

F9RG 04 (ED9) Monitor and Evaluate the Impact of Intervention Programmes for Individuals

Elements of competence

ED9.1 Monitor the impact of interventions for the individual

ED9.2 Liaise with others towards enhancing the effectiveness of interventions

About this Unit

This Unit is about working with individuals and with those involved in the delivery of intervention programmes to monitor and evaluate the impact of these programmes upon managing the risk of the individual offending/reoffending. It includes ensuring that risk assessments are up-to-date.

Risk assessments are those which assess the risk of an individual:

- 1 Offending/reoffending.
- 2 Harming others.
- 3 Being harmed, either by themselves or others.

Target Group

This Unit is applicable to those whose responsibilities include monitoring and evaluating the impact of interventions upon particular individuals.

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
Simulation:
Simulation is not permitted for this Unit.
The following forms of evidence ARE mandatory:
<p>Direct Observation: 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 from you own as well as other stakeholder agencies to look at any proposed intervention programmes. Or a meeting held to discuss your Risk Assessments of the service user, any results of your monitoring and the likelihood of them offending/re-offending.</p> <p>Reflective Account/professional discussion: 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 intervention programmes drawn up to reduce offending behaviour. An account of any assessment of the level of risk, how you identified any difficulties, how they were addressed and monitored. You could also include an explanation of how legislation, policies and procedures affect your practice.</p>
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<p>Questioning/professional discussion: 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.</p> <p>Expert witness: A designated expert witness may provide direct observation of practice, questioning, undertaking a professional discussion or providing feedback on a reflective account.</p> <p>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 require to work closely with your assessor in the evidence gathering process.</p> <p>Witness testimony: 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.</p> <p>Products: These can be anonymised copies of any up-to-date risk assessment forms, incident reports, assessment, monitoring and evaluation tools or copies of any programmes you have monitored or evaluated. Where products have not been developed or compiled by the candidate you need to provide an explanation of the contribution you made to them.</p> <p>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.</p>

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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, organisational requirements and guides relevant to monitoring interventions, and for undertaking ongoing risk-led assessments, including their local, social and political context.	
2 The relevant assessment tool(s) and those responsible for undertaking ongoing assessments.	
3 The information required towards making an assessment of individuals appropriate to managing their risk of offending/reoffending.	
4 The principles of risk-led practice based upon specific descriptions of risk in terms of behaviour and circumstances.	
5 Approaches to risk assessment, and their relative advantages and disadvantages.	
6 How to set objectives and criteria towards evaluating the success of interventions.	
7 Sources of relevant information appropriate to monitoring intervention programmes, how to access these and methods of verifying and corroborating the information required.	
8 How to distinguish between directly observed evidence, evidence from reliable sources and hearsay.	
9 How to distinguish between prejudice and opinions that are backed by evidence.	
10 The definition of vulnerability, including the different types and their indicators, and factors influencing the vulnerability of individuals.	
11 Circumstances requiring additional assessments and how to arrange these.	
12 Factors affecting the behaviour of individuals, including their physical, social, psychological and emotional development.	
13 The principles of effective equality, diversity and anti-discriminatory practice.	
14 How equality and inequality can affect individuals.	
15 Different ways of encouraging individuals to recognise the need to change their behaviour and to develop their motivation to do so.	
16 The obstacles to change which may exist for individuals, and methods of overcoming them.	
17 Why it is important to help individuals to consider the effects of their choices on others and to have ownership of, and be responsible for, the decisions that they make.	
18 Methods of disseminating effective practice in reducing offending/reoffending to relevant agencies.	
19 Your own role and responsibilities and from whom assistance and advice should be sought where necessary.	

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ED9.1 Monitor the impact of interventions for the individual

Performance Criteria		DO	RA	EW	Q	P	WT
		1	Identify the objectives established for the intervention programme and determine criteria for evaluating the outcomes and the methods for monitoring progress.				
2	Monitor the progress of interventions and support provided for the individual, identifying any issues arising and addressing these promptly and correctly.						
3	Explore the individual's own perception regarding the interventions and their impact upon the individual's behaviour, and the objectives agreed with the individual.						
4	Encourage colleagues and other stakeholders involved with the individual and the delivery of the interventions to provide feedback upon the progress being made against the objectives agreed.						
5	Ensure that ongoing risk assessments are undertaken, in accordance with the level of risk identified, reporting any difficulties in undertaking these promptly to the relevant person(s).						
6	Identify the outcomes of the ongoing risk assessments, determining any changes in the risk classification and the events and/or circumstances identified as causes.						
7	Take prompt and correct action towards arranging changes to existing interventions, or the introduction of new interventions, in response to changes in an individual's risk classification.						
8	Identify and address promptly any instances of prejudice or discrimination.						
9	Maintain accurate and up-to-date records.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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ED9.2 Liaise with others towards enhancing the effectiveness of interventions

Performance Criteria		DO	RA	EW	Q	P	WT
		1	Review the programme and the outcomes achieved with colleagues and other relevant stakeholders involved in delivering the interventions.				
2	Compare the outcomes achieved against the objectives for the intervention programme and the agreed evaluation criteria, identifying the successes and lessons learnt.						
3	Identify any obstacles which hindered the progress of interventions, and determine how these might be addressed constructively.						
4	Use this information to agree how future intervention programmes might be enhanced.						
5	Communicate with others in a positive and constructive manner, recognising their areas of expertise and their role as partners.						
6	Provide information regarding those interventions which were effective in reducing offending/reoffending to appropriate parties, setting out clearly the nature of the interventions and why they achieved their objectives.						
7	Maintain accurate and up-to-date records of the findings, conclusions and recommendations agreed.						
8	Make relevant information available readily to the appropriate parties, whilst ensuring that confidentiality is maintained in line with organisational and statutory requirements.						

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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: