate the recruitment and selection process for volunteers and offer feedback on its strengths and weaknesses
- 2 manage volunteers in ways that are consistent with the agency's agreed policies
- 3 maintain effective relationships with volunteers in a manner which supports their and the agency's work
- 4 seek support and advice when s/he experience difficulty in implementing strategies and policies
- 5 identify and challenge factors within the environment which directly affect volunteer management and motivation
- 6 review with recruited volunteers the recruitment, selection and management process and agree with them how it can be improved
- 7 make continual improvements to the design and operation of systems and structures for which they are responsible following review
- 8 make recommendations for improving strategies and policies based on evidence of working with volunteers.

Explanatory notes

In performance criterion 5, Factors relating to the volunteering environment are policy, worker's role, agency resourcing and priorities, barriers to volunteering, the management of volunteers.

Unit HK2 **Contribute to the development, implementation and evaluation of strategies and policies for recruiting and managing volunteers**

Knowledge and understanding

To meet the standard, you need to know and understand

Working within the community justice sector

- 1 how the agency involves volunteers in its work and the benefits and risks associated with their involvement; the importance of being clear about the values of the agency in relation to the work of volunteers and how to address any conflicts that arise between these and individuals' own values; why it is necessary to consider the impact which volunteers will have on the agency and whether they should have the same access to information as the paid staff (including commitment to clients, legal responsibilities and so on); the differences between paid staff and volunteers
- 2 effective and fair recruitment and selection of volunteers: methods of determining the level of risk to those with whom volunteers will work and why it is particularly important to consider this in relation to vulnerable client groups; why it is important to develop and use explicit criteria for the selection of volunteers; methods of checking and investigating potential volunteers' background (including seeking and verifying references, police checks, local authority checks) and in what circumstances these may be used; the information that is required about potential volunteers, methods of eliciting, interpreting and checking this information
- 3 the range of different motives for volunteering and why it is important to identify and consider these in recruitment, selection and management; ways of assessing and confirming the needs and wishes of potential volunteers and determining whether they have a legitimate interest in the work of the agency; how to identify and evaluate the commitment, experience, competence and skills of potential volunteers and how to determine their training and development needs; the importance of volunteers being aware of their role, responsibilities and accountability as a volunteer
- 4 criteria by which the effectiveness of volunteers' work is to be assessed; how to appraise people's performance effectively and use the information for future management decisions; the range of preconceptions which volunteers and employed staff may have about the work and their roles and responsibilities within it; methods of handling difficulties with an individual volunteer's work and the responsibilities which the agency has to its volunteers, its staff and its clients; how to constructively challenge individuals and enable them to develop their views and understanding
- 5 different methods of promoting volunteering and why it is important to consider these in terms of the different groups of people that these are likely to reach; how to promote the roles and values of volunteers and the type of reaction this may get (eg fears from staff about their own work not being recognised)
- 6 the specific legislation, guidelines of good practice, charters and service standards which relate to the work being undertaken and the impact of this on the work; how to monitor, analyse and assess the implications of, and changes in, legislation and the regulatory environment

Working to improve agency practice

- 7 own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure
- 8 the nature of the sector in which the worker is working and the nature, roles and functions of the principal agencies within the sector

Working to improve individual practice

- 9 how they have applied the principles of equality, diversity and anti-discriminatory practice to their work
- 10 how to evaluate the effectiveness of one's own actions and learn from experience.

Unit HK2 **Contribute to the development, implementation and evaluation of strategies and policies for recruiting and managing volunteers**

Unit evidence requirements

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

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

Special considerations:

Simulation **is** permitted for this unit

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

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

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessment records.
- **Work products:** These are non-confidential records made, or contributed to by you eg. policy reviews, minutes of meetings, reports.
- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation eg. the specific legislation, guidelines, charters and service standards which relate to the work being undertaken and the implications of any changes in such requirements. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit eg. how you have made continual improvements to the design and operation of systems and structures for which you are responsible.

