NVQ in Youth Justice Services Level 3 (7498-03)
Award guidance and record of assessment
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NVQ in Youth Justice Services Level 3 (7498-03)

Award guidance and record of assessment
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Units marked † are also to be found in NVQs in Community Justice
Units marked ‡ are also to be found in NVQs in Custodial Care
Units marked # are also to be found in NVQs in Care
Units marked ** are also to be found in NVQs in Caring for Children and Young People

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</thead>
<tbody>
<tr>
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</tr>
</tbody>
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The information contained in this section is for the NVQ assessment centre’s Quality Assurance Co-ordinator (QAC), Internal Verifier Co-ordinator (IVC), Internal Verifiers (IVs) and Assessors. The requirements for assessors and verifiers occupational competence have been specified as part of the Assessment Strategy for the level 3 NVQ in Youth Justice Services by the Community Justice NTO (CJNTO), the Training Organisation for Personal and Social Services (TOPSS) and the Custodial Care National Training Organisation (CCNTO).

It is important that this information is read alongside

‘Providing City & Guilds Qualifications’

‘Providing City & Guilds Qualification Affinity Annex’, which replaces the document:

‘Special Requirements for approval of centres applying to offer City & Guilds Affinity NVQs 1999’.

**Assessors and verifiers – occupational competence**

**Assessors**

Assessors should be occupationally competent in the area of work they are assessing. This means that each assessor must be deemed by their centre to be capable of carrying out the functions covered by the units they are assessing to the standard described within them. Specifically, this means that for the Youth Justice NVQs, all assessors must be competent in working with children and young people who have offended or who are at risk of offending. In addition, assessors must have suitable experience in secure environments to assess units specific to the secure estate. Assessors for working with children and young people in the community will require experience of practice in the community.

If, owing to exceptional circumstances, centres cannot meet the requirements for occupational competence and competence in assessment practice, they should consult with City & Guilds for further guidance.

There is not normally a requirement for an assessor to occupy a position in the organisation more senior than that of the candidate they are assessing.

**Internal verifiers**

Internal verifiers must be occupationally knowledgeable across the range of units for which they are responsible. This means that they must have worked closely with staff who carry out the functions covered by the national occupational standards – including training or supervising them – and have sufficient knowledge of the functions to be able to offer credible advice on the interpretation of the standards, moderate assessments and resolve differences and conflicts.

Internal verifiers should occupy a position in the organisation that gives them authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessments and carry out all the other important roles of an internal verifier.

**Simulation and the nature of a realistic working environment**

There will be circumstances when it is appropriate to use some evidence generated from simulations, although it is not appropriate for the majority of a candidate’s evidence to be simulated. Overall, it is difficult to substitute workplace evidence in Youth Justice due to the importance of confirming that workers can interact safely and effectively with the children and young people, families, groups and communities with whom they are working, and with other workers in the field. Much of the sectors’ work is interactive in nature and hence cannot be easily simulated.

Simulation would be acceptable when there are limited opportunities for demonstration in the work environment. This would be for the following reasons:

- Where the outcomes which the worker has to achieve are critical but occur infrequently and a high degree of confidence is needed that they would act appropriately – for example, where there is a high risk of harm to a victim, or the need for giving first aid
- Where the outcomes which the worker has to achieve are critical and happen frequently, but where there is risk of harm from direct observation – for example, dealing with aggressive or abusive situations (simulations would be used as it would not be appropriate to leave a worker to face these situations by chance, although evidence from direct observation should be used where possible)
- Events which happen infrequently and are not particularly critical, and where insisting that candidates wait for their occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of demotivating candidates.

Given the above and the nature of work in the sector, simulation must take one of the following forms in the Youth Justice qualifications:

- **Role playing** – a test of (usually) interactive and interpersonal skills involving realistic working situations but conducted in a non-work environment. The process mirrors what is likely to happen in reality and it may be observed or recorded. An example of this would be dealing with aggressive or abusive situations
- **Case studies/what if scenarios** – these would provide a test of complex activities with critical outcomes on which the candidates would practice or maintain their skills in readiness for ‘real events’. An example of this would be where candidates are given case studies of offences and individuals, for which they need to analyse and recommend actions. This evidence could be used to support evidence of real life cases to ensure the sufficiency of evidence overall.
Realistic working environments
Simulations must be realistic as this directly affects the validity and reliability of assessment. In the context of assessing candidates for NVQs ‘reality’ means contexts, environments and conditions described in the standards against which the assessment is taking place.

Centres will be expected to provide evidence of detailed planning of simulations to ensure that the criteria for their use are met.

List of reference documents
The following list is not exhaustive, but indicates the documents which are considered essential for centres in delivering NVQs
- The NVQ Code of Practice and Scottish Equivalent
- Assessing NVQs (QCA)
- Internally Verifying NVQs (QCA)
- Joint Awarding Body Guidance on Internal Verification of NVQs (DES)
- Providing City & Guilds Qualifications (City & Guilds)
- Special Requirements for approval of centres applying to offer Affinity City & Guilds NVQs (City & Guilds Affinity)

City & Guilds occasional publications
- Ensuring Quality (latest edition EQ12)
- Product Updates
What is a National Vocational Qualification?

The information in this section is for the candidates and all those involved in their assessment and verification.

NVQs are made up of a number of different units. When you have successfully completed the relevant units, you get your NVQ. The certificate will be awarded by City & Guilds. However, even if you only complete some of the units, you can still get credit for this. You will get a formal record which will list all the units you have completed.

An NVQ is a certificate recognising achievement by an individual. The NVQ in Youth Justice Services is based on national standards agreed by the National Training Organisations for Custodial Care (CCNTO), Community Justice (CJNTO) and Care (TOPSS).

Each NVQ is made up of a number of different units of competence. Each unit describes the standard of a broad area of work. A detailed description with each unit tells you what is covered by that unit. Each unit is broken down into a number of elements. Taken together the elements show what needs to be done to achieve the whole unit.

To gain an NVQ in Youth Justice Services you must complete the required number of units. The structure of qualifications falls into one or other of four types:

Type 1 (Example: Level 2 Operating Department Support)

Mandatory units

Type 2 (Example: Level 3 Youth Justice Services)

Mandatory units

Optional units

Type 3 (Example: Level 3 Community Justice: Community Safety)

Mandatory units

Optional units Group 1

Optional units Group 2

The structure for the Level 3 NVQ in Youth Justice Services is described on page 55.
How can I find units and elements in my NVQ?

Look through one of the units in the record book pages XX to XX and see if you can find the title of a unit and an element. Write one unit and an element in that unit on the form below.

Finding your way around a unit

<table>
<thead>
<tr>
<th>Parts of an NVQ</th>
<th>Fill in your answers here</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit title</td>
<td></td>
</tr>
<tr>
<td>Element title</td>
<td></td>
</tr>
<tr>
<td>Performance criteria</td>
<td></td>
</tr>
<tr>
<td>Range of performance evidence</td>
<td></td>
</tr>
<tr>
<td>Knowledge and understanding</td>
<td></td>
</tr>
<tr>
<td>Evidence requirements</td>
<td></td>
</tr>
</tbody>
</table>

You will see that there are some gaps on your form. Look again at the element you have chosen. Write down:

- one of the performance criteria
- an example of range
- an example of knowledge, understanding and skills
- the main headings of the evidence requirements

Each element has a number of parts to it. The box below describes how the parts fit together.

<table>
<thead>
<tr>
<th>Parts of an element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element title</td>
<td>this describes a work task</td>
</tr>
<tr>
<td>Performance criteria</td>
<td>these are detailed descriptions of how the work should be done – your assessor will use them to judge your work</td>
</tr>
<tr>
<td>Range</td>
<td>these are the situations in which you have to be able to show your skills</td>
</tr>
<tr>
<td>Knowledge and understanding</td>
<td>the important things you need to know to do your work the list of knowledge may cover the whole unit, rather than just one element</td>
</tr>
<tr>
<td>Evidence requirements</td>
<td>these describe the way evidence must be gathered to show competence</td>
</tr>
</tbody>
</table>
How do you plan for assessment?

It is for you and your assessor to decide how you will prove you are competent. You will need to collect evidence to do this. You have responsibility for achieving your own NVQ, with support and advice from others. You can fill in the names of the people helping you on the form below.

Who's who and what they do
Fill in the names

<table>
<thead>
<tr>
<th>Who</th>
<th>What they do</th>
</tr>
</thead>
<tbody>
<tr>
<td>You the candidate</td>
<td>You will already have expertise in the area you have chosen to do an NVQ, or you will be on a training programme. You will be registered by your assessment centre with an awarding body</td>
</tr>
</tbody>
</table>
| The name of my Assessor(s) is/are | • help plan assessment  
• is/are qualified to assess candidates  
• may be your supervisor or line manager in the workplace or an individual from a local assessment centre  
• will assess you by a range of methods, which may include observation, questions, looking at products of your work  
• will record the results of any assessments and update your action plan  
• will judge your work and decide whether your skills and knowledge meet the level required by the NVQ |
| The name of my Internal Verifier is | • signs off your individual units  
• checks the work of your assessor  
• makes sure that standards are kept up  
• may talk to you about your evidence |
| The name of my adviser is: (optional) | In some centres, you may be given another contact to go to for advice about your NVQ. Your advisor can help you to:  
• understand the qualification  
• decide on types of evidence to include in your portfolio  
• keep in touch with your assessor |
There are three key steps to planning how to tackle your NVQ. These are outlined below.

One  ➤ Matching your skills

Two  ➤ Making decisions about assessment and learning

Three ➤ Planning the detail
One  ▶  Matching your skills

How do you match your work to the units?

To do this self-assessment you may find it helpful to ask yourself these questions:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Sample answers</th>
<th>Your own answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do I want to do an NVQ or a unit?</td>
<td>I want my skills recognised I’m aiming for promotion</td>
<td></td>
</tr>
<tr>
<td>Do I understand the NVQ?</td>
<td>No, but I can look up information about it in this introduction and ask my assessor</td>
<td></td>
</tr>
<tr>
<td>What skills and knowledge do I have?</td>
<td>I have been doing this job for 3 years I have attended some in house training courses</td>
<td></td>
</tr>
<tr>
<td>What qualifications have I got?</td>
<td>I have a qualification in Health &amp; Safety</td>
<td></td>
</tr>
</tbody>
</table>

Using the skills match form

The form shown on the following page is to help you make a list of areas where you are already skilled and those where you need more help. Your assessment centre may provide you with their own version of this form.

Either on your own, or with your assessor, list the units of the NVQ you are doing using the assessment recording document (page 12). Under the questions How often do you do this activity? and How strong are your skills in this activity? Tick the statements which most apply to you.

When you have filled in these columns you can use the information to decide with your assessor which units to start with. This will help you to plan how to get your NVQ.

Some hints for where to start

Look at all the units in a qualification

Start with the units where:

• there is a good match with the work you normally do
• you do these tasks often
• your skills are strong

Don’t start where you find:

• the units are not like your day to day work
• you never do these tasks
• your skills need more development

you should ask your assessor for some advice about more training.

Now you know where to start you can fill in the ready for assessment and column. Reading the next section will help you with this.
# Skills match form

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Sheet no</th>
</tr>
</thead>
<tbody>
<tr>
<td>NVQ title</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit number</th>
<th>How often do you do this activity?</th>
<th>How strong are your skills in this activity?</th>
<th>Ready for assessment?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>often</td>
<td>strong</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>sometimes</td>
<td>fair</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>never</td>
<td>need development</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Training and development I need (see page 14)**

<table>
<thead>
<tr>
<th>Description</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Candidate's signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessor's signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Two: Making decisions about assessment and learning

#### How do you make decisions about assessment?

Ask yourself these questions:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Sample answers</th>
<th>Your own answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which units should I begin with?</td>
<td>The three units where I already have experience in most of the elements</td>
<td></td>
</tr>
<tr>
<td>When do I start?</td>
<td>I can start being observed now</td>
<td></td>
</tr>
<tr>
<td>What evidence of my skills can I collect myself?</td>
<td>Any records of my work. I could write or tape a diary of my work to discuss with my assessor</td>
<td></td>
</tr>
<tr>
<td>Who else can give me evidence?</td>
<td>Colleagues, my supervisor, service users and their relatives</td>
<td></td>
</tr>
<tr>
<td>When do I review my progress?</td>
<td>After my first observation, with my assessor. Then at regular intervals after that</td>
<td></td>
</tr>
</tbody>
</table>

If you want to know more about evidence see pages 18 and 19.
How do you make decisions about learning?

There might be reasons why you need to develop additional skills to achieve a particular unit or element. These could include:

- the tasks described are not part of your normal work role
- you need to improve your skills to achieve the standard described in the unit.

NVQs are not a pass or fail test. Your assessor will judge you ‘competent’ or ‘not yet competent’. If you are judged not yet competent, you will need to get help from your assessor and your assessment centre. They will know of ways to help you to improve your skills. If you have someone else working with you on the NVQ, such as an adviser, they will be able to help you.

Answering these questions will help you decide what to do:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Sample answers</th>
<th>Your own answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which are the elements or units where I need training?</td>
<td>The two elements which are not like the work I normally do</td>
<td></td>
</tr>
<tr>
<td>What sort of training will I get?</td>
<td>I should ask my assessor. I think that I could learn by watching and working with a colleague who does a slightly different job to me.</td>
<td></td>
</tr>
<tr>
<td>When will I be able to learn these skills?</td>
<td>I can arrange to shadow my colleague from next week.</td>
<td></td>
</tr>
</tbody>
</table>

Now you have answered these questions you can finish the skills match form. You have the answers for the section on training and development I need.
How do you agree a plan for assessment?

You are now a long way towards a plan with deadlines for achieving the NVQ. You and your assessor will now need to record how you are going to be assessed. You may think that this is all up to your assessor, but in fact you know best what you do in your daily routines. So it is important that you work out your assessment plan together.

Some more questions to ask yourself:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Sample answers</th>
<th>Your own answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I understand what happens when I’m assessed?</td>
<td>I think so, but I’ll check the diagram ‘How are NVQs assessed?’ at the end of this Guide, on page 20; or I’ll ask my assessor</td>
<td></td>
</tr>
<tr>
<td>Am I clear about what I do and what my assessor will help me with?</td>
<td>I know my assessor will help me plan, observe me, ask me questions and look at any other evidence I can provide. The table ‘who’s who and what they do’ shown earlier on page 17 gives me a list of what everyone does</td>
<td></td>
</tr>
<tr>
<td>Which assessment methods will be used?</td>
<td>I thought I’d need to be observed, but I see that there are other ways of being assessed as well. The list is on page 18 of this guide.</td>
<td></td>
</tr>
</tbody>
</table>
Writing your plan

Now that you have thought about your assessments, you and your assessor will need to start writing a plan and record your assessment process. An example of a candidate assessment record is shown on page 27. Your assessor will explain what it is for and how it is used.

There are different ways of writing a plan and your assessor may choose to use different methods at different times or for different units. Often you will be planning for the whole unit, sometimes for smaller parts of it, for example, elements or even the range. Yet again depending on your work you might be able to plan for a group of units. The candidate assessment record can be used in all these ways. Don’t be afraid to make planning or progress notes on the text of the standards.

Remember, your assessor and assessment centre will know all about plans and how to record them and will have their own tried and tested way of doing things. They will have agreed all this with the external verifier who works for the awarding body (see page 53). Helping you plan and review your work is an important part of your assessor’s job and they will use the candidate assessment record to outline these activities and your progress.

Review

You will meet regularly with your assessor to discuss progress, review your plan and decide next steps. Your assessor will write down the next steps on your candidate assessment record so that it becomes an active record of your work towards the NVQ.

Feedback

Your assessor will give you feedback on your evidence and how it is contributing to the assessment. This will be written on your candidate assessment record.
Summary

One ► Two ► Three ►

You have now completed the three steps to assessment planning.

To plan successfully, remember to consider the following questions:


An assessment plan should answer:

What are you going to do?

Who will be involved, eg. service users, colleagues etc?

How are you going to be assessed, or collect your evidence?

When will it take place and when will it be reviewed?

Where will it take place?

Assessors and candidates must sign and date plans.

There are forms for recording the names and signatures of assessors and other people involved in your work (Participants) on page 41.
Collecting evidence

Each unit contains a list of evidence requirements. This is important information for you and your assessor about what evidence must be collected for each unit.

The evidence requirements will usually tell you what you must be seen doing. This is known as direct observation. They will also tell you about other acceptable assessment methods. You will find the various sources of evidence listed, such as:

- work products
- questioning
- statements from other people who have observed your work (Third Party/Witness Testimony)
- simulations
- case studies, assignments, projects.

More information about the sources of evidence of your performance and knowledge can be found on pages 53 to 54 (Terms used in the Evidence Requirements).

What can you do to collect evidence?

You have seen on the previous page that there are a number of ways to collect your evidence for your NVQ. As a candidate you are surrounded by a wide range of possible sources of evidence. The diagram below shows you some examples.

The all round view of evidence
Selecting your evidence

As well as using all of the opportunities you can to collect your evidence, you will need to be selective. You will not necessarily want to put a copy of everything you’ve done into your collection of evidence; it is best to select the best pieces of evidence and only those which relate to your NVQ. A good way of thinking about this is to compare it to putting your holiday photographs in an album; although you might keep all of your photographs, you would select only the best ones to put into the album.

You may find it useful to keep a separate file or folder for other reference documents. For example, you might have handouts or notes from a training course, or kept a copy of a relevant newspaper article which helps you with your NVQ. As this is not your own work it is not evidence to put into your collection.

Recording your evidence

When you made your plan you will have looked at the work you do normally and at the variety of people, situations and settings. You will have thought about what you will be doing over the next few weeks and how the work links to the NVQ. You will have decided with your assessor how the evidence will be collected and made an assessment plan. So how is the evidence recorded?

If you want to know more about the ways of collecting evidence, revisit pages 53 to 54.

Your file, collection of evidence or portfolio

Evidence, which is produced by you and your assessor, is added to your own file or collection of items of evidence. Sometimes people refer to this file or collection of evidence as a portfolio. You do not need to start again with each new element or unit. Evidence collected for one element can also be used for another, so long as it is relevant to the new element. One of the reasons that items of evidence are given a number is that they could be tracked across a number of units if that is part of your plan. Your assessor or assessment centre will be able to explain to you how this is done. NVQs are not a test of your ability to organise and track evidence. However, it will be easier to assess a file or portfolio that is clearly organised.

Your centre will advise you about how to keep a list of the evidence and may give you a form to do this. This list or index is very useful to help you and your assessor keep track of what you do in your collection of evidence.

Notes will be made about observations and any questioning or discussion. The candidate performance evidence record sheets are shown on pages 29 and 31. You will work out with your assessor how these sheets are going to be completed. If you write notes on the sheet, your assessor may add comments and they will sign it to indicate that they agree with your record.

Evidence items are given a number and entered in the right-hand column of the candidate assessment record. All your evidence items should be titled and numbered, and recorded on the Element Evidence Location Summary Sheet.

Please photocopy the blank forms on pages 39 to 51 as often as you wish.

When a unit has been completed, the assessor(s) signs it off on the unit summary sheet. The assessor’s signature shows that you have demonstrated your competence through the evidence indicated in the evidence item column.

Here are some tips to help you with your evidence collection

- Be efficient in getting your evidence, use one piece of evidence to match as many of the performance criteria, parts of the range and elements as possible. This is known as cross-referencing your evidence, your assessor can help you with this. This also helps to keep your portfolio to a manageable size; quality is more important than quantity.

- Make sure the evidence you use is your own work. You must be able to prove to your assessor that the evidence in your portfolio is yours. It is very important that the work you do as part of a team is recorded as your own – use the word ‘I’ rather than ‘we’. Any handouts etc from training you have attended should not form part of your portfolio, although they are useful reference documents – keep them separately.

- You can get a better understanding of what is required in the knowledge specification by looking at the relevant performance criteria.

- Only use evidence which relates directly to your NVQ and don’t be tempted to put in other evidence just because you have it.

- Relating your evidence to a number of different areas shows your assessor that you can be consistent in what you do.

- Keep records of what you have done as you go along. This includes noting down dates, the people involved and to which part of the NVQ (unit) your evidence relates.

- Any paper or product evidence should be labelled clearly with the unit, element and performance criteria numbers and details of the range of performance evidence to which it relates. Your assessor will check that this evidence was produced by you.

- Your evidence needs to show that you have the knowledge to carry out your work. Your assessor may ask you questions about this. In addition, you may have to do extra work, such as an assignment or case study.

- Get in touch with your centre contact if you have any worries or concerns or complaints. The centre will be able to give you information, answer your queries and will have a complaints and appeals procedure for exceptional circumstances.
How are NVQs assessed?

Who

Advisor/Assessor and Candidate

What

Select NVQ or units with advice from centre

Match skills to standards, using skills match form
Find skills gaps
Decide on assessment and learning

Agree assessment plan

Collect evidence from the workplace
Observed assessments
Collect evidence together
Regular meetings with assessor to review and alter the assessment plan if necessary

Evidence is assessed
Includes Independent Assessment

Internal verification of assessment

Candidate and Advisor

Receive certificate for NVQ or units

Candidate and Advisor

Attend training or undertake further development or special projects

Candidate with college, training centre or employer

Advisor/Assessor and Candidate

Assessor and Candidate

Assessor and Candidate

Internal Verifier
The material which follows is based on a case study developed for guidance only and is not based on any known employee or individual. The evidence presented links to one element only. The assessments records have been completed for a complete unit and are for demonstration purposes only.

The purpose is to illustrate how to record the assessment process, evidence, structure and reference the portfolio for efficiency and economy. Forms can be typed or handwritten, but they must be legible and accurate.

1. Candidate’s details and résumé
2. Participant’s signatures list
3. Witness status list
4. Summary of Achievements
5. Candidate Assessment Record
6. *Candidate Performance Evidence Record (CPER) (Single Unit Record)
7. *Candidate Performance Evidence Record (CPER) (Multiple/Holistic Record)
8. Element Evidence Location and Summary sheet (EELS)
9. Unit Summary sheet
10. Portfolio checklist

* An example of how to complete both of these Candidate Performance Evidence Records is provided. Assessors may choose which one suits their needs and are not expected to complete both.
## Candidate details

<table>
<thead>
<tr>
<th>Name of candidate</th>
<th>Contact address for candidate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Kelly</td>
<td>710 London Road</td>
</tr>
<tr>
<td></td>
<td>Westcliff on Sea</td>
</tr>
<tr>
<td></td>
<td>Essex</td>
</tr>
<tr>
<td></td>
<td>SS0 8HR</td>
</tr>
<tr>
<td></td>
<td>01702 350041</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment start date</th>
<th>10/04/03</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>City &amp; Guilds registration number</th>
<th>Centre contact/quality assurance co-ordinator (QAC) name and contact details</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRV4693</td>
<td>Keith O’Brien</td>
</tr>
<tr>
<td></td>
<td>01702 357503 ext 143</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of registration</th>
<th>20/04/03</th>
</tr>
</thead>
</table>

## Centre details

<table>
<thead>
<tr>
<th>Name of centre</th>
<th>Centre number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southend secure unit</td>
<td>074830</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Centre address</th>
<th>Telephone number</th>
</tr>
</thead>
<tbody>
<tr>
<td>London Road</td>
<td>01702 357503</td>
</tr>
<tr>
<td>Westcliff on Sea</td>
<td></td>
</tr>
<tr>
<td>Essex</td>
<td></td>
</tr>
<tr>
<td>SS0 9HR</td>
<td></td>
</tr>
</tbody>
</table>
Résumé

Name
Sarah Kelly

Address
710 London Road
Westcliff on Sea
Essex
SS0 8HR

Telephone no
01702 350041

Date of birth
14/08/72

Education
Bristol Road Comprehensive
Bristol
Preston Polytechnic

Qualifications
5 GCSE’s – Maths, English, French, Biology, Art
3 A levels – Art, English, General Studies
BA (Hons) Psychology 2(ii)

Interests
Aerobics, Art, Gardening

Employment history and/or voluntary work
Youth Worker 1998-2000
Residential Child Care 2000-2002
Secure Unit 2002 ongoing

Current work role and responsibilities
Maintaining the safety and security of young people living in secure accommodation. Reinforcing positive behaviour. Planning, implementing, monitoring and reviewing integrated packages of interventions to address offending behaviour.

Courses attended in the last 5 years
Child Protection 2000
TCI 2001
First Aid 2002
Valuing Diversity 2002
Recording Skills & Confidentiality 2002
## Participants' signatures list

<table>
<thead>
<tr>
<th>NVQ team</th>
<th>Print name</th>
<th>Signature used</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate</td>
<td>Sarah Kelly</td>
<td>SK</td>
<td>01/04/03</td>
</tr>
<tr>
<td>Assessor(s)</td>
<td>Arfon Davies</td>
<td>AD</td>
<td>01/04/03</td>
</tr>
<tr>
<td>Peripatetic Assessor(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal verifier</td>
<td>Andrew Beaumont</td>
<td>AB</td>
<td>07/04/03</td>
</tr>
<tr>
<td>Workplace manager</td>
<td>Keith O’Brien</td>
<td>KO</td>
<td>03/04/03</td>
</tr>
<tr>
<td>(Pharmacist)</td>
<td>Amelia Palmer</td>
<td>AP</td>
<td>03/04/03</td>
</tr>
<tr>
<td>Colleagues available to provide witness testimony</td>
<td>Barbara Reed</td>
<td>BR</td>
<td>03/04/03</td>
</tr>
<tr>
<td></td>
<td>Les Wilson</td>
<td>LW</td>
<td>03/04/03</td>
</tr>
</tbody>
</table>
## Witness status list

**Candidate name**

Please ensure that all witnesses who have signed the candidate's evidence or written a report are included on this witness status list. Please ensure that all necessary details are included and then signed by the witness as being correct.

<table>
<thead>
<tr>
<th>Name of contact address of witness</th>
<th>Status of witness</th>
<th>Relationship to the candidate</th>
<th>Elements witnessed</th>
<th>Witness signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amelia Palmer 01702 357503</td>
<td>1</td>
<td>Colleague</td>
<td>D1011-2+3</td>
<td>Amelia Palmer</td>
<td>30/04/03</td>
</tr>
<tr>
<td>Barbara Reed 01702 357503</td>
<td>1</td>
<td>Colleague</td>
<td>D1011-2+3</td>
<td>Barbara Reed</td>
<td>10/05/03</td>
</tr>
<tr>
<td>Les Wilson 01702 357503</td>
<td>2</td>
<td>Colleague</td>
<td>D1011-2+3</td>
<td>Les Wilson</td>
<td>15/06/03</td>
</tr>
</tbody>
</table>

**Witness status categories in relation to the candidate**

1 = Occupational expert and is familiar with the standards  
2 = Occupational expert and not familiar with the standards  
3 = Non expert familiar with the standards  
4 = Non expert not familiar with the standards

**Relationship to candidate**

eg line manager, supervisor, assessor, colleague
### Summary of achievements

**Award**  
Youth Justice Services Level 3  

**Candidate's name**  
Sarah Kelly  

**Candidate City & Guilds enrolment no**  
SRV4693  

**Centre name and no**  
Southend Secure Unit 74830  

<table>
<thead>
<tr>
<th>Unit no</th>
<th>Unit title</th>
<th>Date</th>
<th>Candidate signature</th>
<th>Assessor signature</th>
<th>Units sampled IV signature</th>
<th>Units sampled EV signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>D101</td>
<td>Promote people's equality, diversity, rights and responsibility</td>
<td>27.06.03</td>
<td>S Kelly</td>
<td>A Davies</td>
<td>Andrew Beaumont</td>
<td></td>
</tr>
<tr>
<td>D303</td>
<td>Develop and sustain effective relationships with workers in other agencies</td>
<td>04.03.03</td>
<td>S Kelly</td>
<td>A Davies</td>
<td>Andrew Beaumont</td>
<td></td>
</tr>
</tbody>
</table>

**Full award achieved on**  

**Signature of internal verifier**  

**Date**
Candidate name: Sarah Kelly

Assessor name: Arfon Davies

Unit Nos and Title/s: D101 Promote equality, diversity rights and responsibility

This record can be used for single and multiple unit planning

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment planning, review, feedback and judgement record</th>
<th>Candidate and assessor signatures</th>
<th>Evidence ref nos</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.06.03</td>
<td>Plan. Sarah and I discussed this unit and agreed that there is a lot of evidence already in her portfolio for D303 which will now cross-reference into D101. We agreed to cross reference the following:</td>
<td></td>
<td>Ref 11</td>
</tr>
<tr>
<td></td>
<td>• Direct observation 10.04.03 of a meeting between F, Sarah and F’s social worker. This was a particularly difficult meeting skilfully handled. Evidences an understanding of child development and of current legal requirements. This covers most of D101.1 &amp; D101.2.</td>
<td></td>
<td>Ref 12</td>
</tr>
<tr>
<td></td>
<td>• Witness testimony – 10.05.03 from Amelia Palmer (colleague). This group session focussed on the promotion of equality and the way in which choices were made by the group. This will be used for O2.2</td>
<td></td>
<td>CR1</td>
</tr>
<tr>
<td></td>
<td>• Product evidence - Training and Educational plans received by Sarah. As these are confidential records they are not be placed in the portfolio but are available for scrutiny in the personal files of T and S in the office. All confidential material used uses prefix of CR.</td>
<td></td>
<td>CR2</td>
</tr>
<tr>
<td></td>
<td>• Witness Testimony from Les Wilson (colleague) on 26.12.03 relating to Sarah dealing with a complex and difficult situation resulting in the need for strong sanctions. This will be used for D101.2 &amp; D101.3</td>
<td></td>
<td>Ref 13</td>
</tr>
<tr>
<td></td>
<td>• Agreed that Sarah will check through this evidence and reference the relevant performance criteria, range and knowledge specification on each piece of evidence. I will check through this at our next review. I also reminded Sarah to check that the witness status list has been completed.</td>
<td></td>
<td>Ref 20</td>
</tr>
<tr>
<td></td>
<td>• Sarah and I also agreed that she will get the training manager to confirm her attendance at 2 specific sessions on &quot;Valuing diversity&quot; and &quot;Recording and confidentiality&quot;. She will add the contents list for both these courses so that I can match it to the knowledge specification for this unit.</td>
<td></td>
<td>Ref 21</td>
</tr>
<tr>
<td></td>
<td>• As there is a new admission likely tomorrow we agreed that I will observe Sarah going through the admissions procedures. Sarah will seek the informed consent of all those involved. This will ensure all the observational requirements are fully met and that consistency can be established.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Review agreed for 18/06/03</td>
<td>SK and AD</td>
<td></td>
</tr>
</tbody>
</table>
## Candidate assessment record (continued)

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment planning, review, feedback and judgement record</th>
<th>Candidate and assessor signatures</th>
<th>Evidence ref nos</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/6/02</td>
<td><strong>Observation.</strong></td>
<td></td>
<td>Ref 21 CR1 CR2 CR3</td>
</tr>
</tbody>
</table>
| 18/6/03    | • This went ahead as planned and Sarah sensitively but firmly dealt with the situation, adhering to all procedures appropriately. Gave verbal feedback about how well she had handled the situation. Asked Sarah to write this up on the Candidate Performance Evidence Record (CPER) I will check this when we meet for review on 18.06.03  
  • Checked product evidence as previously agreed and product evidence in relation to this admission (T forms etc) – all OK – legible and appropriate. | AD                              | Ref 11 Ref 12 Ref 13 |
|            | **Review and feedback**                                                                                                      |                                  | Ref 20 Ref 21 |
|            | • Read and accepted the CPER of the observation done in relation to F’s meeting.  
  • Read and accepted the 2 witness testimonies from Amelia and Les.  
  • Sarah has a letter from the training manager that confirms her attendance and the content of the training completed on 17.10.02 “Recording and confidentiality” & 21.11.02 “Valuing diversity”. I checked the knowledge specification and matched the evidence to them  
  • Read and accepted CPER of observation done on 11.06.03 agreed with performance criteria, range and knowledge claimed.  
  • Entered claims directly onto EELS. Asked oral questions to clarify and expand knowledge.  
  • Entered all of this evidence directly onto the Element Evidence Location Summary sheets (EELS). Identified the remaining evidence gaps. | AD SK                           | Ref 22 CR4 CR5 |
| 27/6/03    | **Plan 2**                                                                                                                  |                                  |                 |
|            | • Still need to cover a number of the knowledge specifications that are difficult to achieve through performance. Agreed that I would formulate some written questions and Sarah will complete these by 27.06.03.  
  • To cover PC and range D101.1.8.5c & D101.2.3a we identified another witness testimony that can be used from Barbara Reed – Deputy principal. This involved a situation where a parent had instigated the complaints procedure. Sarah will write this up on a CPER and ask Barbara to sign it to confirm it is a true record.  
  • We will meet to review this evidence on 27.06.03.                                                                 | AD & SK                         |                 |
|            | **Review and feedback**                                                                                                      |                                  |                 |
|            | • Sarah has successfully completed the questions set with some excellent and thorough answers.  
  • Read and accepted the witness testimony in respect of the complaint. Checked product evidence in respect of this situation – minutes of meetings & entries in daily and weekly record. As this was particularly sensitive the cper is brief.  
  • Double checked all evidence entered onto the EELS – all performance criteria, range and knowledge specification covered sufficiently. Signed off unit as all evidence authentic, valid, reliable and current to demonstrate competence. | AD & SK                         |                 |

Candidate signature:  

\[ S \text{ Kelly} \]  

Assessor signature:  

\[ A \text{ Davies} \]  

Date: 27/06/03
Use this form to record details of activities (tick as appropriate):

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td><strong>Observed</strong> by your Assessor</td>
</tr>
<tr>
<td>ii</td>
<td><strong>Seen</strong> by a witness</td>
</tr>
<tr>
<td>iii</td>
<td><strong>Self reflective</strong> accounts</td>
</tr>
</tbody>
</table>

NB Your assessor may wish to ask you some questions relating to this activity. Ensure that they are recorded in the appropriate box on sheet 2. The person who observed/witnessed your activity must sign and date the bottom of sheet 2.

Candidate name: Sarah Kelly

<table>
<thead>
<tr>
<th>Links to unit/element/pc/range/knowledge</th>
<th>Performance evidence</th>
<th>Date of activity</th>
<th>Links to other units</th>
</tr>
</thead>
<tbody>
<tr>
<td>D101.1.pc1 KS2</td>
<td>• My Assessor observed me following the day's Court proceedings I had to deal with a new admission – a young man called G. G had been remanded by the courts on section 23 of the Children &amp; Young Persons Act 1969. He will be on weekly remand until such time as the court hears his case.</td>
<td>11/06/03</td>
<td></td>
</tr>
<tr>
<td>D101.1.pc3 KS4</td>
<td>• G was aware of what was happening but I spent time, nevertheless, to explain his legal status, what his situation was and to listen to how he felt about it. This first exchange is very important as it lays the ground rules in respect of safety and security for the individual and others. I always ensure that no matter what the circumstances that each individual is treated with courtesy, honesty and respect. It is vital that the young person works in partnership with all those providing the service to ensure they have enough information to make informed choices. Some young people in this situation find this difficult because of their previous negative experiences – perceived or actual. Because custodial remands may be emotionally damaging and increase health risks (Cavadino &amp; Gibson 1993; Moore &amp; Smith 2001) it is important that staff interact with the young person in an appropriate way as this can have a significant impact on reducing potential difficulties.</td>
<td>11/06/03</td>
<td></td>
</tr>
<tr>
<td>KS15</td>
<td>• Having established enough of a rapport with G I went through the procedural checklist to ensure that I had covered all of the specific areas. Throughout I checked that G had understood what was being said as I am aware that when under stress people do not always take on all of the information given. I made it clear what information was needed, what it would be used for and who would have access to this information. I explained clearly the concept of limited confidentiality and that information would be shared where it is deemed necessary. I explained about access to personal files and briefly the Data Protection Act. I explained that G had the right to refuse information but that this could have negative consequences for both his care and his case. I explained the complaints procedure and what he should do if he felt his rights were being infringed. Just because a young person is subject to a court order this does not remove their basic human rights. The Human Rights Act 1998 means these rights are now enshrined in law. The secure estates as public authorities are subject to this legislation. Rights are also protected through the implementation of the Care Standards Act 2000.</td>
<td>11/06/03</td>
<td></td>
</tr>
<tr>
<td>KS17</td>
<td>• In addition to explaining these rights I impressed upon G the link between rights and responsibility. I talked with him about his expectations and what the staff and the unit’s expectations were of him. This can be another difficult area as many young people need help to understand that they must take responsibility in order to exercise their rights. As part of this process I informed him of the rewards/sanctions policy of the unit. Due to the difficult behaviour expressed by many of the young people in our care it is necessary to use a number of different methods to help them to adjust their behaviour. This is carefully done and there are clear procedures to ensure that specific rights are not infringed.</td>
<td>11/06/03</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Links to unit/element/pc/range/knowledge</th>
<th>Assessor's questioning record</th>
</tr>
</thead>
<tbody>
<tr>
<td>KS37</td>
<td>Questions</td>
</tr>
<tr>
<td></td>
<td>Why is it important to follow the procedural checklist?</td>
</tr>
<tr>
<td></td>
<td>Answers</td>
</tr>
<tr>
<td></td>
<td>Reduces potential tensions between individual and organisation</td>
</tr>
<tr>
<td></td>
<td>Reinforces the need for safety and security within the unit.</td>
</tr>
<tr>
<td></td>
<td>Ensures consistency and equality in how all admissions are handled. Checklist has been formulated to ensure all legal requirements relating to rights are met.</td>
</tr>
<tr>
<td></td>
<td>Ensures we have protected/promoted individual rights and responsibility.</td>
</tr>
</tbody>
</table>

The evidence recorded above has been judged as valid, reliable and authentic. It will be considered as part of the overall evidence required for this unit.
Candidate performance evidence record for holistic assessment of units (Sheet 1)

Use this form to record details of activities (tick as appropriate):

iv  **Observed** by your Assessor

v  **Seen** by a witness

vi  **Self reflective** accounts

NB Your assessor may wish to ask you some questions relating to this activity. Ensure that they are recorded in the appropriate box on sheet 2. The person who observed you must sign and date the bottom of sheet 2.

