

# **F9R8 04 (GC13) Maintain the Safety, Security and Welfare of Individuals at Risk of Offending/Reoffending**

## **Elements of competence**

**GC13.1 Promote the safety and welfare of individuals**

**GC13.2 Address the safety and welfare needs of individuals**

## **About this Unit**

This Unit is about maintaining the physical safety, security and general welfare of individuals at risk of offending/reoffending. It applies equally to individuals within secure environments, as well as elsewhere. It includes interventions designed to address such as abuse, bullying, discrimination, self-harm and substance misuse.

## **Target Group**

This Unit is applicable to those who work with individuals who have offended, or are likely to offend, and have responsibility for maintaining the safety, security and welfare of such individuals. This includes those working with adults, children and young people in the community and in secure environments.

## **Evidence Requirements for the Unit**

**It is essential that you adhere to the Evidence Requirements for this Unit — please see details overleaf.**

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Specific Evidence Requirements for this Unit
<b>Simulation:</b>
Simulation is not permitted for this Unit.
<b>The following forms of evidence ARE mandatory:</b>
<b>Direct Observation:</b> Your assessor or expert witness must observe you in real work activities which provide a significant amount of the Performance Criteria for most of the Elements in this Unit. For example your assessor may see you setting up or attending a meeting between yourself and other members of staff as well as other agencies to look at any proposed programmes set up to reduce offending/reoffending behaviour. Or a meeting held to discuss plans, or changes in plans of action drawn up to maintain safety and welfare of individuals.
<b>Reflective Account/professional discussion:</b> These will be an explanation or a description of your practice in particular situations based on current working practices. For example an account of a meeting or any proposed action plans drawn up by you to reduce offending/reoffending behaviour. An account of any monitoring of activities and how you kept your colleagues informed of developments. You could also include an explanation of how legislation, policies and procedures affect your practice.
<b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b>
<b>Questioning/professional discussion:</b> May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice.
<b>Expert witness:</b> A designated expert witness may provide direct observation of practice, questioning, undertaking a professional discussion or providing feedback on a reflective account.
Working within the Youth Justice field can pose a number of challenges for direct observation of practice by assessors not based in the workplace and it is vital that expert witnesses are identified at the planning stage as they will be required to work closely with your assessor in the evidence gathering process.
<b>Witness testimony:</b> Can be a confirmation or authentication of the activities described in your evidence which your assessor has not seen. This could be provided by a work colleague or another key person. It is NOT appropriate to use witness testimony from any member of their family or circle of friends.
<b>Products:</b> These can be anonymised copies of any risk assessment forms, incident or accident reports, behaviour support plans as well as any approved agency/secure accommodation forms or protocols. Where products have not been developed or compiled by the candidate you need to provide an explanation of the contribution you made to them or your reasoning for offering them to the individual.
Due to the nature of this Unit considerable care should be given to the inclusion of any anonymised records in your portfolio. They should remain where they are normally stored and checked for their authenticity by your assessor as well as occasionally by your Verifier. Where records are included great care should be taken to ensure they are anonymised to ensure confidentiality.

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### General guidance

- ◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods (including potential products) and the tasks you will be undertaking to demonstrate your competence.
- ◆ Evidence must be provided for ALL of the Performance Criteria, ALL of the knowledge and parts of the scope that are relevant to your job.
- ◆ Candidates and assessors should ensure that knowledge evidence should be **integrated** into the reflective accounts, direct observations and if appropriate in professional discussions. Care should be taken to **avoid** assessment of knowledge through set or banks of questions as they generally do not reflect real work practice.
- ◆ The evidence must reflect the policies and procedures of your workplace and be linked to the current legislation, values and principles of best practice within the Community Justice Sector and in particular those staff working with the Youth Justice Sector.
- ◆ ALL evidence must relate to your own work practice.

