

F9E0 04 (ED1) Plan, Monitor and Review Integrated Packages of Interventions and Support to Address Individuals' Offending Behaviour

Elements of competence

- ED1.1 Communicate With Individuals about the Range of Interventions and Support Which They Need
- ED1.2 Plan Integrated Packages of Interventions and Support to Meet Individuals' Needs
- ED1.3 Monitor and Review the Effectiveness of Integrated Packages of Interventions and Support and Management of Risk of Harm

About this Unit

This Unit is about the worker planning and coordinating a package of different interventions and methods of support to address individuals' offending behaviour. The package will be designed to meet the specific needs of the individual concerned. Interventions can include formal programmes or more informal approaches. They may be provided by the worker's own agency, by other agencies or by a combination of the two. The packages should be integrated in the sense that the different interventions and support come together in the best possible way to meet the needs of individuals, manage the assessed level of risk of harm and are cost-effective.

This Unit is designed to be relevant across a broad range of interventions, including those designed to enable individuals to address their behaviour; develop skills and knowledge; provide advice, guidance and information; enable individuals to engage positively and integrate with their community; ongoing support and assistance to address difficulties; protection from risk of harm.

Scope

The scope is here to give you guidance on possible areas to be covered in this Unit. The terms in this section give you a list of options linked with items in the Performance Criteria. You need to provide evidence for any option related to your work area.

Interventions and support enabling individuals to address their behaviour, developing skills and knowledge, providing advice, guidance and information, enabling individuals to engage positively and integrate with their community, therapeutic interventions to address issues of health and well-being, ongoing support and assistance to address difficulties, protection of the individual and others from risk of harm.

Resources staff, facilities, equipment and materials, finance, transport

Issues non-attendance or non-compliance individuals, changes in needs and circumstances, difficulties which agencies experience in working with individuals, difficulties which agencies experience in meeting their obligations to individuals

Target Group

This Unit is applicable across the community justice sector. It is designed to be relevant to any worker who has responsibility for obtaining, recording and verifying information relating to individuals' offending behaviour. The information may be needed for risk assessment, pre-sentence reports, decisions relating to bail, planning and reviewing community and custodial sentences

Evidence Requirements for the Unit

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

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
◆ Simulation is not permitted for any part of this Unit.
The following forms of evidence ARE mandatory:
<ul style="list-style-type: none"> ◆ Direct Observation: Your assessor or expert witness must observe you in real work activities that provide a significant amount of the Performance Criteria for most of the elements in this Unit. For example meetings held to review progress on integrated packages of support provided or meetings with representatives of other agencies to discuss review progress or to discuss available resources ◆ Reflective Account/professional discussion: These will be a description of your practice in particular situations based on working practices. For example the options that are feasible and the advantages as well as disadvantages of each one, accounts of monitoring or evaluation undertaken as well as accounts of the information gathering process
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<ul style="list-style-type: none"> ◆ Questioning/professional discussion: may be used to provide evidence of knowledge, legislation, policies and procedures that cannot be fully evidenced through observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice ◆ Expert Witness: A designated expert witness may provide direct observation of practice, questioning. Working with offending behaviour 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 ◆ Witness testimony: can be a confirmation or authentication of the activities described in your evidence that your assessor has not seen. A work colleague or another key person could provide this. It is NOT appropriate to use witness testimony from any offenders/member of their family or circle of friends. ◆ Products: These can be risk assessments, incident/sentence records, agency approved forms and records, pre sentence reports, review documents or reports on community sentences ◆ 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 there authenticity by your Assessor as well as occasionally by your Verifier. Where records are included care should be taken to ensure they are anonymised to ensure confidentiality.