Candidate name  Sarah Kelly

<table>
<thead>
<tr>
<th>Links to:</th>
<th>Performance evidence</th>
<th>Links to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit no</td>
<td>Element no</td>
<td>PC no</td>
</tr>
<tr>
<td>D101</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>D101</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>D101</td>
<td>1</td>
<td>7</td>
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<td>1</td>
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<tr>
<td>D101</td>
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<td>3</td>
</tr>
<tr>
<td>D101</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>D101</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

S is subject to Detention and Training Order – section 75 Crime and Disorder Act 1998. He has been on the unit for 2 months and has found the experience difficult. There have been many instances of challenging behaviour which have resulted in a number of sanctions needed to be applied. On one of the more recent contact visits S complained to his mother about the removal of his TV from his room. S had repeatedly disturbed others by watching it with the volume too high. The following day I received a phone call from S’s mother to complain. I took this call in the office so as to preserve privacy. She was most insistent that this action was unfair despite the fact that I made it clear S’s actions were discriminatory to others. I made her aware of her right to complain and explained the complaints procedure which she denied having any prior knowledge of. I carefully explained the procedure and also posted out a copy to her. I recorded the complaint as per policy ensuring that I had distinguished between fact and opinion. This was stored in S’s file and in the complaints file. As I was concerned that policy did not appear to have been adhered to in respect of the family having notification of the complaints procedure, I was unsure of how to proceed and discussed the matter privately with the deputy principal. The matter was dealt with separately and the original complaint was not taken any further. (see confidential records in S’s file)

The issue about policy implementation was dealt with via the team meeting where an evaluation of practices took place to ensure what future actions needed to take place. (see team meeting minutes)

Witness signature  B Reed  Date  24/06/03
The evidence recorded above has been judged as valid, reliable and authentic. It will be considered as part of the overall evidence required for this unit.

<table>
<thead>
<tr>
<th>Links to unit/element/pc/rangeknowledge</th>
<th>Performance evidence</th>
<th>Links to other units</th>
</tr>
</thead>
</table>

| Observer/witness signature | A Davies | Date 18/06/03 |

<table>
<thead>
<tr>
<th>Links to unit/element/pc/rangeknowledge</th>
<th>Assessor’s questioning record</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions</td>
<td>A) Because she wanted to show her son that she cared about him despite this being inappropriate action and potentially reinforcing his difficult behaviour. She genuinely believed that there was an infringement of his rights – she needed help to understand the concept of responsibility.</td>
<td></td>
</tr>
<tr>
<td>K51</td>
<td>Q) Why do you think S’s mother wanted to complain?</td>
<td></td>
</tr>
<tr>
<td>D101.3.7</td>
<td>Q) What would you do if you felt information was being misused?</td>
<td></td>
</tr>
<tr>
<td>A) I would report any potential or actual misuse of information to the deputy and principal.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Element evidence location and summary sheet

**Element number/title**: D101.1 Promote peoples rights and responsibilities

**Candidate name**: Sarah Kelly

<table>
<thead>
<tr>
<th>Item of evidence</th>
<th>Ref</th>
<th>Related to performance criteria</th>
<th>Range</th>
<th>Knowledge evidence link no</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obs of meeting</td>
<td>11</td>
<td>✓✓✓✓✓</td>
<td>1a+b, 2a+b, 3a+b</td>
<td>1,2,5,13,14,15,16,17,18,19</td>
</tr>
<tr>
<td>Witness Testimony</td>
<td>23</td>
<td>✓</td>
<td>5c</td>
<td>1,2,5,13,14,15,16,17,18,19</td>
</tr>
<tr>
<td>Product Training Plan</td>
<td>CR1</td>
<td>✓✓</td>
<td>1b,2b</td>
<td></td>
</tr>
<tr>
<td>Product Educational Group</td>
<td>CR2</td>
<td>✓✓</td>
<td>1b,2b</td>
<td></td>
</tr>
<tr>
<td>Witness Testimony Group</td>
<td>12</td>
<td>✓✓✓✓✓✓✓</td>
<td>1b,2a,3a+b, 4a+b</td>
<td>1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19</td>
</tr>
<tr>
<td>Witness Testimony Behaviour</td>
<td>13</td>
<td>✓✓✓✓✓✓</td>
<td>1b,2a,3a+b, 4a+b</td>
<td>4,5,7,8,9,10,11,12,13,14,15,16,17,18,19,20,41,44</td>
</tr>
<tr>
<td>In house training</td>
<td>20</td>
<td>✓✓✓✓✓✓</td>
<td>2,4,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,41,44</td>
<td></td>
</tr>
<tr>
<td>Obs of Admission</td>
<td>21</td>
<td>✓✓✓✓✓✓</td>
<td>1a+b,2a+b, 4c,5a+b</td>
<td>1,2,4,7,9,10,14,15,17,20,21,32,37,44</td>
</tr>
<tr>
<td>Product T Forms CR3</td>
<td></td>
<td>✓✓✓✓✓✓</td>
<td>2b</td>
<td></td>
</tr>
</tbody>
</table>

I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element.

**Assessor signature**: A Davies  
**Date**: 27/06/03

I have received the feedback on my assessor's judgements during the collection of this evidence.

**Candidate's signature**: S Kelly  
**Date**: 27/06/03
## Element evidence location and summary sheet

**Element number/title:** D101.2 Promote equality and diversity of people

**Candidate name:** Sarah Kelly

### Item of evidence | Ref | Related to performance criteria (✓) | Range | Knowledge evidence link no
--- | --- | --- | --- | ---
Obs of meeting | 11 | ✓ ✓ ✓ ✓ ✓ | 1a + b 2c 3b |
Witness Testimony | 12 | ✓ ✓ ✓ ✓ ✓ ✓ | 1b,2a+b 3b |
Complaint |
Product Training Plan | CR1 | ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ | 1a,2b |
Product Educational Plan | CR2 | ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ | 1b,2b |
Obs of Admission | 21 | ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ | 1a + b |
Witness Testimony | 23 | ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ | 3a,2a 4a |
Complaint |
Written Questions | 22 | ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ | 13,16,18,23,24,26,27 28,29,33,35,38,40, 42,43,45,46,48 & 49 |
Records | CR4 & 5 | ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ | 1b,3b |

I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element.

**Assessor signature:** A Davies

**Date:** 27/06/03

I have received the feedback on my assessor’s judgements during the collection of this evidence.

**Candidate’s signature:** S Kelly

**Date:** 27/06/03
## Element evidence location and summary sheet

### Element number/title
D101.3 Promote people’s right to the confidentiality of information

### Candidate name
Sarah Kelly

<table>
<thead>
<tr>
<th>Item of evidence</th>
<th>Ref</th>
<th>Related to performance criteria (✓)</th>
<th>Range</th>
<th>Knowledge evidence link no</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product Training plan</td>
<td>CR1</td>
<td>✓ ✓ ✓</td>
<td>1b, 2b, 3b</td>
<td>10, 11, 20</td>
</tr>
<tr>
<td>Product Education plan</td>
<td>CR2</td>
<td>✓ ✓ ✓</td>
<td>1b, 3b, 2b</td>
<td>10, 11, 20</td>
</tr>
<tr>
<td>Observation of Admission</td>
<td>21</td>
<td>✓ ✓ ✓</td>
<td>1b, 3b+c</td>
<td>1, 2, 5, 19, 20, 21</td>
</tr>
<tr>
<td>Witness Testimony Complaint</td>
<td>23</td>
<td>✓ ✓ ✓</td>
<td>1b, 2a, 3b+c</td>
<td>1, 2, 4, 7, 8, 10, 14, 15, 17, 20</td>
</tr>
<tr>
<td>Product Records</td>
<td>CR4 + 5</td>
<td>✓ ✓ ✓</td>
<td>1b, 3b</td>
<td>10, 11, 20</td>
</tr>
<tr>
<td>Witness Testimony Behaviour</td>
<td>13</td>
<td>✓ ✓ ✓ ✓</td>
<td>1a ± b, 2b</td>
<td>3a ± b</td>
</tr>
</tbody>
</table>

I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element.

Assessor signature: A Davies  Date: 27/06/03

I have received the feedback on my assessor’s judgements during the collection of this evidence.

Candidate’s signature: S Kelly  Date: 27/06/03
**Unit summary sheet**

**Unit No and title**
D101 Promote people’s equality, diversity and rights and responsibilities

**Elements of competence**

<table>
<thead>
<tr>
<th>No</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>D101.1</td>
<td>Promote people’s rights and responsibilities</td>
</tr>
<tr>
<td>D101.2</td>
<td>Promote equality and diversity of people</td>
</tr>
<tr>
<td>D101.3</td>
<td>Promote people’s right to confidentiality of information</td>
</tr>
</tbody>
</table>

The most frequently used sources of evidence for this unit were

- [ ] Direct observation
- [✓] Work products
- [✓] Questioning professional discussion
- [✓] Third party/Witness testimony
- [ ] Simulation
- [ ] Assignments/projects/Case studies/Reflective studies
- [ ] APL/E/A

Competence has been demonstrated in all the elements of this unit using the required assessment procedures and any specified conditions/contexts. The evidence meets the requirements for authenticity, currency, reliability, sufficiency and validity.

<table>
<thead>
<tr>
<th>Name (block capitals)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessor</td>
<td>ARFON DAVIES</td>
<td>Arfon Davies</td>
</tr>
<tr>
<td>*Second line assessor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal verifier</td>
<td>ANDREW BEAUMONT</td>
<td>Andrew Beaumont</td>
</tr>
</tbody>
</table>

I am satisfied with the way the assessment(s) was conducted and with its outcome(s)

<table>
<thead>
<tr>
<th>Name (block capitals)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate</td>
<td>SARAH KELLY</td>
<td>Sarah Kelly</td>
</tr>
</tbody>
</table>

Candidate C&G enrolment no SRV4693

Name of approved assessment centre

Southend Secure Unit

Centre no 74830

*It is only necessary to use a second line assessor for novice assessors who have not yet achieved D32/33 or A1 or A2.

**NB** D32 and qualified A2 assessors are able to use observation and questioning only as assessment methods.
Portfolio checklist

Before submitting your portfolio you may wish to use the following checklist to ensure that you have included the necessary information.

1. Your Candidate Details, résumé and the City & Guilds Notification of Enrolment sheet should be included in the general document section of your portfolio.

2. Your initial assessment agreement/contract with the appeals process identified should be included in the general document section of your portfolio.

3. All witnesses/participants should have filled in the correct details on the ‘Witness Status and Participants Lists’ and then signed and dated the appropriate column(s).

4. All assessment records should be located in the appropriate section of your portfolio.

5. You should have included all of the relevant items of evidence unless they are confidential documents.

6. Items of evidence should have been referenced and referred to appropriately to ensure easy access for your assessor/IV/EV.

7. You may wish to include an index at the beginning of your portfolio to assist in the location of your evidence and records.

8. The ‘Summary of Unit Achievement Record’ should be filled in ready for your Assessor’s, Internal Verifier’s and External Verifier’s signatures. This should be placed in a prominent position in the front of your portfolio.
1 Candidate details and Résumé. Participant's and witness's signatures.
   These forms are self explanatory but make sure you describe your work role and responsibilities fully.

2 Summary of achievements
   This is for your Assessor and Internal Verifier to sign off units as they are achieved and finally for the Internal Verifier to sign off the completion of the whole award.

3 Element evidence location and summary sheet (EELS)
   This sheet should be used to check and record your claims to competence. It also allows you to record where your evidence can be found. You and your Assessor should use it regularly at reviews.

4 Candidate assessment record
   Your Assessor will complete this form with you on a regular basis. It records the assessment process and your progress through the Unit(s) towards final completion of the full award.

5 Candidate performance evidence record (single element/unit) CPER
   Use this form to record your performance evidence for a single element/unit. There is a column, which allows you to identify possible cross-reference opportunities to other units.

6 Candidate performance evidence record (holistic) CPER
   This is an alternative to form 5 (above) which allows you to record multiple unit claims on a single sheet. It is for you and your Assessor to decide whether to use this form or form 5.

7 Portfolio checklist
   This allows you to do a final check to ensure you have put everything needed in your portfolio and that it is well organised.

NB Your centre may be using similar but not exactly the same as the ones that follow. If this is the case your centre will have had approval to do so from a City & Guilds External Verifier. It is therefore quite acceptable for you to use them as an alternative to City & Guilds Affinity forms.
## Candidate details

<table>
<thead>
<tr>
<th>Name of candidate</th>
<th>Contact address for candidate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment start date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City &amp; Guilds enrolment number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of registration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

## Centre details

<table>
<thead>
<tr>
<th>Name of centre</th>
<th>Centre number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Centre address</th>
<th>Telephone number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Centre contact/QA coordinator (QAC) name and contact details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Résumé

Name

Address

Telephone no

Date of birth

Education

Qualifications

Interests

Employment history and/or voluntary work

Current work role and responsibilities

Courses attended in the last 5 years

NVQ in Youth Justice Services Level 3
## Participants' signatures list

<table>
<thead>
<tr>
<th>NVQ team</th>
<th>Print name</th>
<th>Signature used</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate</td>
<td></td>
<td>Initials</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Full signature</td>
<td></td>
</tr>
<tr>
<td>Assessor(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peripatetic Assessor(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal verifier</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workplace manager</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expert witness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colleagues available to provide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>witness testimony</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Witness status list

Candidate name

Please ensure that all witnesses who have signed the candidate's evidence or written a report are included on this witness status list. Please ensure that all necessary details are included and then signed by the witness as being correct.

<table>
<thead>
<tr>
<th>Name and contact address of witness</th>
<th>Status of witness</th>
<th>Relationship to the candidate</th>
<th>Elements witnessed</th>
<th>Witness signature</th>
<th>Date</th>
</tr>
</thead>
</table>

**Witness status categories in relation to the candidate**

1 = Occupational expert and is familiar with the standards  
2 = Occupational expert and not familiar with the standards  
3 = Non expert familiar with the standards  
4 = Non expert not familiar with the standards

**Relationship to candidate**

eg line manager, supervisor, assessor, colleague
## Summary of unit achievements

**Award**

<table>
<thead>
<tr>
<th>Candidate's name</th>
<th>Candidate registration no</th>
</tr>
</thead>
</table>

| Centre name and no |

<table>
<thead>
<tr>
<th>Unit no</th>
<th>Unit title</th>
<th>Date</th>
<th>Candidate signature</th>
<th>Assessor signature</th>
<th>Units sampled IV signature</th>
<th>Units sampled EV signature</th>
</tr>
</thead>
</table>

The optional units completed by this candidate have been selected from the following groups (please tick which groups)

- **Group 1:** Addressing offending and the harm done by crime and antisocial behaviour
- **Group 2:** Restorative justice
- **Group 3:** Addressing the factors that contribute to offending
- **Group 4:** Working with groups, communities and agencies to prevent crime and disorder
- **Group 5:** Developing and managing services

I confirm that the optional units have come from a minimum of TWO groups

Confirmed by assessor (signature)

<table>
<thead>
<tr>
<th>Internal verifier (signature)</th>
<th>Date</th>
</tr>
</thead>
</table>
Candidate assessment record

Candidate name

Assessor name

Unit No/s and title/s

This record can be used for single and multiple unit planning

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment planning, review, feedback and judgement record</th>
<th>Candidate and assessor signatures</th>
<th>Evidence ref nos</th>
</tr>
</thead>
</table>


Candidate assessment record (continued)

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment planning, review, feedback and judgement record</th>
<th>Candidate and assessor signatures</th>
<th>Evidence ref nos</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Candidate signature  
Assessor signature

Date  
Date
Use this form to record details of activities (tick as appropriate):

i  **Observed** by your Assessor

ii  **Seen** by a witness

iii  **Self reflective** accounts

NB Your assessor may wish to ask you some questions relating to this activity. Ensure that they are recorded in the appropriate box on sheet 2. The person who observed/witnessed your activity must sign and date the bottom of sheet 2.

<table>
<thead>
<tr>
<th>Links to unit/element/pc/range/knowledge</th>
<th>Performance evidence</th>
<th>Links to other units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of activity _______________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Candidate name
<table>
<thead>
<tr>
<th>Links to unit/ element/ pc/range/ knowledge</th>
<th>Performance evidence</th>
<th>Date of activity</th>
<th>Links to other units</th>
</tr>
</thead>
</table>
| Observer/witness signature
| Date |
| Links to unit/ element/ pc/range/ knowledge | Assessor's questioning record | Questions | Answers |

The evidence recorded above has been judged as valid, reliable and authentic. It will be considered as part of the overall evidence required for this unit.