Unit ZE1

Contribute to the development of the knowledge and practice of others

Summary

This unit focuses on contributing to the development of the knowledge and practice of others, through enabling others to solve problems and tackle issues and enabling others to learn and benefit from one's own experience. Workers have a responsibility to pass on their own learning, either in a supervisory capacity or as one colleague to another, so that practice can develop. The problems and issues which people experience may be interpersonal, agency or practice based. 'Others' may be workers from the same discipline, those from other disciplines, colleagues working in the same agency or in another, or anyone else with whom the worker comes into contact.

There are two elements:

ZE1.1 Enable others to solve problems and tackle issues arising in practice

ZE1.2 Enable others to learn and benefit from one's experience

Target group

The unit is designed to be applicable to all workers who are accountable for their own actions and have the responsibility for passing their knowledge and experience on to others.

This unit was developed by skills for Justice.

Unit ZE1

Contribute to the development of the knowledge and practice of others

Element ZE1.1 Enable others to solve problems and tackle issues arising in practice

Performance criteria

To meet the standard, you

- 1 monitor carefully the extent to which people may be in need of support to solve problems and tackle issues
- 2 make interventions which are appropriate to the people concerned, the role of the worker, the needs of the activity, the location and the time
- 3 explore the nature and extent of the problems and issues in an appropriate manner with the people concerned
- 4 allocate **resources** to enable people to solve problems and tackle issues which are justifiable given their nature and other work demands
- 5 analyse and set out differing perceptions of problems and issues
- 6 offer constructive suggestions to those involved as to how the problems and issues might be looked at in new ways
- 7 use **reasoning strategies** appropriate to the problems concerned to propose solutions
- 8 approach others for their support about problems and issues beyond the worker's competence
- 9 use decision-making strategies which consider the full range of potential solutions and outcomes and are appropriate to the issues and problems
- 10 offer solutions which balance the competing interests of those involved and have the potential to succeed in the longer term
- 11 encourage those involved in solving problems and tackling issues to detail who will do what and by when.

Range

1 Resources

- a the worker's time
- b financial support
- c access to others.

2 Reasoning strategies

- a analysis of Strengths, Weaknesses, Opportunities and Threats (SWOT)
- b appraisal of the options available
- c cost-benefit analysis
- d evidence from research, practice, legal decisions
- e application of quality standards and codes of practice.

Explanatory notes

Performance criterion 4, means that the worker will need to balance a number of factors such as the severity and criticality of the problem or issue with the risks inherent in it not being considered; the disruption which may result if it is not tackled (or if it is); the benefits in the short and long term for solving the problem; and the effects which the problem might be having on others.

Unit ZE1

Contribute to the development of the knowledge and practice of others

Element ZE1.2 Enable others to learn and benefit from one's experience

Performance criteria

To meet the standard, you

- 1 identify and agree adequate and appropriate opportunities for others to learn
- 2 identify, select and summarise in a format suitable for dissemination relevant and current information about **knowledge and practice**
- 3 disseminate appropriately developments in **knowledge and practice**, as a result of their own research, to those who are likely to have an interest in them
- 4 provide information to individuals and groups in relevant contexts and **present** it at a pace, and in a style and form, which is appropriate to their needs
- 5 give opportunities to recipients to ask questions, seek clarification and give feedback
- 6 offer appropriate support to colleagues who are undertaking their own research to enable them to do it effectively given ongoing work constraints.

Range

- 1 Knowledge and practice**
 - a technology
 - b approaches to working
 - c concepts, models and theories
 - d strategies and policies
 - e legislation.
- 2 Presented**
 - a orally
 - b in writing
 - c electronically
 - d diagrammatically.

