# F9RM 04 (HF29) Assist in Identifying the Potential for Agency Development and in Promoting its Services

## Elements of competence

**HF29.1 Contribute to identifying the potential for agency development**
**HF29.2 Present information and ideas contributing to agency development**
**HF29.3 Promote agency services**

## About this Unit

This Unit is about contributing to the ongoing development of your agency's policy and practice and the promotion of its services. It includes helping to identify possible ways in which the agency might develop its policies and practice within its existing context, putting forward suggestions or ideas positively and effectively, and promoting agency services to others.

## Target Group

This Unit is applicable to those with an active involvement in developing and promoting their agency's progress.

### 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:** |
| **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 other agencies, set up to look at inter-agency proposals or services to reduce offending/reoffending behaviour. Or a meeting with colleagues to discuss your own agencies contribution to inter-agency working.<br><br>**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 you organised to discuss your agency's services and areas for potential development. An account of any actual developments or projects you are involved in. You could also include an explanation of how legislation, policies and procedures affect your practice. |
| **Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:** |
| **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.<br><br>**Expert witness**: A designated expert witness may provide direct observation of practice, questioning, undertaking a professional discussion or providing feedback on a reflective account.<br><br>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.<br><br>**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.<br><br>**Products**: These can be anonymised copies of any promotional material or forms you produced, or copies of any development programmes you have implemented or have been involved in their development. 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 staff or other organisations, eg brochures and publicity or marketing material.<br><br>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.<br>♦ 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.<br>♦ 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.<br>♦ 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.<br>♦ 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 relevant to the work being undertaken, and the impact of this upon your own work. | |
| 2 | The nature of the sector relevant to your work, and the nature, roles and functions of the principal agencies within it. | |
| 3 | Agency structures, functions, methods of communication and decision making processes. | |
| 4 | Any particular factors relating to your agency's policies and practices which affect the work undertaken. | |
| 5 | How changes in the services offered by the agency will lead to changes in the system in which it works as a whole. | |
| 6 | Existing relationships with other agencies and how to evaluate the potential impact on these relationships of changes in your own agency's services. | |
| 7 | The principles of effective equality, diversity and anti-discriminatory practice. | |

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## HF29.1 Contribute to identifying the potential for agency development

| Performance Criteria | DO | RA | EW | Q | P | WT |
|---|---|---|---|---|---|---|
| 1 Develop and maintain effective working relationships with relevant colleagues, and staff in other agencies. | | | | | | |
| 2 Contribute to regular reviews of the effectiveness of your own agency's services. | | | | | | |
| 3 Seek relevant information from, and provide it to, appropriate colleagues, and staff in other agencies. | | | | | | |
| 4 Identify areas in which there is potential for the development of own agency's services. | | | | | | |
| 5 Consult relevant colleagues, and staff in other organisations, about areas for possible agency development and acknowledge conflicting interests. | | | | | | |
| 6 Identify potential constraints to progress and develop proposals for addressing them constructively. | | | | | | |
| 7 Contribute to the development of realistic proposals for development. | | | | | | |
| 8 Complete records accurately and clearly and share these with relevant others. | | | | | | |

## HF29.2 Present information and ideas contributing to agency development

| Performance Criteria | DO | RA | EW | Q | P | WT |
|---|---|---|---|---|---|---|
| 1 Identify opportunities for taking forward agency development and pursue them appropriately. | | | | | | |
| 2 Present relevant information and ideas clearly, accurately and concisely, and in a format likely to be of interest to the people concerned. | | | | | | |
| 3 Set out clearly the resource and other implications of the proposed development, and its benefits, identifying the strengths which the agency can bring to the development. | | | | | | |
| 4 Identify any potential constraints to progress and set out how these might be addressed constructively. | | | | | | |
| 5 Identify the timescales which are necessary for achievement of the plan. | | | | | | |
| 6 Propose how the development can be evaluated. | | | | | | |
| 7 Evaluate the effectiveness of your presentation and use the information to improve future presentations. | | | | | | |

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## HF29.3 Promote agency services

| Performance Criteria | | DO | RA | EW | Q | P | WT |
|---|---|---|---|---|---|---|---|
| 1 | Identify and pursue opportunities for promoting agency services according to your area of responsibility and the resources available. | | | | | | |
| 2 | Respond promptly and constructively to requests for information. | | | | | | |
| 3 | Present information about your agency's work clearly, concisely and accurately, and in ways which are consistent with agency policy, guidelines and statutory requirements, and which show due regard for sensitivity about the nature of your agency's work. | | | | | | |
| 4 | Present positive images of the agency and its services which emphasise its strengths. | | | | | | |
| 5 | Target promotional activities at appropriate users of the agency's services, at community groups and organisations, including interest groups. | | | | | | |
| 6 | Seek advice and support promptly when team discussion and supervision are appropriate. | | | | | | |
| 7 | Communicate information to people who are authorised to have it. | | | | | | |

DO = Direct Observation
RA = Reflective Account
Q = Questions
EW = Expert Witness
P = Product (Work)
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: ……..……..