Assessor signature
Date
Use this form to record details of activities (tick as appropriate):-

iv  **Observed** by your Assessor

v  **Seen** by a witness

vi  **Self reflective** accounts

NB Your assessor may wish to ask you some questions relating to this activity. Ensure that they are recorded in the appropriate box on sheet 2. The person who observed you must sign and date the bottom of sheet 2.

Candidate name

<table>
<thead>
<tr>
<th>Unit no</th>
<th>Element no</th>
<th>PC no</th>
<th>Date of activity</th>
<th>Range</th>
<th>KE</th>
</tr>
</thead>
</table>

Evidence ref. no

Unit no/s

Candidate performance evidence record for holistic assessment of units (Sheet 1)
The evidence recorded above has been judged as valid, reliable and authentic. It will be considered as part of the overall evidence required for this unit.
## Element evidence location and summary sheet

### Element number/title

<table>
<thead>
<tr>
<th>Candidate name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Item of evidence</th>
<th>Ref</th>
<th>Related to performance criteria (✓)</th>
<th>Range</th>
<th>Knowledge evidence link no</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element.

Assessor signature: ___________________________ Date: __________

I have received the feedback on my assessor’s judgements during the collection of this evidence

Candidate’s signature: ___________________________ Date: __________
Unit summary sheet

Elements of competence

<table>
<thead>
<tr>
<th>No</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The most frequently used sources of evidence for this unit were [please tick boxes as appropriate]:

<table>
<thead>
<tr>
<th>Direct observation</th>
<th>Work products</th>
<th>Questioning/professional discussion</th>
<th>Third party/Witness testimony</th>
<th>Simulation</th>
<th>Assignments/projects/Case studies/Reflective studies</th>
<th>APL/E/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Competence has been demonstrated in all the elements of this unit using the required assessment procedures and any specified conditions/contexts. The evidence meets the requirements for authenticity, currency, reliability, sufficiency and validity.

<table>
<thead>
<tr>
<th>Name (block capitals)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Second line assessor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal verifier</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I am satisfied with the way the assessment(s) was conducted and with its outcome(s)

<table>
<thead>
<tr>
<th>Name (block capitals)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Candidate C&G enrolment no

Name of approved assessment centre

Centre no

*It is only necessary to use a second line assessor for novice assessors who have not yet achieved D32/33 or A1 or A2.

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6. Items of evidence should have been referenced and referred to appropriately to ensure easy access for your assessor/IV/EV.

7. You may wish to include an index at the beginning of your portfolio to assist in the location of your evidence and records.

8. The ‘Summary of Achievement Record’ should be filled in ready for your Assessor’s, Internal Verifier’s and External Verifiers signatures.

This should be placed in a prominent position in the front of your portfolio.
Terms used in the Evidence Requirements

Assessment plans and evidence requirements

Assessment plans identify the opportunities which exist naturally or which will be created in order to collect the evidence, which will demonstrate competence. The plans will show how the evidence requirements, which are included within each of the units of competence in the national occupational standards can be met efficiently. The plans are primarily the responsibility of the assessor but the process should allow the joint planning of assessment between assessor and candidate. The plans should be SMART and contain Simple, Measurable, Attainable and Realistic Targets for the achievement of a unit or group of units.

Evidence requirements specify the way in which the evidence for a unit must be provided. They identify any particular sources of evidence or assessment methods that are required and show where flexibility and imagination can be used. Evidence requirements are established by the National Training Organisation and all the awarding bodies and assessment centres must use them.

Assessors are authorised by the assessment centre to carry out assessment because they have relevant occupational expertise and familiarity with the occupational standards. Assessors must be working towards, or in possession of, units D32 and/or D33 or their replacement, which are the standards for assessment.

Internal verifiers are appointed by assessment centres to ensure that assessment carried out within the centre is valid and reliable. They advise and support assessors. Internal verifiers must have relevant occupational expertise so that they can make sound judgements about the decisions of assessors and they must be working towards or hold unit D34 (or its replacement) which is the standard for internal verification. It is recommended that internal verifiers also hold units D32 and D33 (or their replacement), the standards for assessment.

External verifiers are appointed by an awarding body to monitor the work of approved assessment centres. They make sure that decisions on competence are consistent across centres and must hold or be working towards unit D35 (or its replacement), the standard for external verification. External verifiers may also hold units D32 and D33 (or their replacement) from the standards for assessment and will have relevant occupational expertise so that they can make valid judgements on decisions for NVQs for which they are responsible.

Collecting and collating evidence

Direct observation – an assessor observes performance in normal work conditions which give a picture about how activities are carried out by the candidate. Observations should usually also provide evidence of knowledge and understanding – does the candidate know what to do and how to do it?

Work Products – A ‘product’ can be anything, which is a result of the candidate’s work such as records which have been completed, or equipment which has been prepared.

Questioning can be either oral or written

• Oral questioning may take at least two forms: For example the assessor may ask a candidate questions before, during and after observations of performance and this can provide a valuable opportunity to check out the candidate’s knowledge and understanding by reference to a specific activity. Such questioning is a powerful means of checking and exploring the knowledge and understanding which lie behind performance – for example by finding out why the candidate acted in a certain way, or what s/he would have done if circumstances had been different.

• Questioning may also take place in specially set aside sessions in which assessor and candidate explore broader areas of knowledge and understanding or areas which have not been demonstrated in performance and associated questioning.

• In written questioning the candidate usually responds in writing to questions which are given in writing. Written questioning includes multiple-choice tests as well as longer answer exercises and can be an efficient way of gathering or providing evidence of knowledge and understanding.

• Questions whether oral or written should not require candidates to apply their knowledge and understanding in ways which are either more complex, or more simplistic, than is needed to achieve the standards.

Witness/third party testimony, in the form of statements from people other than the assessor, can provide information to be used as evidence that the candidate can meet the standards. This may be very strong evidence from someone knowledgeable about the required standards or who has particular expertise or it may be weaker evidence which can be used to confirm an aspect of performance or knowledge.

Simulations including role plays and skills rehearsal also involve the observation of the candidate’s performance, and/or the examination of products of that performance by the assessor. However, in this case the performance is not in natural conditions but in conditions which are to some degree simulations of the real thing. Simulations can be used where candidates may not be able to provide valid evidence within an acceptable timeframe because a particular situation may only arise occasionally, or where there is a need to maintain confidentiality or guard against intrusiveness in assessment. The evidence requirements section of each unit specifies whether simulation is acceptable. Simulations should be used sparingly in most instances and should not usually provide a large part of a candidate’s evidence for a full qualification. Where simulations are used they should replicate the characteristics and constraints of real working conditions as closely as possible.
Role-plays are a form of simulation in which candidates are asked to imagine themselves in a particular situation and to demonstrate how they would deal with it in a real situation.

Skills rehearsal involves the demonstration of skills in circumstances which, whilst they are not actually the situation referred to in the standards to be assessed, require the candidate to exercise similar skills.

Closely related to the idea of simulation is that of ‘evidence of skills transferrable from other performance’. Such evidence comes from activities, which contain some, but not all, the components of the required competence.

Assignments and projects can serve a number of processes and utilise combinations of evidence drawn from the workplace and elsewhere according to the requirements of the assessment plan.

Case studies usually involve a study of a particular client, situation or method of work in depth and over a period of time.

Self reporting – in which the candidate produces a logbook, diary or other record of current or past work activity – can be used in assessment. These reports will tend to be written, but may also be verbal (eg audiotapes). Such reports and reflective accounts (such as a reflective practice journal) can provide a useful basis for assessor and candidate to explore the candidate’s understanding of the principles underlying certain work practices and their ability to reflect on their actions.

Evidence from the past is any evidence (direct observation, work products, extended questioning) which dates from before agreement of the assessment plan. Care must be taken that the evidence is really relevant to the standards and that the candidate is still competent in the areas covered by the evidence. Terms which are closely associated with evidence from the past, are assessment of prior achievement and accreditation of prior learning. Both refer to the method or process through which evidence from the past is used.

Key skills

Much of the work you undertake on a day to day basis requires you to demonstrate competence in ‘key skills’, for which national standards have also been developed. The national standards for Key Skills cover six main areas:

- Communication
- Application of number
- Information Technology
- Working with others
- Problem solving
- Improving own learning and performance.

The tables on pages 113-115 show where there are potential links between the NVQ at level 3 in the Youth Justice Services and the National standards for Key Skills. This means that, during assessment for those aspects of the NVQ
Unit and element titles
Mandatory units – you must successfully complete all five mandatory units
A103 Assist in the assessment of children and young people’s offending behaviour and in planning provision
A103.1 Assist in the assessment of children and young people’s offending behaviour and associated risks
A103.2 Assist in planning provision.
A410 Model behaviour and relationships with children and young people which recognises the impact of crime on victims and communities
A410.1 Develop relationships with children and young people that reinforce positive behaviour and recognise the impact of crime and antisocial behaviour
A410.2 Establish and maintain effective relationships with children and young people that reinforce positive behaviour.
B105 Contribute to the prevention and management of challenging behaviour by children and young people
B105.1 Negotiate goals and boundaries for acceptable behaviour
B105.2 Manage challenging behaviour
B105.3 Contribute to restoring a supportive environment.
D101 Promote people’s equality, diversity, rights and responsibilities
D101.1 Promote people’s rights and responsibilities
D101.2 Promote equality and diversity of people
D101.3 Promote people’s right to the confidentiality of information.
D304 Contribute to the development and effectiveness of work teams
D304.1 Contribute to effective team practice
D304.2 Contribute to the development of others in the work team
D304.3 Develop oneself in own work role

Optional units – you must complete five units from at least two of the following five optional groups (available on CD by order)

Optional Group 1: Addressing offending and the harm done by crime and antisocial behaviour
A203 Assist in the supervision, enforcement and review of sentences served in the community by children and young people
A203.1 Assist in supervising children and young people serving sentences in the community
A203.2 Assist in enforcing court orders and statutory licences
A203.3 Assist in monitoring and reviewing the progress of children and young people serving sentences in the community
A205 Prepare children and young people for resettlement in the community
A205.1 Plan activities to prepare children and young people for resettlement
A205.2 Supervise activities outside the secure environment
A205.3 Support children and young people preparing for resettlement
A207 Assist in supervising, monitoring and reporting on contracts agreed between children and young people and community representatives
A207.1 Assist in monitoring compliance with the terms of individual contracts agreed between children and young people and community representatives
A207.2 Assist in investigating and reporting on non-compliance with contracts
A207.3 Assist in monitoring and reporting on the progress of children and young people in meeting individual contracts agreed with community representatives
A402 Help children and young people address their offending behaviour
A402.1 Help children and young people to understand their offending behaviour and associated risks
A402.2 Help children and young people to change their behaviour positively.
A403 Prepare and provide agreed individual development activities for children and young people
A403.1 Contribute to the assessment of children and young people’s abilities and needs
A403.2 Plan and prepare agreed development activities for children and young people
A403.3 Support children and young people in individualised development activities
A403.4 Evaluate agreed development activities with other members of the team.
A404 Prepare, implement and evaluate group activities to address the offending behaviour of children and young people
A404.1 Plan and prepare agreed group activities to address the offending behaviour of children and young people
A404.2 Prepare and support children and young people through group activities
A404.3 Evaluate agreed group activities with other members of the team.

A406 Deliver evidence-based programmes designed to reduce the likelihood of reoffending by children and young people who pose a medium to low risk of harm
A406.1 Prepare for evidence-based programmes designed to reduce the likelihood of reoffending by children and young people who pose a medium to low risk of harm
A406.2 Implement evidence-based programmes designed to reduce the likelihood of reoffending by children and young people who pose a medium to low risk of harm
A406.3 Contribute to the monitoring and evaluation of evidence-based programmes designed to reduce the likelihood of reoffending by children and young people who pose a medium to low risk of harm.

A408 Assist in the delivery of evidence-based complex programmes designed to reduce the likelihood of reoffending by children and young people who pose a significant risk of harm
A408.1 Assist in the preparation for evidence-based complex programmes designed to reduce the likelihood of reoffending by children and young people who pose a significant risk of harm
A408.2 Assist in the implementation of evidence-based complex programmes designed to reduce the likelihood of reoffending by children and young people who pose a significant risk of harm
A408.3 Assist in the evaluation of evidence-based complex programmes designed to reduce the likelihood of reoffending by children and young people who pose a significant risk of harm.

A502 Maintain the safety, security and welfare of children and young people in secure environments
A502.1 Promote the safety and welfare of children and young people in secure environments
A502.2 Identify and respond to the specific safety and welfare needs of children and young people in secure environments
A502.3 Review the safety and welfare of children and young people with other members of staff and agencies.

A503 Help children and young people in secure environments to maintain and develop relationships
A503.1 Support children and young people in their relationships with those outside the secure environment
A503.2 Support children and young people in their relationships with others inside the secure environment.

A505 Maintain security and order in secure environments
A505.1 Monitor the physical security of the secure environment
A505.2 Monitor the security and behaviour of children and young people in the secure environment
A505.3 Identify and respond to breaches of security and order
A505.4 Restore security and order.

A508 Support children and young people in secure environments to take part in purposeful activities
A508.1 Promote the value of purposeful activities
A508.2 Help children and young people take part in purposeful activities.

A812 Establish and maintain a register of placements where children and young people who have offended can make reparation to the community
A812.1 Identify and contact organisations in the community
A812.2 Support organisations which provide placements for children and young people to make reparation to the community.

B104 Contribute to the protection of children and young people from abuse
B104.1 Identify signs and symptoms of possible abuse
B104.2 Respond to a disclosure of abuse.
D308  Provide and obtain information at courts and formal hearings
D308.1 Provide and obtain written information at courts and formal hearings
D308.2 Make oral contributions to courts and formal hearings.

Optional Group 2: Restorative justice
A602  Provide initial support to individuals affected by offending or anti-social behaviour and assess their needs for further support
A602.1 Provide initial support to individuals who have been affected by offending or anti-social behaviour
A602.2 Assess with individuals their needs and wishes regarding further support.

A705  Establish and maintain contact with victims, survivors and witnesses of crime which acknowledges the effects of their experience
A705.1 Establish contact with victims, survivors and witnesses of crime and anti-social behaviour in a manner which acknowledges the effects of their experience
A705.2 Maintain contact with victims, survivors and witnesses in a manner which acknowledges the effects of their experience.

Optional Group 3: Addressing the factors that contribute to offending
B201  Encourage children and young people to develop and maintain a positive sense of self and identity
B201.1 Enable children and young people to explore and address issues of self and identity
B201.2 Enable children and young people to address and review factors which impact on their sense of self and identity.

B202  Enable children and young people to participate in recreation and leisure activities
B202.1 Encourage children and young people to plan recreation and leisure activities
B202.2 Support children and young people during recreation and leisure activities.

B203  Promote children and young people’s social and emotional development
B203.1 Enable children and young people to adjust to the setting
B203.2 Enable children and young people to relate to others
B203.3 Develop children and young peoples self-reliance and self esteem
B203.4 Enable children and young people to recognise and deal with their feelings

B203.5 Enable children and young people to develop a positive self-image and identity
B203.6 Prepare children and young people to move onto new settings.

B204  Facilitate children and young people’s learning and development through mentoring
B204.1 Identify the learning and development needs of children and young people
B204.2 Plan with children and young people how learning and development needs will be addressed through mentoring
B204.3 Mentor children and young people to achieve identified outcomes
B204.4 Review the effectiveness of mentoring with children and young people.

B205  Enable children and young people to present their own needs and interests
B205.1 Enable children and young people to plan and prepare for presentations
B205.2 Assist children and young people in making presentations
B205.3 Evaluate presentations with children and young people.

B206  Enable children and young people to understand and address their difficulties
B206.1 Enable children and young people to understand their difficulties and identify options for change
B206.2 Enable children and young people to take positive action to address their difficulties.

B207  Enable children and young people to maintain contact in potentially isolating situations
B207.1 Support children and young people in maintaining social contacts
B207.2 Obtain specific information and literature for children and young people.

B208  Enable children and young people, their family and friends to explore and manage change
B208.1 Enable children and young people to explore the implications of change and their options
B208.2 Enable children and young people, their family and friends to manage the process of change.

B209  Support children and young people when they are distressed
B209.1 Contribute to the prevention of distress in children and young people
B209.2 Support children and young people in times of distress.
B211 Assist in the transfer of children and young people between agencies and services
B211.1 Support children and young people as they prepare for transfer
B211.2 Make agency preparations for the transfer of children and young people
B211.3 Supervise children and young people during transfer.

B305 Support children and young people with difficult or potentially difficult relationships
B305.1 Support children and young people in their decisions regarding relationships
B305.2 Support children and young people in maintaining and evaluating contact in difficult or potentially difficult relationships.

B306 Develop and maintain effective working relationships with the families of children and young people held in secure environments
B306.1 Establish and maintain effective working relationships with the families of children and young people in secure environments
B306.2 Work with family members to achieve positive outcomes for children and young people in secure environments.

B502 Observe and assess the development and behaviour of children and young people
B502.1 Observe the behaviour and performance of children and young people
B502.2 Use observation results to inform the future care and education of children and young people.

B505 Promote employment, training and education opportunities for children and young people who have offended or are likely to offend
B505.1 Raise stakeholders’ awareness of the value of employment, training and education in reducing offending behaviour
B505.2 Negotiate and agree with stakeholders the opportunities they are willing to offer to those who have offended or are likely to offend.

B506 Enable children and young people who have offended or are likely to offend to maximise their employment opportunities
B506.1 Assist children and young people to identify potentially suitable employment
B506.2 Assist children and young people to plan action to maximise their employment opportunities.

B507 Negotiate with employers and support them in offering opportunities to children and young people who have offended or are likely to offend
B507.1 Negotiate with employers and agree placements for children and young people who have offended or are likely to offend
B507.2 Support employers in their work with children and young people who have offended or are likely to offend.

Optional Group 4: Working with groups, communities and agencies to prevent crime and disorder
B401 Enable children and young people to find out about and use services and facilities
B401.1 Enable children and young people to find out about services and facilities
B401.2 Enable children and young people to use services and facilities.
B403 Promote the needs and rights of children and young people in the community
B403.1 Promote the rights of children and young people in the community
B403.2 Help children and young people to represent their own interests.

B404 Contribute to establishing and running mutual support networks
B404.1 Assist individuals to evaluate and contact support networks
B404.2 Enable support networks to develop their effectiveness.

D203 Contribute to developing awareness and community action in relation to the offending behaviour of children and young people
D203.1 Develop plans to promote awareness and community action in relation to the offending behaviour of children and young people
D203.2 Promote awareness and community action in relation to the offending behaviour of children and young people
D203.3 Contribute to the evaluation and improvement of awareness raising and community action in relation to the offending behaviour of children and young people.

D206 Prepare and set up mediation
D206.1 Establish the appropriateness of the mediation process with each party
D206.2 Agree the conditions and boundaries of mediation with parties.

D207 Stage the mediation process
D207.1 Establish the issues for each party
D207.2 Explore issues with the parties
D207.3 Assist in the identification and evaluation of potential options
D207.4 Build and secure agreements between parties

D208 Manage the mediation process
D208.1 Facilitate exchanges between parties
D208.2 Manage conflict and address power imbalances.

Optional Group 5: Developing and managing services

D303 Develop and sustain effective relationships with workers in other agencies
D303.1 Develop effective relationships with workers in other agencies
D303.2 Sustain effective relationships with workers in other agencies.

D306 Represent one’s own agency at other agencies’ meetings
D306.1 Obtain information from other agencies’ meetings
D306.2 Make contributions to other agencies’ meetings.

D310 Contribute to the development and promotion of the agency and its services.
D310.1 Contribute to identifying the potential for agency development
D310.2 Present information and ideas to contribute to agency development
D310.3 Promote agency services.

Units marked † are also to be found in NVQs in Community Justice
Units marked ‡ are also to be found in NVQs in Custodial Care
Units marked # are also to be found in NVQs in Care
Units marked ** are also to be found in NVQs in Caring for Children and Young People
Statement of Values and Principles

National occupational standards in the youth justice sector are built on a number of values and principles. They are:

1. to promote youth justice systems which are integrated with other services for children and young people: education, social services, health services, housing services, substance use services

2. to actively look for every opportunity to repair the harm done by the offending behaviour of children and young people and recognise, in an inclusive manner, the impact of crime on victims and communities and address the needs of victims

3. to recognise that children and young people have the right to expect help and to contribute to their community and to enable children and young people to realise their potential

4. to promote and welcome community and individual diversity by working with agencies to reduce social exclusion

5. to ensure that all work with children and young people is underpinned by the provisions of the United Nations Convention on the Rights of the Child, human rights and other legislation for the protection and welfare of children and young people

6. to promote restorative justice values: communication, voluntary involvement and empowerment of participants including parents, families and the community

7. to promote community safety by recognising the rights and responsibilities of children and young people, their parents, carers and communities, and to reduce: the fear of crime; crime and disorder; and victimisation; and the effect that these have on individuals and communities

8. to balance the need to share information between agencies to protect children and young people and the public with the need to maintain confidentiality and manage risk

9. to assess the needs of children and young people, reduce the risk factors in their lives and promote the factors which are likely to protect them from offending

10. to deal with children and young people speedily, fairly, consistently and with respect whatever their race, gender, religion, sexuality or disability

11. to work in ways which are based on evidence of effectiveness and contribute to the further development of the prevention of offending

12. to provide the most effective service minimising the use of secure settings and making the best use of resources

13. to work within statutory and agency frameworks, policies and priorities.
NVQ in Youth Justice Services Level 3 (7498-03)
Award guidance and record of assessment
Mandatory units
Unit A103
Assist in the assessment of children and young people’s offending behaviour and in planning provision

Unit commentary

Summary
This unit focuses on assisting in the assessment of offending behaviour of children and young people and in planning related provision. The worker needs to obtain and record information on the offending behaviour, its associated risks and the consequences of the offending behaviour to help consider children and young people’s suitability for different types of provision. The unit includes the use of computer-based recording systems. The unit applies to work with children and young people – both those who have already offended and those who are recognised as being likely to offend. The worker may be assisting in planning provision which includes one or several types of service.

This unit complements unit A102 which is focused on those who hold overall responsibility for assessing the offending behaviour of children and young people and in preparing proposals for interventions.

There are two elements

A103.1
Assist in the assessment of children and young people’s offending behaviour and associated risks

A103.2
Assist in planning provision.

Target group
This unit is applicable across the youth justice sector. It is relevant to any worker who has responsibility for assisting in the assessment of offending behaviour and planning provision. The provision for which the child/young person is being considered might include: bail; remand; individual or group work focused on changing behaviour; reparation; intensive surveillance; education, training and employment opportunities; accommodation services; health services; drug and alcohol services or a combination of the above.

Principles of good practice
These occupational standards incorporate principles of good practice that apply across the youth justice sector. Further information about these principles can be found in the introduction.

Linked units
Links to QCA Key Skills: Communication level 3; Application of Number level 3; Information Technology level 3; Working with Others level 3; Problem Solving level 3; Improving Own Learning and Performance level 3.

Links to SQA Core Skills: Communication level – Intermediate 2; Numeracy level – Intermediate 2; Using Information Technology level – Intermediate 2; Working with Others level – Intermediate 2; Problem Solving level – Intermediate 2.

Place in the NVQ/SVQ framework
This is a mandatory unit in the NVQ/SVQ for Youth Justice Services at Level 3.

Origin of this unit
Originated by the Community Justice NTO – unit D101.
Performance criteria

The worker will need to:
1. identify the information which they need to obtain from different sources
2. make appropriate arrangements for obtaining the information
3. explain clearly to people:
   - the worker’s role and responsibility
   - the information which is needed
   - why it is needed
   - when it is needed
   - how it will be used
   - who will have the right of access to it
4. communicate with people in a manner which:
   - is appropriate to them
   - encourages an open exchange of views and information
   - minimises any constraints to communication
   - is free from discrimination and oppression
   - acknowledges their role, work context and area of expertise
5. encourage people to provide information at the appropriate time and to alert the worker to anything which needs immediate attention
6. confirm that the information obtained is relevant, accurate and current and the worker has interpreted it correctly
7. collate, summarise and structure the information obtained in a way which facilitates its later use
8. make contributions to the assessment of offending behaviour and associated risks which are consistent with the evidence gathered
9. seek advice and support promptly when team discussion and supervision are appropriate
10. complete records accurately and clearly and store them according to agency requirements
11. communicate information to people who are authorised to have it.

Range

1. Sources of information
   - the child/young person who is the focus of the assessment
   - people who are significant to the child/young person and/or who are affected by their behaviour
   - people and records within the worker’s agency
   - partner agencies and other relevant services.

2. Information relating to
   - the nature of the behaviour of the child/young person
   - the effects of the behaviour of the child/young person on victims and others
   - the personal circumstances of the child/young person
   - the context of the behaviour of the child/young person
   - the attitudes and beliefs of the child/young person relating to their behaviour.

3. Communicate
   - verbally and non-verbally
   - in writing
   - through the use of electronic media.

4. Risks to
   - the public, including actual and potential victims of crime and people significant to the child/young person
   - people working with the child/young person
   - the individual him/herself
   - property.
Unit A103

Assist in the assessment of children and young people's offending behaviour and in planning provision

Element A103.2
Assist in planning provision

Performance criteria

The worker will need to:

1. clarify with their line manager
   - the assessment of the child or young person and their offending behaviour
   - the options which should be considered
   - the resources required
   - the worker's role and responsibility in the process

2. obtain the information agreed with their line manager in an appropriate manner from relevant sources

3. communicate with people in a manner which
   - is appropriate to them
   - encourages an open exchange of views and information
   - minimises any constraints to communication
   - is free from discrimination and oppression
   - acknowledges their role, work context and area of expertise

4. assist in identifying which options are appropriate given
   - the personal circumstances of the child or young person
   - any court order or statutory licence which may have been served on the child or young person
   - the resources available

5. provide reports
   - which contain accurate and complete information
   - which are structured in a way which can be readily used
   - which highlight any specific areas of benefit or concern
   - which are written in plain language
   - in sufficient time for them to be of use

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

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

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

Range

1. Sources of information
   - a. the child or young person who is the focus of the assessment
   - b. people who are significant to the child/young person and/or who are affected by their behaviour
   - c. people and records within the worker's agency
   - d. partner agencies and other relevant services.

2. Communicate
   - a. verbally and non-verbally
   - b. in writing
   - c. through the use of electronic media.
Unit A103

Assist in the assessment of children and young people's offending behaviour and in planning provision

Descriptions of the knowledge and understanding needed for this unit

Individuals will need the following knowledge and understanding to achieve the standards in this unit.

Working with offending behaviour

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

2. factors which may be relevant to a child/young person's difficulties

3. triggers to, and patterns of, offending behaviour

4. the reasoning processes they followed during information gathering and assessment

5. the accuracy with which it is possible to predict risk and the implications of this for the worker

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

Working within the youth justice sector

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

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

Working to improve individual practice

1. the ways in which an individual's culture and gender influence the worker's practice

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

3. how they evaluate their own competence when at work and decide when further support and expertise are needed.
Evidence from performance

The candidate’s package of evidence from their performance needs to be of consistent quality and cover all the performance criteria and all of the aspects of range, except those detailed below. If performance evidence is not available during the assessment period, evidence from knowledge and understanding can be used for the following performance criteria and/or the aspects of the range detailed below:

A103.1 range 3 and A103.2 range 2: 1 of the 3 methods of communication:

a. verbally and non-verbally
b. in writing
c. through the use of electronic media.

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.

The candidate must provide evidence from different sources in order to have their achievement recognised for this unit ie evidence must come not only from the candidate but also from other sources (such as from others who saw the candidate working, minutes of meetings taken by others, etc.). Simulations (such as case scenarios or role play) can be used as one source of performance evidence for this unit. Evidence from real practice must, however, form the majority of the candidate’s performance evidence.

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.

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:

A203 Assist in the supervision, enforcement and review of sentences served in the community by children and young people

A402 Help children and young people address their offending behaviour

A404 Prepare, implement and evaluate group activities to address the offending behaviour of children and young people

D303 Develop and sustain effective relationships with workers in other agencies.

There are a number of sources of evidence that candidates can use for this unit. Further information on the different sources is available in the overall assessment guidance.

Simulation

Simulation would not normally be used and will only be deemed acceptable in those situations which meet the criteria detailed in section 1 (Award Guidance).

Direct observation

Your assessor MUST observe you in real work activities. This will provide most of the evidence for EACH element in this unit. Where it is not possible to observe specific pc’s, range or knowledge, your assessor will identify alternative sources of evidence.

NB The same applies to all optional units.
Element evidence location and summary sheet

Element number/title: A103.1 Assist in the assessment of children and young people's offending behaviour and associated risks

Candidate name

<table>
<thead>
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<th>Item of evidence</th>
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I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element.

Assessor signature ___________________________ Date __________

I have received the feedback on my assessor's judgements during the collection of this evidence

Candidate's signature ___________________________ Date __________
## Element evidence location and summary sheet

**Element number/title**: A103.2 Assist in planning provision

### Candidate name

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**Assessor signature**  
Date

I have received the feedback on my assessor's judgements during the collection of this evidence

**Candidate's signature**  
Date
Unit summary sheet
Unit A103
Assist in the assessment of children and young people’s offending behaviour and in planning provision

Elements of competence

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The most frequently used sources of evidence for this unit were

- [please tick boxes as appropriate]
  - Direct observation
  - Work products
  - Questioning professional discussion
  - Third party/Witness testimony
  - Simulation
  - Assignments/projects/Case studies/Reflective studies
  - APL/E/A

Competence has been demonstrated in all the elements of this unit using the required assessment procedures and any specified conditions/contexts. The evidence meets the requirements for authenticity, currency, reliability, sufficiency and validity.

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Name of approved assessment centre                  Centre no

*It is only necessary to use a second line assessor for novice assessors who have not yet achieved D32/33 or A1 or A2.

NB D32 and qualified A2 assessors are able to use observation and questioning only as assessment methods.
Unit A410

Model behaviour and relationships with children and young people which recognises the impact of crime on victims and communities

Unit commentary

Summary
This unit is about modelling effective behaviour and relationships when communicating with children and young people as part of an overall strategy to confront offending or anti-social behaviour and promote pro-social behaviour. A key part of this is helping children and young people to understand the impact of crime on victims and on the wider community and environment. It also involves helping individual children and young people to recognise and take responsibility for their own behaviour and their obligations to others.

This unit is similar to unit A409 about establishing and sustaining effective working relationships with individual children and young people as part of an overall strategy to promote pro-social behaviour. Unit A409 is designed for those workers who have greater responsibility for case management.

There are two elements

A410.1 Develop relationships with children and young people that reinforce positive behaviour and recognise the impact of crime and antisocial behaviour

A410.2 Establish and maintain effective relationships with children and young people that reinforce positive behaviour.

Target group
The unit is designed to be applicable to all workers in the youth justice sector who work directly with children and young people.

Principles of good practice
These occupational standards incorporate principles of good practice that apply across the youth justice sector. Further information about these principles can be found in the introduction.

Linked units
Links to QCA Key Skills: Communication Level, Improving own learning and performance, Information technology Level, Working with others Level, Problem Solving Level and Application of Number.


Place in the NVQ/SVQ framework
This is a mandatory unit in the NVQ/SVQ for Youth Justice Services at Level 3.

Origin of this unit
This unit has been developed by the Youth Justice Services project.
Unit A410

Model behaviour and relationships with children and young people which recognises the impact of crime on victims and communities

Element A410.1
Develop relationships with children and young people that reinforce positive behaviour and recognise the impact of crime and antisocial behaviour

Performance criteria

The worker will need to:

1. explain clearly to children and young people their own role and responsibilities and how this relates to the work of others

2. identify the effect that gender differences may have on the relationship and take the appropriate actions to maintain a professional relationship

3. identify behaviours and attitudes that collude with prejudice and discrimination and act in ways that promote anti-discriminatory practice

4. identify behaviours and attitudes that collude with offending and antisocial behaviour and act in ways that promote the rights of victims and restore justice

5. engage constructively with children and young people modelling positive behaviour whilst recognising the differences in power between themselves and the children and young people

6. behave in ways that promote the value of children and young people as individuals in their own right and encourage meaningful interactions with them

7. challenge any behaviour and attitudes of children and young people that prejudices the rights of others or is likely to cause others harm.

Range

1. Behave through
   a. speech and language
   b. actions, gestures and body language
   c. space and position
   d. active listening
   e. giving constructive feedback
Unit A410

Model behaviour and relationships with children and young people which recognises the impact of crime on victims and communities

Element A410.2
Establish and maintain effective relationships with children and young people that reinforce positive behaviour

Performance criteria

The worker will need to:

1 communicate with children and young people in a manner, and at a level and pace that is consistent with their
   • abilities
   • preferred method of communication
   • manner of expression
   and is free from discrimination and oppression

2 use body language, position, tone of voice and active listening to encourage children and young people to communicate

3 minimise obstacles to effective communication as far as possible given the constraints of the situation

4 set and agree boundaries with children and young people in relation to their behaviour when they are with the worker

5 observe children and young people’s behaviour and use this to develop an understanding of them as individuals

6 respond to children and young people’s expression of feelings and needs in a manner which supports the right to such expression but does not collude with discriminatory, offending or antisocial behaviour

7 act as a role model to children and young people in the way that the worker behaves to the children and young people and to others

8 whilst spending time with children and young people take opportunities to
   • explore and understand their interests, needs and concerns
   • explore and understand the way they think about crime and antisocial behaviour and its effects on victims and the wider community
   • challenge prejudice, discrimination, offending and antisocial behaviour when it occurs
   • offer constructive ways of acting and thinking which promote inclusion and social behaviour
   • emphasise the responsibility of the child or young person for their own actions and behaviour

9 reflect on how they themselves behave with, and react to, different children and young people and use this to improve their practice.

Range

1 Communicate
   a speech and language
   b actions, gestures and body language
   c space and position
   d active listening.

2 Obstacles
   a environmental
   b personal and social.
Descriptions of the knowledge and understanding needed for this unit

Individuals will need the following knowledge and understanding to achieve the standards in this unit.

**Working with children and young people**

1. Physical, social, psychological, emotional and intellectual development of children and young people; and the ways in which such development can be affected; the nature of adolescence and how it affects behaviour and feelings.
2. The relationship between physical, social, psychological, emotional and intellectual development and behaviour and associated patterns.
3. The effect of parenting and families on children and young people in relation to their ability to form other relationships; the effects of peer groups on children and young people.
4. The issues and hazards that affect children and young people in society, how they can manage these and the sort of assistance they need.
5. The impact of the broader social environment on children and young people (e.g., area of material deprivation, crime and the fear of crime, poor housing, poverty).
6. The effect of the effect of the broader social environment on children and young people.
7. Strategies for encouraging individuals to recognise and take responsibility for their own behaviour and their obligations to others; the importance of the worker's role as a positive role model to reinforce pro-social behaviours, ways of continuously monitoring own effectiveness in this, behaviours which demonstrate value for others and those which do not.
8. The different forms and range of effective communication (e.g., total communication); the effect of culture on communication (e.g., the use of sensory contact – touch, presence, contact, distance between individuals when communicating, the terms of respect and address used, etc.); when physical contact is appropriate and when it is not (e.g., when it is a way of dealing with your distress rather than the individual's).
9. How culture, gender and beliefs can affect attitudes and behaviour and how it may be perceived by others (e.g., how eye contact is used to give differing perceptions of appropriate respect; it may be seen to be more acceptable for men to be assertive than women); why it is important to recognise and challenge this in oneself.

**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. The needs of those who have experienced crime who may be particularly vulnerable, (for example people with mental health problems; people who have learning disabilities; people experiencing hate-based crime; people experiencing violence and abuse; women experiencing gender-based violence and abuse; children and young people).

**Working within the sector**

1. How to use legislation, guidelines of good practice, charters and service standards in work with children and young people.

**Working to improve agency practice**

1. The role of the agency and its services and how they relate to other agencies and services in the sector.
2. 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**

1. Own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure.
2. How they apply the principles of equality, diversity and anti-discriminatory practice to their work.
3. The options they considered in their work and the reasoning processes they used in relating to different children and young people.
For NVQ/SVQ assessment
Evidence requirements

**Evidence from performance**

The candidate’s package of evidence from their performance needs to be of consistent quality and cover all the performance criteria and all of the aspects of range.