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## Knowledge Specification for this Unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

**You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the 'knowledge evidence' section of the Assessment Guidance.**

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
1 Legislation, guidelines, and organisational standards relevant to maintaining the safety, security and welfare of individuals, and how these apply to your work.	
2 The role of your organisation and its services, and how they relate to other organisations relevant to maintaining the safety, security and welfare of individuals.	
3 Key factors affecting the development of individuals, including the physical, social, psychological, emotional and intellectual development and its relationship with behaviour.	
4 The effect of parenting and families on individuals, in relation to their ability to form other relationships.	
5 The impact of the broader social environment on individuals, including areas of material deprivation, crime and the fear of crime, poor housing, and poverty.	
6 Strategies for encouraging individuals to recognise and take responsibility for their own behaviour and their obligations to others.	
7 The importance of your own behaviour as a positive role model to reinforce pro-social behaviours.	
8 Indications that individuals may be having difficulties, including covert activities which affect the safety and welfare of individuals.	
9 The types of interventions and strategies when may be used to support individuals, including the actions that individuals can take to keep themselves safe.	
10 How to intervene effectively in conflicts and abusive situations between individuals.	
11 The effective use of physical control and care, and the circumstances in which it should and should not be used.	
12 The routines, rules and regulations which exist in the secure environment and the reasons for them, where relevant.	
13 The effect that being in a secure environment can have on individuals.	
14 The principles of effective equality, diversity and anti-discriminatory practice.	
15 Your own role and responsibilities and from whom assistance and advice should be sought where necessary.	

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## GC13.1 Promote the safety and welfare of individuals

Performance Criteria		DO	RA	EW	Q	P	WT
		1	Explain clearly and accurately your role and responsibilities in relation to maintaining the safety and welfare of the individual.				
2	Explain the support available to individuals and how this can be accessed.						
3	Promote to individuals the importance of safety and welfare, and the maintenance of security.						
4	Explain and reinforce relevant rules and expectations to individuals.						
5	Provide individuals with advice, and offer them appropriate strategies, regarding how to keep themselves safe, in accordance with their needs and circumstances.						
6	Explain the purpose and procedures of your organisation's complaints process.						
7	Liaise with other relevant organisations towards maintaining the safety and welfare of individuals.						
8	Communicate in a manner, and at a pace, appropriate to the individual, encouraging questions and checking for understanding.						

DO = Direct Observation  
EW = Expert Witness

RA = Reflective Account  
P = Product (Work)

Q = Questions  
WT = Witness Testimony

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## GC13.2 Address the safety and welfare needs of individuals

Performance Criteria		DO	RA	EW	Q	P	WT
		1	Obtain and review available information regarding relevant individuals, including their circumstances and the outcomes of assessments of their risk and protective factors.				
2	Monitor the activities and interactions of individuals, where relevant, to identify potential safety and welfare issues.						
3	Explore any indications of difficulties promptly and with sensitivity, respecting the needs of the individual involved.						
4	Maintain appropriate interactions and strategies to support individuals who are at risk of harm from others, from themselves, or to others.						
5	Intervene in conflicts and abusive situations between individuals to maintain safety and welfare, in line with your organisation's procedures, and with regard for your own welfare.						
6	Respond correctly to the safety and welfare needs of individuals in line with their circumstances and your organisation's requirements and resources.						
7	Provide appropriate guidance and support to individuals who have victimised or abused others.						
8	Involve individuals in reviewing their own, and others' safety and welfare, and use this to inform relevant plans of action towards maintaining safety and welfare.						
9	Agree any changes to existing plans with all of those involved.						
10	Liaise with, and keep up-to-date, all relevant parties regarding the safety and welfare of individuals.						
11	Maintain confidentiality in line with legislative and organisational requirements.						
12	Maintain up-to-date and accurate records regarding the safety and welfare of individuals, and the associated actions taken.						

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*To be completed by the candidate*

**I submit this as a complete Unit**

Candidate's name: .....

Candidate's signature: .....

Date: .....

*To be completed by the assessor*

*It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.*

**I certify that sufficient evidence has been produced to meet all the Elements, PCs and Knowledge of this Unit.**

Assessor's name: .....

Assessor's signature: .....

Date: .....

## **Assessor/internal verifier feedback**

*To be completed by the internal verifier if applicable.*

***This section only needs to be completed if the Unit is sampled by the internal verifier.***

Internal verifier's name: .....

Internal verifier's signature: .....

Date: .....