

# **F9RJ 04 (EB5) Supervise and Enforce Interventions in the Community**

## **Elements of competence**

- EB5.1 Assist in supervising individuals' participation in interventions within the community**
- EB5.2 Monitor compliance and address issues of non-compliance with interventions**

## **About this Unit**

This Unit is about supervising individuals' participation in interventions within the community, and includes addressing any difficulties in ensuring effective participation.

Interventions can be those arising from, for example, court orders, statutory licences and bail conditions.

The enforcement of participation via Court Orders is addressed by a separate unit.

## **Target Group**

This Unit is applicable to those with responsibilities which include supervising and monitoring individual's participation in interventions within the community, and taking steps to address non-compliance where necessary.

## **Evidence Requirements for the Unit**

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

## F9RJ 04 (EB5) Supervise and Enforce Interventions in the Community

<b>Specific Evidence Requirements for this Unit</b>
<b>Simulation:</b>
Simulation is NOT permitted for this Unit.
<b>The following forms of evidence ARE mandatory:</b>
<p><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 observe you during meetings with the individual(s) explaining your role and the nature, objectives and possible consequences of non-participation in the intervention. You could also be observed during meetings with relevant colleagues or those delivering the intervention.</p> <p><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 your actions in enabling the individual(s) to understand the requirements of the intervention, your role in supervising their participation, the nature, goals and possible consequences of non-participation in the intervention. The communication skills used to encourage participation, address any issues promptly and challenge any aggressive, abusive or discriminatory attitudes in a constructive way. Explain your actions in monitoring compliance, checking the reasons for any apparent non-compliance and agreeing, where appropriate, with the individual(s) and relevant others how these can be addressed by reasonable means. Where cases cannot be addressed through reasonable means provide an explanation for statutory powers being required. You could also include an explanation of how legislation, policies and procedures affect your practice.</p>
<b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b>
<p><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.</p> <p><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.</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 required to work closely with your assessor in the evidence gathering process.</p> <p><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.</p> <p><b>Products:</b> These can be anonymised copies of any reports, risk assessments, bail conditions, written agreements and progress reports or any other agency approved forms. Where products have not been completed by the candidate you need to provide an explanation of the contribution you made, eg planning community or other programmes where a number of people were involved.</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>

## F9RJ 04 (EB5) Supervise and Enforce Interventions in the Community

### 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 and ALL of the knowledge.
- ◆ 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 Justice Sector and in particular those staff working with the Youth Justice Sector.
- ◆ ALL evidence must relate to your own work practice.

# F9RJ 04 (EB5) Supervise and Enforce Interventions in the Community

## 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 relating to interventions within the community and its impact for your work.	
2 Your organisation's role and responsibilities in the supervision and monitoring of compliance with interventions in the community.	
3 The role and responsibilities of other agencies involved in delivering relevant interventions in the community.	
4 Why it is important to clarify with individuals, and to confirm their understanding of the requirements of their intervention, including their responsibilities and the likely consequences of any failure to comply.	
5 The importance of supervising individuals, and of monitoring whether individuals meet the conditions of the interventions.	
6 The importance of ensuring consistency in dealing with breaches of interventions.	
7 The importance of working closely with all relevant agencies when determining the reasons why individuals are refusing to participate in interventions, and how to do this.	
8 The importance of ensuring that individuals are aware of the statutory powers that can be called upon to enforce their involvement in interventions, and the impact of such powers upon them.	
9 The importance of applying statutory powers, and the associated responsibility to local communities, victims and individuals of using such powers correctly.	
10 The types of statutory powers available, the circumstances when these can be used, and to whom to refer towards applying for such power.	
11 The importance of ensuring that the conditions sought when applying for statutory powers are appropriate and workable.	
12 The ways in which the physical, social, psychological and emotional development of individuals affects their behaviour and its associated patterns.	
13 Factors which may be relevant to an individual's difficulties, including triggers and patterns of offending behaviour.	
14 The principles of effective equality, diversity and anti-discriminatory practice.	

# F9RJ 04 (EB5) Supervise and Enforce Interventions in the Community

## EB5.1 Assist in supervising individuals' participation in interventions in the community

Performance Criteria		DO	RA	EW	Q	P	WT
		1	Identify the nature of the intervention, and its goals.				
2	Determine the relevant needs of the individual and their objectives from the intervention.						
3	Establish clearly your role in supervising the participation of individuals, and agree this with relevant colleagues, those delivering the intervention, the individual and significant others.						
4	Inform the individual how the supervision will take place, explaining clearly your role and responsibilities.						
5	Ensure that the individual understands their requirements under the terms of the intervention, and the consequences of their non-compliance.						
6	Communicate in a manner, and at a pace appropriate to the individual, encouraging questions and checking for understanding, and free from discrimination and oppression.						
7	Challenge constructively attitudes which are aggressive, abusive or discriminatory, whilst taking account of your own safety.						
8	Provide ongoing support in line with your supervisory role.						
9	Identify promptly any issues or obstacles affecting the individual's participation and address these correctly, in line with your role and responsibilities.						
10	Provide up-to-date and relevant information regarding the individual's participation to those who require it and are entitled to it.						

## EB5.2 Monitor compliance and address issues on non-compliance with interventions

Performance Criteria		DO	RA	EW	Q	P	WT
		1	Obtain information from relevant people regarding the individual's compliance, sufficient for effective monitoring and for identifying any issues promptly, in line with your organisation's requirements.				
2	Identify promptly apparent non-compliance, checking and verifying the circumstances with the relevant people and the individual.						
3	Establish correctly the reason(s) for non-compliance.						

## F9RJ 04 (EB5) Supervise and Enforce Interventions in the Community

Performance Criteria (cont)		DO	RA	EW	Q	P	WT
4	Determine whether the reason(s) can be addressed by reasonable means, other than through enforcement via statutory powers, and where possible, agree and action these with the relevant agencies.						
5	Issue clear warnings to individuals where there is a risk of non-compliance, setting out the likely consequences.						
6	Determine correctly those cases where the use of statutory powers is required, and refer these promptly to the appropriate person(s).						
7	Maintain accurate, complete and up-to-date records, and provide all relevant information promptly to those who need it and are entitled to receive it.						

DO = Direct Observation  
EW = Expert Witness

RA = Reflective Account  
P = Product (Work)

Q = Questions  
WT = Witness Testimony

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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: .....