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 child/young person.

The candidate must provide evidence from different sources in order to have their achievement recognised for this unit i.e. evidence must come not only from the candidate but also from other sources (such as from others who saw the candidate working, minutes of meetings taken by others, etc).

Simulations cannot be used for this unit.

**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.

**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:

---

**Youth Justice Services NVQ/SVQ Level 3**

A402 Help children and young people address their offending behaviour

A403 Prepare and provide agreed individual development activities for children and young people

A404 Prepare, implement and evaluate group activities to address the offending behaviour of children and young people

A508 Support children and young people in secure environments to take part in purposeful activities.

There are a number of sources of evidence that candidates can use for this unit. Further information on the different sources is available in the overall assessment guidance.

**Simulation**

Simulation would not normally be used and will only be deemed acceptable in those situations which meet the criteria detailed in section 1 (Award Guidance).

**Direct observation**

Your assessor MUST observe you in real work activities. This will provide most of the evidence for EACH element in this unit. Where it is not possible to observe specific PC’s, range or knowledge, your assessor will identify alternative sources of evidence.

NB The same applies to all optional units.
### Element evidence location and summary sheet

**A410.1 Develop relationships with children and young people that reinforce positive behaviour and recognise the impact of crime and antisocial behaviour**

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I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element.

Assessor signature ___________________________ Date __________

I have received the feedback on my assessor's judgements during the collection of this evidence.

Candidate's signature ___________________________ Date __________
## Element evidence location and summary sheet

**Element number/title:** A410.2 Establish and maintain effective relationships with children and young people that reinforce positive behaviour.

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**Assessor signature**

Date

I have received the feedback on my assessor's judgements during the collection of this evidence

**Candidate's signature**

Date
Unit summary sheet
Unit A410

Model behaviour and relationships with children and young people which recognises the impact of crime on victims and communities

Elements of competence

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The most frequently used sources of evidence for this unit were [please tick boxes as appropriate]:

- Direct observation
- Work products
- Questioning professional discussion
- Third party/Witness testimony
- Simulation
- Assignments/projects/Case studies/Reflective studies
- APL/E/A

Competence has been demonstrated in all the elements of this unit using the required assessment procedures and any specified conditions/contexts. The evidence meets the requirements for authenticity, currency, reliability, sufficiency and validity.

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NB D32 and qualified A2 assessors are able to use observation and questioning only as assessment methods.
Unit B105
Contribute to the prevention and management of challenging behaviour by children and young people

Unit commentary

Summary
This unit is about maintaining a safe and supportive environment through the worker’s management of incidents of challenging behaviour. It is about the worker being able to negotiate boundaries to minimise challenging behaviour and responding in ways which reduce risk to people.

It requires the worker to identify and reflect on contributory factors which influence or trigger challenging behaviour as defined in legislation, charters and policies. It will include verbal abuse (racist comments, threats, bullying others) and physical abuse (such as assault of others, damaging property). It may also include behaviour which is destructive to the child/young person, behaviour which is illegal or which the worker personally finds challenging.

There are three elements

B105.1 Negotiate goals and boundaries for acceptable behaviour

B105.2 Manage challenging behaviour

B105.3 Contribute to restoring a supportive environment.

Target group
All workers working with children and young people in youth justice services.

Principles of good practice
These occupational standards incorporate principles of good practice that apply across the youth justice sector. Further information about these principles can be found in the introduction.

Linked units
Links to QCA Key Skills: Communication Level 3, Working with others Level 3 and Problem Solving Level 3.


Place in the NVQ/SVQ framework
This unit is in the NVQ/SVQ for Youth Justice Services at Level 3.

Origin of this unit
Originated by TOPSS – Unit CYP3.
Unit B105

Contribute to the prevention and management of challenging behaviour by children and young people

Element B105.1
Negotiate goals and boundaries for acceptable behaviour

Performance criteria

The worker will need to:

1. identify achievable goals and boundaries for behaviour appropriate to the child/young person's circumstances

2. discuss the identified goals and boundaries and clarify them with the child/young person in a manner appropriate to their age, understanding and particular care requirements

3. discuss and clarify the identified goals, boundaries and roles with appropriate others

4. minimise risk to the child/young person, others and themselves in line with legislation, policy and procedure when setting goals and boundaries for behaviour

5. ensure that areas of conflict and tension are openly acknowledged and ways in which these may be resolved are identified

6. identify factors which contribute to and enhance the child/young person’s ability to manage their behaviour

7. seek appropriate support where there are any difficulties in negotiating realistic goals and boundaries with the child/young person

8. record agreements reached and share the implications for future work with the child/young person and with all those who need to know and in keeping with organisational policy

Range

1. Child/young person's circumstances
   a. historical
   b. psychological.

2. Care requirements
   a. situational
   b. legal.

3. Factors
   a. age
   b. understanding.

4. Appropriate support
   a. practical
   b. advice and guidance.
Unit B105

Contribute to the prevention and management of challenging behaviour by children and young people

Element B105.2
Manage challenging behaviour

Performance criteria

The worker will need to:

1 identify when child/young person's behaviour is outside the agreed goals and acceptable boundaries

2 respond calmly and communicate in a manner which maximises the safety, rights and dignity of those involved whilst dealing with challenging behaviour

3 ensure that the methods and level of intervention is in line with legislation, policy and procedures and is consistent with the plan for working with the child/young person

4 ensure that where physical restraint is used, the degree and duration are in keeping with agency policies

5 closely monitor the child/young person to ensure their physical safety and respond to changes in their behaviour

6 ensure that the child/young person's needs, feelings and responses to the intervention are considered and listened to

7 ensure their own feelings are managed in a way which is likely to be supportive of her/himself whilst minimising the effect on the setting

8 ensure that the incident is recorded accurately, legibly and completely by the worker and shared with those people who need to know and in keeping with agency policy.

Range

1 Those involved
   a self
   b children and young people
   c others.

2 Intervention
   a verbal
   b physical
   c appropriate use of sanctions.
Unit B105

Contribute to the prevention and management of challenging behaviour by children and young people

Element B105.3
Contribute to restoring a supportive environment

Performance criteria

The worker will need to:

1. ensure that following an intervention the child/young person and others involved in the incident receive appropriate support

2. ensure that the child/young person is given sufficient time to recover before being encouraged to discuss their feelings and the impact of the incident

3. identify factors which may have provoked or contributed to the challenging behaviour with the child/young person and others involved.

4. enable the child/young person to identify and evaluate the specific incident of challenging behaviour

5. encourage the child/young person to develop methods to manage their own behaviour

6. ensure that relevant information is shared with all participants in joint working and strategies to enable the child/young person to manage their behaviour are agreed with the work team

7. discuss any changes to agreed goals and boundaries of behaviour with the child/young person in a manner appropriate to age, stage and circumstance

8. ensure that remaining conflicts and tensions between the child/young person and others are openly acknowledged and ways in which these may be resolved are identified

9. seek support, information and advice to help resolve difficulties

10. ensure that records of incidents are accurate, legible and complete and in keeping with organisational policy.

Range

1. Appropriate support
   a. within the environment
   b. outside the environment.

2. Factors
   a. historical
   b. psychological
   c. situational.
Unit B105
Contribute to the prevention and management of challenging behaviour by children and young people

Descriptions of the knowledge and understanding needed for this unit

Individuals will need the following knowledge and understanding to achieve the standards in this unit.

Legislation, policy and good practice
1 relevant legislative policies and procedures relating to the management of behaviour of children and young people who are looked after
2 national and local polices, procedures and guidance on the prevention and management of challenging behaviour of children and young people
3 why the boundaries and constraints of the worker’s role, responsibility and competence in managing challenging behaviour must be understood and clarified with all parties
4 the reasons for using only the minimum physical restraint
5 safe methods of restraint which are consistent with legally permissible methods of control
6 agency policies and procedures relating to the reporting of incidents and to who the reports should be made
7 the legal framework which protects the worker and others from abuse and assault at work
8 the child/young person’s right to take legal action against another and why it is important to consider the implications for others
9 what constitutes challenging behaviour as defined through legal policies and guidelines.

Services and products
1 available forms of help and support and how to access them.

Factors which influence what the worker does
1 how age, stage of development of a child or young person can affect the way in which behaviour is viewed
2 the difference between challenging behaviour and assertiveness
3 the importance of taking into account the child or young person’s previous experience which may impact upon the current behaviour (such as care history, culture, gender)
4 why the manner in which the worker responds to challenging behaviour needs to be sensitive to the age, understanding and circumstances of a particular child or young person
5 factors which may contribute to the escalation or defusion of challenging behaviour

How to achieve important outcomes
1 techniques for diverting potential challenging behaviours
2 how to apply safe and minimal methods of restraint
3 how to access and share information on patterns of behaviour
4 methods of developing positive behaviour, involving all concerned in exploring ways of managing self and expressing feelings
5 how the worker can control his/her own emotions and feelings whilst portraying a calm and reasoned approach to managing challenging behaviour.

6 signs and indicators of potential risk to people during episodes of challenging behaviour
7 factors which determine appropriate goals and boundaries for children and young people
8 the importance of reflecting on incidents of challenging behaviour and recognising their impact on relationships.
For NVQ/SVQ assessment
Evidence requirements

As this unit has been drawn from the Care Standards, the evidence requirements are presented slightly differently. They focus on what has to be observed by the assessor ie the person responsible for assessing this unit. This is followed by a section that focuses on gathering evidence from knowledge and understanding.

Evidence from performance

The nature of this unit means that evidence must come from real work activities. Simulations are not appropriate for this unit. Candidates who are working on their own (eg in remand fostering) will need to consider other types of evidence, such as reflective accounts and work products (eg records).

Direct observation of real work activities by the assessor must be used to provide at least some of the evidence for each element in this unit.

The candidate's package of evidence from their performance needs to be of consistent quality and cover all the performance criteria and all of the aspects of range, except those detailed below. If performance evidence is not available during the assessment period, evidence from knowledge and understanding can be used for:

- element B105.1 performance criterion 3
- element B105.1 performance criterion 7
- element B105.2 performance criterion 6
- element B105.3 performance criterion 6
- element B105.3 performance criterion 8
- element B105.1 range 4 (a) and 4 (b)
- element B105.2 range 2 (a), (b), (c) and (d)
- element B105.3 range 1 (b).

These performance criteria and range can be covered during observations if the opportunity arises.

The assessor needs to gain sufficient evidence to feel confident that the candidate can consistently repeat this standard of work and cover those performance criteria and aspects of range which have not been met during observations of the candidate's performance.

Evidence from knowledge and understanding

Assessors also need to see evidence that the candidate knows, understands and can apply in practice the knowledge that is detailed in the unit. Assessors need to decide whether the knowledge and understanding detailed has already been demonstrated during their observations of the candidate's performance, or if they need to gather evidence of the knowledge and understanding through different routes.

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:

**Youth Justice Services NVQ/SVQ Level 3**

A402 Help children and young people address their offending behaviour

A410 Model behaviour and relationships with children and young people which recognises the impact of crime on victims and communities

D101 Promote people's equality, diversity, rights and responsibilities

D304 Contribute to the development and effectiveness of work teams.

There are a number of sources of evidence that candidates can use for this unit. Further information on the different sources is available in the overall assessment guidance.

Simulation

Simulation would not normally be used and will only be deemed acceptable in those situations which meet the criteria detailed in section 1 (Award Guidance).

Direct observation

Your assessor MUST observe you in real work activities. This will provide most of the evidence for EACH element in this unit. Where it is not possible to observe specific pc's, range or knowledge, your assessor will identify alternative sources of evidence.

NB The same applies to all optional units
# Element evidence location and summary sheet

**Element number/title**: B105.1 Negotiate goals and boundaries for acceptable behaviour

**Candidate name**

<table>
<thead>
<tr>
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I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element.

**Assessor signature**

**Date**

I have received the feedback on my assessor’s judgements during the collection of this evidence.

**Candidate’s signature**

**Date**
Element evidence location and summary sheet

Element number/title   B105.2 Manage challenging behaviour

Candidate name

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Assessor signature ____________________________ Date __________

I have received the feedback on my assessor’s judgements during the collection of this evidence

Candidate’s signature ____________________________ Date __________
## Element evidence location and summary sheet

**Element number/title**: B105.3 Contribute to restoring a supportive environment.

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**Assessor signature**  
**Date**

I have received the feedback on my assessor’s judgements during the collection of this evidence.

**Candidate’s signature**  
**Date**
Unit summary sheet
Unit B105
Contribute to the prevention and management of challenging behaviour by children and young people

Elements of competence

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<tr>
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<td>B105.2</td>
<td>Manage challenging behaviour</td>
</tr>
<tr>
<td>B105.3</td>
<td>Contribute to restoring a supportive environment.</td>
</tr>
</tbody>
</table>

The most frequently used sources of evidence for this unit were [please tick boxes as appropriate]:

- Direct observation
- Work products
- Questioning professional discussion
- Third party/Witness testimony
- Simulation
- Assignments/projects/Case studies/Reflective studies
- APL/E/A

Competence has been demonstrated in all the elements of this unit using the required assessment procedures and any specified conditions/contexts. The evidence meets the requirements for authenticity, currency, reliability, sufficiency and validity.

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*It is only necessary to use a second line assessor for novice assessors who have not yet achieved D32/33 or A1 or A2.

NB D32 and qualified A2 assessors are able to use observation and questioning only as assessment methods.
Unit D101
Promote people's equality, diversity, rights and responsibilities

Unit commentary

Summary
This unit is about promoting the equality and diversity of people and their rights and responsibilities. The promotion of confidentiality is also included, because of the often sensitive nature of the information about people with whom the sector deals.

The standards recognise however that these areas often have a number of competing tensions within people themselves, between different people and between people and agencies. Within the youth justice sector, it is important to promote the rights of children and young people but this needs to be seen in the context of others’ rights such as those of the victims of crime and antisocial behaviour. In consequence the standards in this unit keep the term ‘people’ rather than the more specific ‘children and young people’.

Discrimination against people may occur for a wide range of reasons such as: differing abilities, age, class, caste, creed, culture, gender, health status, mental health, offending background, place of origin, political beliefs, race, relationship status, responsibility for dependants, religion, sexuality. The term ‘people’ is used broadly to cover individuals whatever their age, families, groups, communities and agencies. The people may be individuals, colleagues or anyone else with whom the worker comes into contact.

There are three elements

D101.1 Promote people's rights and responsibilities

D101.2 Promote equality and diversity of people

D101.3 Promote people's right to the confidentiality of information.

Target group
The unit is designed to be applicable to anyone who works in the sector and who has responsibility and accountability for their own actions.

Principles of good practice
These occupational standards incorporate principles of good practice that apply across the youth justice sector. Further information about these principles can be found in the introduction.

Linked units
Links to QCA Key Skills: Communication level 3; Information Technology level 2; Working with Others level 3; Problem Solving level 3; Improving Own Learning and Performance level 2.

Links to SQA Core Skills: Communication level – Intermediate 2; Using Information Technology level – Access 3; Problem Solving level – Higher.

Place in the NVQ/SVQ framework
This is a mandatory unit in the NVQs/SVQs for Youth Justice Services at Level 3 and Level 4.

Origins of this unit
Originated by Health and Social Care Sector (TOPSS and Healthwork UK) – as unit O2.

Used by:
Community Justice NTO as unit F102.
Unit D101
Promote people's equality, diversity, rights and responsibilities

Element D101.1
Promote people's rights and responsibilities

Performance criteria

The worker will need to:
1. act in ways which recognise people's right to make their own decisions in the context of their lives, and acknowledge people's responsibilities
2. interpret the meaning of rights and responsibilities through their actions, consistent with existing legislative frameworks and agency policy
3. provide up-to-date information which takes account of the complexity of the decisions which people may need to make
4. give the appropriate help to enable people who are unable to exercise their rights personally to do so
5. acknowledge tensions between rights and responsibilities and give the appropriate support towards their resolution
6. make necessary records relating to the promotion of rights and responsibilities accurately, legibly and completely
7. record information in ways which are consistent with the promotion of rights and which distinguish between facts and opinions
8. provide the necessary information to enable people who wish to make a complaint about an infringement of their rights to do so.

Range

1. Context
   a. socio-economic
   b. personal.
2. Information
   a. unwritten (may include the use of speech, signs and symbols)
   b. written.
3. Appropriate help to exercise rights
   a. acting on behalf of the person when they are not able to do so
   b. seeking someone else to act on the person's behalf (e.g., an interpreter or advocate).
4. Tensions
   a. within people
   b. between people
   c. between people and agencies.
5. Appropriate support towards resolution
   a. direct challenges to the people concerned
   b. help sought from others towards a resolution
   c. seek to change the structures and systems which affect the person's rights.

Explanatory notes

In Range 1a, ‘Socio-economic’ context of people includes their disposable income and their relative income. For colleagues it might also include their position in any management hierarchy.

In Range 1b, ‘Personal context’ includes their personal beliefs and preferences, support systems (e.g., family and friends), gender, sexuality, age, abilities.
**Unit D101**

**Promote people's equality, diversity, rights and responsibilities**

**Element D101.2**  
Promote equality and diversity of people

### Performance criteria

The worker will need to:

1. act in ways which are consistent with people's expressed beliefs and views and acknowledge the benefits of diversity  
2. promote anti-discriminatory practice in ways which are consistent with professional and legislative frameworks and agency policy  
3. take the appropriate action to minimise the impact of discrimination and oppression on people  
4. seek the appropriate support when they are having difficulty promoting equality and diversity  
5. make the necessary records relating to the promotion of equality and diversity accurately, legibly and completely  
6. record information in ways that are consistent with the promotion of equality and diversity.

### Range

1. **Diversity**  
   a. individual and social characteristics  
   b. values and beliefs.  

2. **Appropriate action**  
   a. challenge the source of the discrimination and oppression  
   b. seek the support of others to challenge discrimination and oppression  
   c. seek appropriate support for the person who is being oppressed or discriminated against.

3. **Appropriate support**  
   a. advice, guidance, counselling and support for the worker  
   b. support for joint action to challenge discrimination and oppression.