Unit ZE1 **Contribute to the development of the knowledge and practice of others**

Knowledge and understanding

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

Legislation, policy and good practice

- 1 recent developments in technology, approaches to working, concepts, models and theories, strategies and policies, and legislation which are likely to impact on the area of work
- 2 the purpose of exploring problems and issues with other parties and who may be able to help in their resolution
- 3 the purpose of gaining different perspectives on problems and how to best analyse and represent these to move to a resolution
- 4 the purpose of developing an action plan which clearly details who is to do what and by when
- 5 the purpose of encouraging recipients to feedback on one's own research (i.e. both for own development and for their understanding)
- 6 the purpose of monitoring changes in practice based on others' research and in disseminating the results

Services and products

- 7 the information sources which might throw light on the problem and how to access these
- 8 who might be able to be approached for support and assistance when problems are beyond the practitioner's competence
- 9 the different sources of evidence available from others' practice
- 10 the range of sources available in own area of practice and how this compares with the other practitioner groups

Factors which influence what workers do

- 11 the levels of detail which are necessary to solve different problems
- 12 the factors which would suggest that the problem is more worthy of attention than the demands of ongoing work and how to reschedule to allow for the problem to be resolved
- 13 the broader contexts in which everyone works and the particular situations of colleagues which might affect how they work and tackle problems at particular points in time
- 14 the different opportunities which individuals and groups may have to learn different approaches to learning
- 15 the range of different learning styles which people have and how this should affect learning design

How to achieve important outcomes

- 16 how to monitor unobtrusively the support which colleagues and others may need
- 17 how to make appropriate interventions to individuals when considering their role, their relative status in the agency, and other constraints in the situation
- 18 how to evaluate the resources which need to be spent on problem solving in comparison with other work demands
- 19 how to set out problems and issues in different ways to encourage people to recognise what they have in common

- 20 how to use a range of reasoning strategies for solving problems
- 21 how to achieve the best balance between the interests of different parties which people are likely to support in the longer term
- 22 strategies and methods for evaluating others' work and its relevance to own area of practice
- 23 how to evaluate whether the learning opportunities are adequate and appropriate for the individuals and groups concerned
- 24 how to structure information for use in learning materials
- 25 qualitative and quantitative research methods relevant to own area of practice and the advantages and disadvantages of each
- 26 how to support people to self assess and identify their key learning needs and targets
- 27 how to summarise information for a variety of different audiences and in a form which others can best use
- 28 how to summarise advances for others in ways which will best inform their work
- 29 how one can evaluate realistically the outcomes of one's own action research
- 30 how support can be offered to colleagues undertaking their own research and the forms which this support may take.

Unit ZE1 Contribute to the development of the knowledge and practice of others

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. appraisal documents, supervision notes.

- **Work products:** These are non-confidential records made, or contributed to, by you eg. copies of emails and other information provided to staff.
- **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. recent developments in technology, approaches to working, concepts, models and theories, strategies and policies, and legislation which are likely to impact on the area of work. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/reflective account to provide some of the performance evidence for this unit eg. how you have offered appropriate support to colleagues who are undertaking their own research to enable them to do it effectively given ongoing work constraints.

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
CUSTODIAL CARE**

KEY AND CORE SKILLS SIGNPOSTING

July 2007

NATIONAL OCCUPATIONAL STANDARDS FOR COMMUNITY JUSTICE AND CUSTODIAL CARE

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 Custodial Care, 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

<div style="text-align: right;">Key Skills</div> <div style="text-align: left;">Skills for Justice Units</div>	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
BA12 Address problems identified with community safety and social inclusion *	4	2	3	4	4	4

<div style="text-align: right;">Key Skills</div> <div style="text-align: left;">Skills for Justice Units</div>	Communication	Application of number	Information and Communication Technology	Working with others	Problem solving	Improving own learning and performance
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
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

Key Skills		Communication	Application of number	Information and Communication Technology	Working with others	Problem solving	Improving own learning and performance
EC6	Prepare and provide agreed development activities for individuals	3	-	-	3	3	3
GJ1	Provide and evaluate agreed development activities for individuals	3	-	-	3	3	3
FA5	Support the detained person taking part in police investigations	3	-	-	3	3	3
Community Justice units that remain unchanged							
HF13	Identify and track trends and changes in community justice and social inclusion and the effectiveness of different means of addressing issues *	4	2	3	4	4	4
HF21	Coordinate the development, issuing and evaluation of specifications to promote community justice and social inclusion *	4	2	3	4	4	4
BA10	Develop policies to promote community justice and social inclusion in partnership with others *	4	2	3	4	4	4
BA11	Monitor the development of policies to promote community justice and social inclusion and present information and recommendations for change*	4	2	3	4	4	4
BA3	Promote the values of community justice and social inclusion and seize opportunities to influence policy development *	4	2	3	4	4	4
HK1	Develop, implement and evaluate strategies and policies for recruiting and managing volunteers *	4	2	3	4	4	4
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