### Explanatory notes

In performance criterion 2 ‘professional frameworks’ means that the worker’s actions in promoting anti-discriminatory practice should be consistent with the codes of ethics of any professional body to which they belong.

In Range 1a ‘individual and social characteristics’ will include age, gender, sexuality, place of origin, race, health status, abilities, class, caste, relationship status, offending background, responsibility for dependents. In Range 1b ‘values and beliefs’ will include creed, culture, political beliefs, religion.
Unit D101

Promote people's equality, diversity, rights and responsibilities

Element D101.3

Promote people's right to the confidentiality of information

Performance criteria

The worker will need to:
1. store information in, and retrieve it from, recording systems consistent with the requirements of legislation and agency policy
2. make accurate and legible records which contain only the information necessary for the record's purpose
3. disclose information only to those who have the right and need to know, and when proof of identity has been obtained
4. take the appropriate precautions when communicating confidential or sensitive information to those who have the right and need to know it
5. tell people who have told the worker something which the worker is required to share with others, in a clear and appropriate manner, that this is the case
6. handle confidential records securely and store them in the correct place
7. seek support when it appears that information is being misused.

Range

1. Storing information
   a. electronically
   b. in writing.

2. Appropriate precautions in relation to
   a. who might overhear or oversee the information
   b. who might access the information.

3. Communicating
   a. electronically
   b. in writing
   c. orally (may include the use of speech, signing and symbols).

4. Support
   a. advice from colleagues and others on the action the worker should take
   b. support from colleagues and others to take joint action.

Explanatory note

In performance criterion 4, ‘appropriate precautions’ will depend on a number of factors such as how the information is being communicated, the setting, who else is or may be present, who else accesses the setting at other times.

In performance criterion 5, ‘information which the worker is required to share’ might include information that indicates that the person who told the worker is at risk, that others may be put at risk, indicators of abuse, information which directly affects the agency and its effectiveness. Such requirements may be identified in places as codes of conduct or legislation.
Descriptions of the knowledge and understanding needed for this unit

Individuals will need the following knowledge and understanding to achieve the standards in this unit.

Legislation, policy and good practice

1. the principle of equity in the sector and how this relates to people's needs
2. what is meant by the rights of people and those rights which the sector has a particular responsibility to promote
3. the responsibilities which people have to those with whom they live, work and directly interact, and to the wider community
4. the tensions which people experience between their own rights and responsibilities
5. the tensions which there are between different people's and agencies' rights and responsibilities
6. the relationship of confidentiality to individual rights
7. why individual choice regarding the confidentiality of information should be respected as far as is possible and the circumstances which over-ride individual choice (eg statutory obligations)
8. the information which may indicate that people are at risk (such as someone intends to commit suicide, someone is taking drugs which may affect their actions) and the agency's policy on handling the confidentiality of such information
9. rights and responsibilities of people under current legislation and agreed legislation which is in the process of being implemented
10. legislative requirements and the agency policies and procedures relating to the recognition of personal beliefs
11. the legal framework in which access to, and transmission of, information is set and how this may differ for different individuals and in different settings (eg Mental Health Act, Children Act)
12. particular rights and restrictions under legislation related to people with whom, and settings with which, the worker is involved (eg Mental Health Act, Children Act)
13. moral rights which are not recognised in law but which are broadly accepted within a democratic society (this will include, for example, the moral implications of the worker's action on individuals such as achieving the best balance between privacy and association with others, freedom from harassment, equity of treatment within an overall group)
14. the public charters and policies which relate to the people or settings in which the worker works
15. agency policies (of the agency which employs or contracts the worker) relating to rights and responsibilities and personal beliefs and how these differ from the policies of other agencies
16. relevant complaints systems and methods of accessing these
17. the differing policies which agencies may have regarding the confidentiality, access and transmission of information and the effect which this has on the worker's role
18. how the transmission of information, and the setting in which it takes place, may affect confidentiality (eg telephone conversations in open offices, faxes arriving at central points)
19. the role of the worker in the setting, the limits which are set on the actions which they may take and their relationship to other members of the work team
20. the records which the worker is responsible for completing in relation to rights and responsibilities
21. how systems and structures can have an effect on people's rights and the worker's responsibility in drawing this to people's attention

Services and products

22. the sources of information which may be available to the worker or which may have a bearing on their behaviour, such as guidelines, policy and law
23. how to get hold of information relating to rights
24. the support services available to the worker
25. where the worker may go for support regarding concerns about the misuse of information if they believe that there is a conflict of interest

Factors which influence what workers do

26. why it is important to encourage individuals to communicate what they want as long as this does not adversely affect the rights of others
27. how personal beliefs and preferences (including the worker's own) may affect the way in which people interact with others (eg the inappropriate use of the term 'Christian name' to those who are not of the Christian faith rather than using 'first name')
28. the effect which beliefs and preferences may have on aspects of daily living (such as diet, clothing, transport, worship and access to others)
29 the effects which the worker's own beliefs may have on their behaviour and the methods which they can use to identify their own prejudice and challenge it

30 the ways in which communication with people may reflect the role of the worker and the power invested in that role

31 the limits which various environments impose on behaviour and the particular limits which are imposed in the worker's environment

32 the effect of equality and inequality on people's health and social well-being

33 how the socio-economic and personal context of people's lives affects their values and priorities and the decisions they are able to make

34 why the decisions which people make about their lives are complex and the nature of this complexity

35 structural inequalities in the current provision of services and the effect of these on people's lives

36 the diverse experiences and perspectives which people bring to any interactions and the benefits of diversity in a multicultural society

37 the assumptions and oppressions which surround different groups (such as sexism, racism, ageism, heterosexism, discrimination against those with mental health problems, learning disabilities and physical disabilities) and the ways in which this is built into society and agencies

38 the forms which discrimination may take, the behaviours which may be expressions of these and how they may differ between different groups and in different settings

39 the difference between inappropriate, unfair and unjust discrimination in contrast to appropriate, fair and just differentiation between people

40 possible effects of stereotyping, prejudice and labelling on people

41 the grey areas surrounding confidentiality and the tensions which may exist between individual, group, societal and agency rights and responsibilities

42 the reasons why some people may claim they have the right or the need to know information (e.g., where the request is based on genuine or false information such as the risks of transmission of particular diseases)

43 how information can be misused by individuals and agencies

How to achieve important outcomes

44 the ways in which the worker can best promote people's rights and how the worker can best handle the tensions which they may feel between their values and beliefs and those of the people with whom they work

45 how to recognise when people are not able to exercise their rights personally and methods of enabling people to exercise their rights effectively—themselves, through the worker, or through the use of another (such as an interpreter or advocate)

46 methods of challenging discriminatory behaviour and attitudes (for example, how best to challenge people when their choices or actions infringe the rights of others)

47 how equality of access and provision may best be promoted

48 how proof of identity may be obtained from various sources, what acceptable proof of identity is and the different forms which this may take

49 the methods for maintaining confidentiality in public environments and how confidentiality may be inadvertently breached
For NVQ/SVQ assessment
Evidence requirements

As this unit is drawn from the Care standards, the Evidence Requirements and Assessment Guidance are presented slightly differently. They focus on what has to be observed by the assessor ie the person responsible for assessing this unit. This is followed by a section that focuses on gathering evidence from knowledge and understanding.

Evidence from performance

The candidate’s package of evidence needs to cover all the performance criteria and all of the aspects of range.

Direct observation of real work activities by the assessor must be used to provide at least some of the evidence for each of the elements in this unit.

As the following performance criteria and range might not be observed by an assessor, simulations or questioning can be used:

- element D101.1 performance criterion 4
- element D101.1 performance criterion 8
- element D101.2 performance criterion 4
- element D101.3 performance criterion 5
- element D101.3 performance criterion 7
- element D101.1 range 3(a) and 3(b)
- element D101.2 range 3(a) and 3(b)
- element D101.3 range 4(a) and 4(b).

These performance criteria and range can be covered during observations if the opportunity arises.

The assessor needs to gain sufficient evidence to feel confident that the candidate can consistently repeat this standard of work and cover those performance criteria and aspects of range that have not been met during observations of the candidates performance.

Candidates may wish to consider using work products as a source of evidence for element D101.3.

Evidence from knowledge and understanding

Assessors also need to see evidence that the candidate knows, understands and can apply in practice the knowledge which is detailed in the unit. Assessors need to decide whether the knowledge and understanding detailed has already been demonstrated during their observations of the candidate’s performance, or if they need to gather evidence of the knowledge and understanding through different routes.

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:

Youth Justice Services NVQ/SVQ Level 4
A101 Process information relating to children and young people’s offending behaviour
A409 Reinforce positive behavioural goals during relationships with children and young people
B101 Enable others to understand the factors that may lead to children and young people offending and how to prevent offending
C201 Develop one’s own knowledge and practice
D303 Develop and sustain effective relationships with workers in other agencies.

There are a number of sources of evidence that candidates can use for this unit. Further information on the different sources is available in the overall assessment guidance.

Simulation

Simulation would not normally be used and will only be deemed acceptable in those situations which meet the criteria detailed in section 1 (Award Guidance).

Direct observation

Your assessor MUST observe you in real work activities. This will provide most of the evidence for EACH element in this unit. Where it is not possible to observe specific pc’s, range or knowledge, your assessor will identify alternative sources of evidence.

NB The same applies to all optional units.
Element evidence location and summary sheet

Element number/title: D101.1 Promote people's rights and responsibilities

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Assessor signature ___________________________ Date __________

I have received the feedback on my assessor's judgements during the collection of this evidence

Candidate's signature ___________________________ Date __________
## Element evidence location and summary sheet

**Element number/title**  
D101.2 Promote equality and diversity of people

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Date

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Candidate's signature  

Date
## Element evidence location and summary sheet

**Element number/title:** D101.3 Promote people's right to the confidentiality of information.

**Candidate name:**

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**Candidate's signature**

Date
Unit summary sheet
Unit D101
Promote people’s equality, diversity, rights and responsibilities

Elements of competence

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The most frequently used sources of evidence for this unit were:

[please tick boxes as appropriate]

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Name of approved assessment centre

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NB D32 and qualified A2 assessors are able to use observation and questioning only as assessment methods.
Unit D304
Contribute to the development and effectiveness of work teams

Unit commentary

Summary
This unit is about contributing to the development and effectiveness of work teams. This includes: contributing to the effectiveness of team practice through communicating with other team members in a constructive way, offering support and assistance when it is needed, challenging any discriminatory or abusive behaviour, contributing to the resolution of issues and making suggestions for improvement; contributing to the development of others in the work team, offering praise, encouragement, information and advice, and identifying when information and advice would benefit from broader dissemination; and developing in the work role by reflecting on own competence and capabilities and developing own practice through the use of formal and informal learning opportunities. Individuals in work teams may all be employed by one agency or by different agencies but working together for a common purpose.

There are three elements

D304.1
Contribute to effective team practice

D304.2
Contribute to the development of others in the work team

D304.3
Develop oneself in own work role.

Target group
This unit is applicable across the youth justice sector. It is designed to be applicable to everyone who works as part of a team but who does not carry overall responsibility for the functioning of that team. It includes those who may work for a large part of their time on their own, but who are contributing to team work, either within their own agency or across agencies.

Principles of good practice
These occupational standards incorporate principles of good practice that apply across the youth justice sector. Further information about these principles can be found in the introduction.

Linked units
Links to QCA Key Skills: Communication level 3; Working with Others level 4; Problem Solving level 3; Improving Own Learning and Performance level 3.

Links to SQA Core Skills: Communication level—Higher; Numeracy level—Intermediate 1; Using Information Technology level—Access 3; Working with Others level—Higher; Problem Solving level—Intermediate 2.

Place in the NVQ/SVQ framework
This unit is a mandatory unit in the Youth Justice NVQ/SVQ at level 3.

Origin of this unit
Originated by the health and social care sector (Healthwork UK and TOPSS) as unit CSC97CACU9.

Used by:
• Community Justice NTO as Unit F306.
Unit D304
Contribute to the development and effectiveness of work teams
Element D304.1
Contribute to effective team practice

Performance criteria

The worker will need to:

1. work in ways that conform to decisions taken by the team and take individual responsibility for collective decisions
2. communicate with other team members openly and honestly and acknowledge constructively the views and opinions of colleagues
3. provide sufficient information on work in progress to enable another member of the team to take over the work
4. give clear, accurate and complete information to other team members
5. offer help and advice to colleagues when they ask for it, when this is consistent with the worker’s other responsibilities
6. challenge abusive, aggressive and discriminatory actions and remarks and explain in a manner which promotes goodwill and understanding the problems they may cause
7. address and handle in a constructive manner any issues in the team which can be resolved
8. summarise accurately any issues in the team which cannot be resolved, and pass this summary on to someone who has the authority and capability to reach a resolution
9. identify examples of existing good practice and suggest to others in the team realistic improvements to team practice
10. implement changes to working practice which are agreed by the team and document them fully.

Range

1. Issues
   a. those experienced by individuals in the team (e.g., ill-health, stress)
   b. those experienced between different team members (e.g., differences of opinion, bullying, harassment and discrimination)
   c. those which affect the team’s effectiveness (e.g., insufficient resources, lack of clarity as to the team’s purpose/objectives).
Unit D304
Contribute to the development and effectiveness of work teams

Element D304.2
Contribute to the development of others in the work team

Performance criteria

The worker will need to:

1. offer praise to other team members for activities which they have undertaken effectively

2. monitor carefully the extent to which others in the work team may be in need of support and make interventions that are appropriate to
   • the individual concerned
   • the role of the worker
   • the needs of the activity
   • the location and time

3. offer other team members the appropriate support and encouragement when they are undertaking new or difficult tasks

4. offer information and advice to others in a manner which is constructive, shows sensitivity to their needs and concerns and takes account of their overall situation

5. offer information and advice using language which is appropriate for the recipients and modify it appropriately to increase the likelihood of understanding

6. make approaches to those in a more senior position who need information and advice in ways which are consistent with the worker's role and which recognise the potential difficulties of handling such an interaction

7. disseminate appropriately information which would benefit others.

Range

1. Information and advice in relation to
   a. sharing experience
   b. making decisions
   c. increasing understanding
   d. implementing a solution.

2. Disseminating information
   a. orally
   b. in writing.
Unit D304
Contribute to the development and effectiveness of work teams

Element D304.3
Develop oneself in own work role

Performance criteria

The worker will need to:
1. identify their own development needs against the demands of the work role
2. identify personal development objectives that are the best balance possible between being achievable, realistic, challenging and related to effective team working and service delivery
3. monitor knowledge and practice in their own area of responsibility with sufficient frequency to keep abreast of developments
4. evaluate feedback from others constructively and use it to improve future work performance.

Range

1. Feedback
   a. verbal
   b. non-verbal.
Unit D304
Contribute to the development and effectiveness of work teams

Descriptions of the knowledge and understanding needed for this unit

Individuals will need the following knowledge and understanding to achieve the standards in this unit.

Legislation, policy and good practice
1. the aims, policies and procedures of the agency for which the worker works
2. the purpose of agreeing changes in the team working with the team as a whole and the reason for individuals taking responsibility for team decisions
3. the purpose of documenting work in progress and of sharing clear and accurate information with other members of the team.

Services and products
1. the development routes which may be open and those which may be suitable
2. the services and resources of any other agencies with which one works closely.

Factors which influence what workers do
1. the relationship between the worker's role and the role of other members in the work team
2. the range of interactive styles which individuals have and how these may affect ongoing work
3. the differences between work relationships and personal relationships and how work relationships can be maintained effectively even if the worker has little in common outside of work
4. the effects which work priorities have on individuals and how it may be possible to offer help and support, the busy and stressful times within the work team and how these can best be handled
5. indicators of problems with team working and the actions to take in such situations
6. 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
7. the different interests which different people may have and how to tailor information to meet their needs and catch their interest
8. effective dissemination channels to different people
9. the worker's role in relation to others in the work team, how it may grow and develop and the potential obstacles to personal development
10. the roles of others within the team and how each interacts
11. the worker's personal career goals and the relationship of these to current work
12. the different barriers there are to communication and the terminology which different groups of people are used to using, and which terminology is appropriate for different groups; how to check the terms one is using and how best to modify language to increase the likelihood of understanding
13. how practice is changing and the effects of these changes on the worker.

How to achieve important outcomes
1. methods of handling and minimising inter-personal conflict
2. how to effectively challenge abusive, aggressive and discriminatory actions and remarks
3. how to offer information and provide feedback to others constructively in ways which focus on their work and do not damage them as individuals
4. how to provide advice insightfully and the various factors which need to be taken into account when offering advice to others
5. how to monitor unobtrusively the support which colleagues and others may need
6. how best to relate and make appropriate interventions to individuals when considering their role, their relative status in the agency, and other constraints in the situations
7. how to structure and provide clear written information and advice in a form which is suitable for its recipients
8. how to evaluate whether information may be of broader interest
9. how to identify and recognise one's own competence
10. how and why the worker should take responsibility for their own development and effectively review their own performance progress in terms of strengths and weaknesses with others, encouraging them to give constructive feedback and the contribution of this learning and development itself.
As this unit is drawn from the Care standards, the Evidence Requirements and Assessment Guidance are presented slightly differently. They focus on what has to be observed by the assessor ie the person responsible for assessing this unit. This is followed by a section that focuses on gathering evidence from knowledge and understanding.

Evidence from performance

The candidates package of evidence needs to cover all the performance criteria and all of the aspects of range.

Direct observation of real work activities by the assessor must be used to provide at least some of the evidence for each of the elements in this unit.

As the following performance criteria might not be observed by an assessor, simulations or questioning can be used:

- element D304.1 performance criterion 5
- element D304.1 performance criterion 6
- element D304.1 performance criterion 7
- element D304.1 performance criterion 8
- element D304.2 performance criterion 6
- element D304.1 range 1

These performance criteria can be covered during observations if the opportunity arises.

The assessor needs to gain sufficient evidence to feel confident that the candidate can consistently repeat this standard of work and cover those performance criteria and aspects of range that have not been met during observations of the candidate’s performance.

Evidence from knowledge and understanding

Assessors also need to see evidence that the candidate knows, understands and can apply in practice the knowledge which is detailed in the unit. Assessors need to decide whether the knowledge and understanding detailed has already been demonstrated during their observations of the candidate’s performance, or if they need to gather evidence of the knowledge and understanding through different routes.