<div style="text-align: right;">Key Skills</div> <div style="text-align: left;">Skills for Justice Units</div>	Communication	Application of number	Information and Communication Technology	Working with others	Problem solving	Improving own learning and performance
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
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

Key Skills Skills for Justice Units	Communication	Application of number	Information and Communication Technology	Working with others	Problem solving	Improving own learning and performance
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
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

Key Skills		Communication	Application of number	Information and Communication Technology	Working with others	Problem solving	Improving own learning and performance
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
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

Key Skills		Communication	Application of number	Information and Communication Technology	Working with others	Problem solving	Improving own learning and performance
Skills for Justice Units							
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
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

<div style="text-align: right;">Key Skills</div> <div style="text-align: left;">Skills for Justice Units</div>	Communication	Application of number	Information and Communication Technology	Working with others	Problem solving	Improving own learning and performance
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
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

Key Skills							
		Communication	Application of number	Information and Communication Technology	Working with others	Problem solving	Improving own learning and performance
Skills for Justice Units							
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

<div style="text-align: right;">Core Skills</div> <div style="text-align: left;">Skills for Justice Units</div>	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

Skills for Justice Units / Core Skills	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

<div style="text-align: right;">Core Skills</div> <div style="text-align: left;">Skills for Justice Units</div>	Communication	Numeracy	Information technology	Working with others	Problem solving
GC4 Assess risk of harm and the need for intervention	H	-	-	H	H
EC6 Prepare and provide agreed development activities for individuals	H	-	-	H	H
GJ1 Provide and evaluate agreed development activities for individuals	H	-	-	H	H
FA5 Support the detained person taking part in police investigations	H	-	-	H	H
Community Justice units that remain unchanged					
HF13 Identify and track trends and changes in community justice and social inclusion and the effectiveness of different means of addressing issues	H	Int 2	H	H	H
HF21 Coordinate the development, issuing and evaluation of specifications to promote community justice and social inclusion	H	Int 2	H	H	H
BA10 Develop policies to promote community justice and social inclusion in partnership with others	H	Int 2	H	H	H
BA11 Monitor the development of policies to promote community justice and social inclusion and present information and recommendations for change	H	Int 2	H	H	H
BA3 Promote the values of community justice and social inclusion and seize opportunities to influence policy development	H	Int 2	H	H	H
HK1 Develop, implement and evaluate strategies and policies for recruiting and managing volunteers	H	Int 2	H	H	H
HK2 Contribute to the development, implementation and evaluation of strategies and policies for recruiting and managing volunteers	H	Int 2	Int 2	H	H
HE9 Plan and coordinate fund raising for the agency	H	H	H	H	H
HE10 Assess, negotiate and secure sources of funding	H	H	H	H	H

Core Skills Skills for Justice Units	Communication	Numeracy	Information technology	Working with others	Problem solving
HF22 Develop, negotiate and agree proposals to offer services and products	H	Int 2	H	H	H
HF25 Manage activities to meet requirements	H	-	-	H	H
HF27 Evaluate, prioritise and review demands for services	H	Int 2	H	H	H
HF20 Commission specified programmes from providers	H	Int 2	H	H	H
HJ2 Monitor compliance with quality systems	H	Int 2	H	H	H
HG2 Establish, maintain and use relationships with the media to explain and promote the agency and its work	H	Int 2	H	H	H
HF26 Contribute to the development and promotion of the agency and its services	H	Int 2	Int 2	H	H
HG3 Support others to make best use of the media	H	Int 2	Int 2	H	H
ZA7 Facilitate meetings	H	-	Int 2	H	H
ZA8 Organise and record meetings	H	-	Int 2	H	H
HF15 Provide information to support decision making	H	H	H	H	H
ZA2 Research, prepare and supply information	H	H	H	H	H
ZA1 Receive, transmit, store and retrieve information	H	H	H	H	H
HG2 Establish, maintain and use relationships with the media to explain and promote the agency and its work	H	Int 2	H	H	H
BA2 Determine the concerns and priorities of communities in relation to safety, social inclusion, and the prevention and reduction of crime and anti- social behaviour	H	Int 2	H	H	H
BA5 Contribute to developing awareness and community action in relation to crime	H	Int 2	Int 2	H	H
BA13 Enable groups, communities and organisations to address issues which affect community safety and social inclusion	H	Int 2	H	H	H

Core Skills Skills for Justice Units	Communication	Numeracy	Information technology	Working with others	Problem solving
BA14 Enable individuals and families to address factors which affect their safety, well-being and social inclusion	H	-	-	H	H
BA6 Promote the needs and rights of individuals and groups in the community	H	-	Int 2	H	H
BA7 Promote the interests of individuals and groups in the community	H	-	Int 2	H	H
BC3 Monitor and evaluate changes in environments and practices to promote community safety and social inclusion	H	-	Int 2	H	H
BC2 Enable individuals to physically secure environments from crime and anti-social behaviour	H	-	-	H	H
BE1 Evaluate and process referrals to provide services to victims, survivors and witnesses	H	Int 2	H	H	H
BE6 Enable people to support victims, survivors and witnesses in managing the effects of their experience on their lives	H	Int 2	H	H	H
DE2 Support witnesses and their associates during judicial and legal processes	H	-	-	H	H
DE4 Offer, establish and maintain contact with victims to inform and update them on the progress of offenders through custodial sentences and seek their views on release plans	H	Int 2	Int 2	H	H
EA2 Process information relating to individuals' offending behaviour	H	-	Int 2	H	H
EA4 Assess the offending behaviour of individuals who have mental health problems and prepare proposals for their sentencing and management	H	-	Int 2	H	H
EB2 Plan, supervise, enforce and review sentences in the community	H	-	Int 2	H	H
EB3 Plan, supervise, enforce and review sentences served in the community by those who have mental health problems and who pose a significant risk	H	-	Int 2	H	H

<div style="text-align: right;">Core Skills</div> <div style="text-align: left;">Skills for Justice Units</div>	Communication	Numeracy	Information technology	Working with others	Problem solving
FI3 Develop plans to manage the risk of harm of releasing and resettling offenders in the community following custodial sentences	H	-	-	H	H
GC3 Plan with other agencies the release and resettlement in the community of offenders who pose a significant risk of harm and likelihood of re-offending following custodial sentences	H	-	Int 2	H	H
EC1 Help individuals address their offending behaviour	H	-	-	H	H
EC2 Enable individuals to change their offending behaviour	H	-	-	H	H
EC4 Prepare, implement and evaluate group activities	H	-	Int 2	H	H
EC5 Contribute to the implementation of group work programmes	H	-	Int 2	H	H
DJ9 Facilitate mediation and reparation processes between victims and those who have offended against them	H	-	-	H	H
EC7 Reinforce positive behavioural goals during relationships with individuals	H	-	-	H	H
EC3 (19) Enable others to support individuals to address their offending and anti-social behaviour and develop positive alternatives	H	-	Int 2	H	H
ED2 Deliver externally-validated evidence-based programmes designed to reduce the likelihood of reoffending by offenders who pose a medium to low risk of harm	H	-	H	H	H
ED3 Assist in the delivery of externally-validated evidence-based complex programmes designed to reduce the likelihood of reoffending by offenders who pose a significant risk of harm	H	-	Int 2	H	H
GG1 Promote employment, training and education opportunities for those who have offended or are likely to offend	H	Int 2	Int 2	H	H

Skills for Justice Units / Core Skills	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

Skills for Justice Units / Core Skills	Communication	Numeracy	Information technology	Working with others	Problem solving
GF5 Support individuals' involvement in the management of housing and support	H	-	Int 2	H	H
GF6 Support individuals in developing their involvement in the management of the organisation	H	-	Int 2	H	H
GF2 Organise provision of housing for individuals	H	-	H	H	H
GD1 Support individuals in undertaking health care	H	-	-	H	H
GB2 Support individuals experiencing difficulties	H	-	Int 2	H	H
GB3 Enable individuals to understand and address their difficulties	H	-	Int 2	H	H
GF7 Enable individuals to administer their financial affairs	H	Int 2	H	H	H
AA3 Contribute to developing and maintaining cultures and strategies in which people are respected and valued as individuals	H	-	-	H	H
HI2 Develop and maintain a strategic overview of developments in knowledge and practice	H	H	H	H	H
HI3 Develop, implement and evaluate strategies to advance knowledge and practice	H	H	H	H	H
HI4 Commission, monitor and evaluate projects to advance knowledge and practice	H	H	H	H	H
HI5 Contribute to the evaluation and implementation of research and development outcomes	H	Int 2	Int 2	H	H
ZE1 Contribute to the development of the knowledge and practice of others	H	Int 2	Int 2	H	H
HD8 Support and challenge workers on specific aspects of their practice	H	H	H	H	H
HD16 Develop teams and individuals to enhance performance	H	H	H	H	H
ZE5 Facilitate individual learning and development through mentoring	H	Int 2	Int 2	H	H
HD9 Support the induction and transfer of staff on secondment	H	H	H	H	H
GA3 Assist in the transfer of individuals between agencies and services	H	-	Int 2	H	H

Core Skills Skills for Justice Units	Communication	Numeracy	Information technology	Working with others	Problem solving
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

CUSTODIAL CARE NOS

KEY SKILLS SIGNPOSTING

Key Skills Skills for Justice Units	Communication	Application of number	Information and Communication Technology	Working with others	Problem solving	Improving own learning and performance
Custodial Care 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
Custodial Care units that were revised and remain unchanged						
FB1 Maintain restrictions on individuals' liberty whilst promoting and protecting their rights	3	-	-	3	3	3
FC2 Maintain security at entry and exit points	3	2	-	3	2	2
CK4 Search individuals, premises and surrounding areas	2	-	-	2	2	2
FD1 Contribute to the security of the custodial environment	2	-	-	2	2	2
FF1 Assist in the control of incidents and emergencies	2	-	-	2	2	2
FG1 Contribute to planning the installation and decommissioning of electronic monitoring equipment	2	2	2	2	2	2
FG4 Identify electronic monitoring incidents and initiate a response	2	2	2	2	2	2
FE3 Drive vehicles to carry out custodial duties	2	2	2	2	2	2
FG2 Install and decommission electronic monitoring equipment	2	2	2	2	2	2
FG3 Help people to comply with electronic monitoring requirements	2	-	-	2	2	2
FG5 Follow up electronic monitoring incidents in the field	2	-	-	2	2	2

Key Skills		Communication	Application of number	Information and Communication Technology	Working with others	Problem solving	Improving own learning and performance
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
FG6	Maintain security using screening equipment	2	2	2	2	3	2

Key Skills		Communication	Application of number	Information and Communication Technology	Working with others	Problem solving	Improving own learning and performance
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

CUSTODIAL CARE NOS

CORE SKILLS SIGNPOSTING

<div style="text-align: right;">Core Skills</div> <div style="text-align: left;">Skills for Justice Units</div>	Communication	Numeracy	Information technology	Working with others	Problem solving
Custodial Care 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
Custodial Care 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
ZH2 Enter and find data using a computer	H	Int 2	H	H	H

Core Skills		Communication	Numeracy	Information technology	Working with others	Problem solving
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
FG8	Establish and maintain voice verification monitoring in the field	Int 2	Int 2	Int 2	Int 2	Int 2

Core Skills						
		Communication	Numeracy	Information technology	Working with others	Problem solving
Skills for Justice Units						
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

This page is intentionally blank

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

City & Guilds is a registered charity
established to promote education
and training