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:

**Youth Justice Services NVQ/SVQ Level 3**

- A103 Assist in the assessment of children and young people’s offending behaviour and in planning provision
- A203 Assist in the supervision, enforcement and review of sentences served in the community by children and young people
- A205 Prepare children and young people for resettlement in the community
- A406 Deliver evidence-based programmes designed to reduce the likelihood of reoffending by children and young people who pose a medium to low risk of harm
- D306 Represent one’s own agency at other agency’s meetings.

There are a number of sources of evidence that candidates can use for this unit. Further information on the different sources is available in the overall assessment guidance.

Simulation

Simulation would not normally be used and will only be deemed acceptable in those situations which meet the criteria detailed in section 1 (Award Guidance).

Direct observation

Your assessor MUST observe you in real work activities. This will provide most of the evidence for EACH element in this unit. Where it is not possible to observe specific pc’s, range or knowledge, your assessor will identify alternative sources of evidence.

NB The same applies to all optional units.
## Element evidence location and summary sheet

### Element number/title

**D304.1 Contribute to effective team practice**

### Candidate name

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<tr>
<th>Item of evidence</th>
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<th>Knowledge evidence link no</th>
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I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element.

**Assessor signature**

**Date**

I have received the feedback on my assessor’s judgements during the collection of this evidence.

**Candidate’s signature**

**Date**
Element evidence location and summary sheet

**Element number/title**: D304.2 Contribute to the development of others in the work team

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**Assessor signature**

Date

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**Candidate's signature**

Date
Element evidence location and summary sheet

Element number/title: D304.3 Develop oneself in own work role.

Candidate name

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Assessor signature                                    Date

I have received the feedback on my assessor’s judgements during the collection of this evidence

Candidate’s signature                                Date
Unit summary sheet
Unit D304
Contribute to the development and effectiveness of work teams

Elements of competence

<table>
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<tr>
<th>No</th>
<th>Title</th>
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<tr>
<td>D304.1</td>
<td>Contribute to effective team practice</td>
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<td>D304.2</td>
<td>Contribute to the development of others in the work team</td>
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<tr>
<td>D304.3</td>
<td>Develop oneself in own work role.</td>
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The most frequently used sources of evidence for this unit were
[please tick boxes as appropriate]:

<table>
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<tr>
<th>Direct observation</th>
<th>Work products</th>
<th>Questioning professional discussion</th>
<th>Third party/Witness testimony</th>
<th>Simulation</th>
<th>Assignments/projects/Case studies/Reflective studies</th>
<th>APL/E/A</th>
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Competence has been demonstrated in all the elements of this unit using the required assessment procedures and any specified conditions/contexts. The evidence meets the requirements for authenticity, currency, reliability, sufficiency and validity.

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<th>Name (block capitals)</th>
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<tr>
<td>Assessor</td>
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<td>*Second line assessor</td>
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I am satisfied with the way the assessment(s) was conducted and with its outcome(s)

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Candidate C&G enrolment no

Name of approved assessment centre

Centre no

*It is only necessary to use a second line assessor for novice assessors who have not yet achieved D32/33 or A1 or A2.

NB D32 and qualified A2 assessors are able to use observation and questioning only as assessment methods.
Section 4
National Occupational Standards and Awards for Youth Justice Services

Key skills signposting links

This section contains a table that shows the links between the national occupational standards for Youth Justice Services and the Key Skills developed by QCA.

The table is intended to be of assistance to those who wish to integrate Key Skills achievements into workplace practice and NVQ assessment.

This signposting has been completed using QCA guidance. The analysis is based on the principle that some evidence for one or more of the Key Skills is likely to arise when the individual is carrying out the functions described by the national occupational standards in their work role.

These links are not necessarily automatic or prescriptive. In some cases, evidence will only apply to some aspects of the Key Skill. In others, the generation of evidence for Key Skills may depend on the specific processes that an individual follows to achieve the outcomes described in the 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.
### Summary of links between Youth Justice Standards and the QCA Key Skills

<table>
<thead>
<tr>
<th>Youth Justice standards/QCA Key skills</th>
<th>Communication</th>
<th>Application of number</th>
<th>Information technology</th>
<th>Working with others</th>
<th>Problem solving</th>
<th>Improving own learning and performance</th>
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<tr>
<td>A103 Assist in the assessment of children and young people's offending behaviour and in planning provision</td>
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<td>A203 Assist in the supervision, enforcement and review of sentences served in the community by children and young people</td>
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<td>A205 Prepare children and young people for resettlement in the communities</td>
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<td>A207 Assist in the supervision, monitoring and review of contracts agreed between children and young people and community representatives **</td>
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<td>A402 Help children and young people address their offending behaviour</td>
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<td>A403 Prepare and provide agreed individual development activities for children and young people</td>
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<td>A404 Prepare, implement and evaluate group activities to address the offending behaviour of children and young people</td>
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<td>A406 Deliver evidence-based programmes designed to reduce the likelihood of reoffending by children and young people who pose a medium to low risk of harm</td>
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<td>A408 Assist in the delivery of evidence-based complex programmes designed to reduce the likelihood of reoffending by children and young people who pose a significant risk of harm</td>
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<td>A410 Model behaviour and relationships with children and young people which recognises the impact of crime on victims and communities **</td>
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<td>A501 Contribute to planning and reviewing how to meet children and young people's needs and rights in the secure environment</td>
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<td>A502 Maintain the safety, security and welfare of children and young people held in secure environments **</td>
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<td>A503 Help children and young people in secure environments to maintain and develop relationships</td>
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<td>A504 Support children and young people in secure environments to live in groups **</td>
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<td>A505 Maintain security and order in secure environments</td>
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<td>A508 Support children and young people in secure environments to take part in purposeful activities</td>
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<td>A602 Provide initial support to individuals affected by offending or anti-social behaviour and assess their needs for further support</td>
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<td>A705 Establish and maintain contact with victims, survivors and witnesses of crime and anti-social behaviour which acknowledges the effects of their experience</td>
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<td>A812 Establish and maintain a register of placements where children and young people who have offended can make reparation to the community **</td>
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<td>B104 Contribute to the protection of children and young people from abuse</td>
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<td>B105 Contribute to the prevention and management of challenging behaviour in children and young people</td>
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<td>B201 Encourage children and young people to develop and maintain a positive sense of self and identity</td>
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<td>B202 Enable children and young people to participate in recreation and leisure activities</td>
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<td>B203 Promote children and young people's social and emotional development</td>
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<td>B204 Facilitate children and young people's learning and development through mentoring</td>
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<td>B205 Enable children and young people to present their own needs and interests</td>
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<td>B206 Enable children and young people to understand and address their difficulties</td>
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<td>B207 Enable children and young people to maintain contact in potentially isolating situations</td>
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<td>B208 Enable children and young people, their family and friends to explore and manage change</td>
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<td>B209 Support children and young people when they are distressed</td>
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<td>B211 Assist in the transfer of children and young people between agencies and services</td>
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<td>B305 Support children and young people with difficult or potentially difficult relationships</td>
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<td>B306 Develop and maintain effective working relationships with the families of children and young people held in secure environments</td>
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<td>B401 Enable children and young people to find out about and use services and facilities</td>
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<td>B404 Contribute to establishing and running mutual support networks</td>
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<td>B502 Observe and assess the development and behaviour of children and young people</td>
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<td>B505 Promote employment, training and education opportunities for children and young people who have offended or are likely to offend</td>
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<td>B507 Negotiate with employers and support them in offering opportunities to children and young people who have offended or are likely to offend</td>
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<td>B605 Contribute to awareness raising about health issues</td>
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<td>B606 Contribute to promoting the health and social well-being of children and young people</td>
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<td>B702 Assist young people to move from a supportive to a more independent living environment</td>
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<td>B805 Raise awareness about substances, their use and effects **</td>
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<td>D101 Promote people's equality, diversity, rights and responsibilities</td>
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<td>D207 Stage the mediation process</td>
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<td>D303 Develop and sustain effective relationships with workers in other agencies</td>
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<td>D306 Represent one's own agency at other agencies’ meetings</td>
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<td>D308 Provide and obtain information at courts and formal hearings</td>
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<td>D309 Establish, maintain and use relationships with the media to explain and promote the agency and its work</td>
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<td>D310 Contribute to the development and promotion of the agency and its services</td>
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</table>
### National Occupational Standards and Awards for Youth Justice Services

#### Key
- **YJ**: Youth Justice
- **L3**: Level 3 NVQ/SVQ
- **L4**: Level 4 NVQ/SVQ
- **No**: Unit number in related set of standards
- **CJ**: Community Justice
- **CC**: Custodial Care (Note: final decisions on the level 4 for custodial care are still to be made and so this information will be added at a later date.)

<table>
<thead>
<tr>
<th>Youth Justice standards</th>
<th>YJ L3</th>
<th>YJ L4</th>
<th>CJ No:</th>
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<tr>
<td>A101 Process information relating to children and young people's offending behaviour</td>
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<td>D102</td>
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<td>A102 Assess children and young people's offending behaviour and prepare proposals for interventions</td>
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<td>O</td>
<td>D103</td>
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<td>A103 Assist in the assessment of children and young people's offending behaviour and in planning provision</td>
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<td>A201 Plan, monitor and review integrated packages of interventions and support to address the needs of children and young people and their families</td>
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<td>A202 Plan, supervise, enforce and review sentences to be served in the community by children and young people</td>
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<td>A204 Develop plans to manage the risk of harm of releasing and resettling children and young people in the community following sentences served in secure environments</td>
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<td>A205 Prepare children and young people for resettlement in the community</td>
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<td>A206 Supervise, monitor and report on the progress of contracts agreed between children and young people and community representatives **</td>
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**Tracking between proposed awards in Youth Justice Services and Awards in related sectors**

Post-approval version – 01 May 2002
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<td>A207 Assist in supervising, monitoring and reporting on the progress of contracts agreed between children and young people and community representatives **</td>
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<td>A301 Develop, monitor and review contracts with children and young people to address the harm done by crime and antisocial behaviour **</td>
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<td>A302 Prepare individuals for restorative processes **</td>
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<td>A303 Facilitate and evaluate restorative processes **</td>
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<td>A304 Offer, establish and maintain contact with victims to inform and update them on the progress of children and young people through sentences served in secure environments and seek their views on release plans</td>
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<td>A401 Enable children and young people to change their offending behaviour</td>
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<td>A402 Help children and young people address their offending behaviour</td>
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<td>A403 Prepare and provide agreed individual development activities for children and young people</td>
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<td>A404 Prepare, implement and evaluate group activities to address the offending behaviour of children and young people</td>
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<td>A406 Deliver evidence-based programmes designed to reduce the likelihood of reoffending by children and young people who pose a medium to low risk of harm</td>
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<td>A407 Deliver evidence-based complex programmes designed to reduce the likelihood of reoffending by children and young people who pose a significant risk of harm</td>
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<td>A408 Assist in the delivery of evidence-based complex programmes designed to reduce the likelihood of reoffending by children and young people who pose a significant risk of harm</td>
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<td>A409 Reinforce positive behavioural goals during relationships with children and young people</td>
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<td>A411 Enable others to support children and young people to address their offending and anti-social behaviour and to develop positive alternatives</td>
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<td>A504 Support children and young people in secure environments to live in groups **</td>
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<tr>
<td>A508 Support children and young people in secure environments to take part in purposeful activities</td>
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<td>CC031</td>
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<tbody>
<tr>
<td>A601 Evaluate and process referrals to provide services to those who have been affected by the offending behaviour of children and young people</td>
<td></td>
<td></td>
<td>C101</td>
<td>O</td>
<td>(VW)</td>
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<tr>
<td>A602 Provide initial support to individuals affected by offending or anti-social behaviour and assess their needs for further support</td>
<td>O</td>
<td>–</td>
<td>C102</td>
<td>O</td>
<td>(VW)</td>
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<tr>
<td>A603 Enable individuals to manage the effects which crime or anti-social behaviour has had on their lives</td>
<td>–</td>
<td>O</td>
<td>C103</td>
<td>O</td>
<td>(VW)</td>
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<td>A604 Support individuals who have suffered bereavement as a result of crime</td>
<td>–</td>
<td>–</td>
<td>C104</td>
<td>–</td>
<td>O</td>
<td>(VW)</td>
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<tr>
<td>A605 Support individuals who have experienced serious personal assault and abuse</td>
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<td>–</td>
<td>C105</td>
<td>–</td>
<td>O</td>
<td>(VW)</td>
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<tr>
<td>A606 Enable people to support victims, survivors and witnesses in managing the effects of their experience on their lives</td>
<td>–</td>
<td>O</td>
<td>C106</td>
<td>O</td>
<td>(VW)</td>
<td>O</td>
<td>(VW)</td>
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<td>A701 Enable witnesses and their associates to prepare for judicial and legal processes</td>
<td>–</td>
<td>–</td>
<td>C201</td>
<td>O</td>
<td>–</td>
<td>(VW)</td>
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<tr>
<td>A702 Support witnesses and their associates during judicial and legal processes</td>
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<td>C202</td>
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<tr>
<td>A703 Support young, vulnerable and intimiated witnesses during judicial and legal processes</td>
<td>–</td>
<td>–</td>
<td>C203</td>
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<td>O</td>
<td>(VW)</td>
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<tr>
<td>A704 Support victims and survivors who are involved in restorative processes **</td>
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<tr>
<td>A705 Establish and maintain contact with victims, survivors and witnesses of crime and anti-social behaviour which acknowledges the effects of their experience</td>
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<td>–</td>
<td>C205</td>
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<td>A801 Manage the local implementation of evidence-based programmes to address offending behaviour</td>
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<td>–</td>
<td>Draft</td>
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<tr>
<td>A802 Maintain the integrity of evidence-based programmes to address offending behaviour</td>
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<td>A803 Evaluate, monitor and review the effectiveness of interventions made by the agency in reducing offending</td>
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<td>A804 Promote a health and safety culture in the workplace (ENTO E)</td>
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<td>O</td>
<td>A302</td>
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<td>A805 Select personnel for activities (MCIC8)</td>
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<td>A203</td>
<td>O (VW)</td>
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<td>A806 Manage the performance of teams and individuals (MCIC13)</td>
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<td>A807 Manage activities to meet requirements (MCIA2)</td>
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<td>A213</td>
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<td>A808 Support the efficient use of resources (MCIB1)</td>
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<td>A21 1</td>
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<td>A809 Evaluate, prioritise and review demands for services</td>
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<td>A21 5</td>
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<td>A810 Contribute to the development, implementation and evaluation of strategies and policies for recruiting and managing volunteers</td>
<td></td>
<td>O</td>
<td>A202</td>
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<td>A811 Commission specified programmes from providers</td>
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<td>A216</td>
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<tr>
<td>A812 Establish and maintain a register of placements where children and young people who have offended can make reparation to the community**</td>
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<td>A813 Facilitate arrangements for community representatives to address the behaviour of children and young people **</td>
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<td>A814 Provide information to support decision making (MCID4)</td>
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<td>A406</td>
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<td>A815 Coordinate actions and information between different agencies to manage the behaviour of children and young people who have been apprehended or sentenced</td>
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<tbody>
<tr>
<td>B101 Enable others to understand the factors that may lead to children and young people offending and how to prevent offending**</td>
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<tr>
<td>B102 Contribute to developing and maintaining cultures and strategies in which children and young people are respected and valued as individuals</td>
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<td>NC10</td>
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<tr>
<td>B103 Evaluate risk of abuse, failure to protect and harm to self and others</td>
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<td>B103</td>
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<td>Sc 17</td>
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<tr>
<td>B104 Contribute to the protection of children and young people from abuse</td>
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<tr>
<td>B105 Contribute to the prevention and management of challenging behaviour in children and young people</td>
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<td>B201 Encourage children and young people to develop and maintain a positive sense of self and identity</td>
<td>O</td>
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<tr>
<td>B202 Enable children and young people to participate in recreation and leisure activities</td>
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<td>–</td>
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<td>B203 Promote children and young people's social and emotional development</td>
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<tr>
<td>B204 Facilitate children and young people's learning and development through mentoring</td>
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<td>B205 Enable children and young people to present their own needs and interests</td>
<td>O</td>
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<td>B206 Enable children and young people to understand and address their difficulties</td>
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<td>E409</td>
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<td>B207 Enable children and young people to maintain contact in potentially isolating situations</td>
<td>O</td>
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<td>B208 Enable children and young people, their family and friends to explore and manage change</td>
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<td>B209 Support children and young people when they are distressed</td>
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<td>E407</td>
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<td>B210 Support children and young people where abuse has been disclosed</td>
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<td>B211 Assist in the transfer of children and young people between agencies and services</td>
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<td>B212 Enable children and young people to meet their personal spiritual needs</td>
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<tr>
<td>B301 Establish, sustain and disengage from relationships with the families and carers of children and young people **</td>
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<td>B302 Support individuals in developing their parenting skills **</td>
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<tr>
<td>B303 Visit families and carers and identify the impact of the home environment on children and young people **</td>
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<td>B304 Enable families and carers to address issues related to the behaviour of children and young people **</td>
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<td>B305 Support children and young people with difficult or potentially difficult relationships</td>
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<td>E303</td>
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<td>B306 Develop and maintain effective working relationships with the families of children and young people held in secure environments</td>
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<td>B401 Enable children and young people to find out about and use services and facilities</td>
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<td>B402 Promote the interests of children and young people in the community</td>
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<td>B403 Promote the needs and rights of children and young people in the community</td>
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<td>B404 Contribute to establishing and running mutual support networks</td>
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<td>B501 Assess the educational achievements and needs of children and young people who have offended**</td>
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<td>6502 Observe and assess the development and behaviour of children and young people</td>
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Tracking between proposed awards in Youth Justice Services and Awards in related sectors
Post-approval version – 01 May 2002
<table>
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<tr>
<th>Youth Justice standards</th>
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<td>B507 Negotiate with employers and support them in offering opportunities to children and young people who have offended or are likely to offend</td>
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<td>C201 Develop one's own knowledge and practice</td>
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<td>C401 Monitor and influence the development of policies for their impact on addressing the harm done by crime and anti-social behaviour and preventing offending by children and young people **</td>
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<td>D101 Promote people's equality, diversity, rights and responsibilities</td>
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## Youth Justice standards

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<th>D201 Determine the concerns and priorities of communities about children and young people and their likelihood of offending</th>
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