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
- ◆ Critical to this Unit is the candidate's skills in working as a team member in integrated ways to manage the risks of reoffending
- ◆ 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 Offenders
- ◆ ALL evidence must relate to your own work practice

F9E0 04 (ED1) Plan, Monitor and Review Integrated Packages of Interventions and Support to Address Individuals' Offending Behaviour

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
Working with individuals and groups	
1 factors which may be relevant to individual's difficulties (eg alcohol, drugs, material and emotional deprivation, inadequate housing, family and other close relationships, stress, loss, ill-health, disability, abuse, unemployment); relevant research into the relationship between factors and difficulties, evidence of effective practice in tackling these and how the worker has applied this evidence in their work;	
2 how personal beliefs, preferences and cultural background affect behaviour	
3 different ways of providing support to help individuals explore and manage their difficulties and express and explore their feelings; methods of identifying and exploring obstacles to change and identifying ways of overcoming obstacles; the range of local support services available to individuals in the community who have difficulties and how to access these	
4 strategies for dealing with difficult situations which have a strong emotional impact and examples of when they have done this; methods of handling situations where there is the potential for conflict between different individuals and examples of when they have done this	
5 why it is important to maintain personal and professional boundaries with individuals and methods of doing this	
6 methods for assessing and managing risk of harm and risk of re-offending within the agency context	
Working within the community justice sector	
7 the specific legislation (National and European) which relates to the work being undertaken — both the context and the individual - and the impact of this on the work	
Working to improve agency practice	
8 the role of the agency and its services and how they relate to other agencies and services in the community justice sector	

F9E0 04 (ED1) Plan, Monitor and Review Integrated Packages of Interventions and Support to Address Individuals' Offending Behaviour

Working to improve agency practice (cont)	
9	policies and procedures of the worker's agency regarding confidentiality of information, data protection, the disclosure of information to third parties, the specific circumstances under which disclosure may be made, equal opportunities charters, user choice and involvement, advocacy; any particular factors relating to the agency's policies and practices which have affected the work undertaken
Working to improve individual practice	
10	own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure
11	the options for supporting individuals which they considered and the reasoning processes they used in determining the most appropriate options for those concerned
12	how they have applied the principles of equality, diversity and anti-discriminatory practice to their work
13	methods of evaluating their own competence, determining when further support and expertise are needed and the measures taken to improve own competence in this area of work

F9E0 04 (ED1) Plan, Monitor and Review Integrated Packages of Interventions and Support to Address Individuals' Offending Behaviour

ED1.1 Communicate With Individuals About the Range of Interventions and Support Which They Need

Performance Criteria	DO	RA	EW	Q	P	WT
<p>1 explain clearly to individuals in a manner, and at a level and pace, appropriate to them</p> <ul style="list-style-type: none"> (a) their rights and responsibilities (b) the worker's role and responsibilities (c) the interventions which are required by the sentence of the court (d) the services and facilities which the worker's agency offers (e) the agency's policy regarding confidentiality of information and its disclosure to third parties 						
<p>2 encourage individuals to express</p> <ul style="list-style-type: none"> (a) their needs, preferences, beliefs, opinions and interests, and use these as a basis of interacting with them in the future (b) their views on anyone else they would like to involve in the planning process 						
<p>3 communicate with individuals throughout the process in a manner which</p> <ul style="list-style-type: none"> (a) is appropriate to them (b) encourages an open exchange of views (c) minimises any constraints to communication (d) is free from discrimination and oppression 						
<p>4 agree with individuals the purpose of gaining</p> <ul style="list-style-type: none"> (a) information on their needs and the sort of support that is appropriate and the steps that the worker (b) will take to maintain the confidentiality of information 						
<p>5 encourage individuals to</p> <ul style="list-style-type: none"> (a) discuss and explore their difficulties (b) express their feelings and responses to their situation 						

DO = Direct Observation RA = Reflective Account Q = Questions
 EW = Expert Witness P = Product (Work) WT = Witness Testimony

F9E0 04 (ED1) Plan, Monitor and Review Integrated Packages of Interventions and Support to Address Individuals' Offending Behaviour

ED1.1 Communicate With Individuals About the Range of Interventions and Support Which They Need (cont)

Performance Criteria	DO	RA	EW	Q	P	WT
	6 access other potentially valuable and relevant sources of information on individual's needs and wishes consistent with agreements made with them					
7 discuss with individuals the interventions and support which might meet their needs						
8 record individual's needs and the results of the discussions in a way which facilitates later planning.						

DO = Direct Observation RA = Reflective Account Q = Questions
EW = Expert Witness P = Product (Work) WT = Witness Testimony

F9E0 04 (ED1) Plan, Monitor and Review Integrated Packages of Interventions and Support to Address Individuals' Offending Behaviour

ED1.2 Plan Integrated Packages of Interventions and Support to Meet Individuals' Needs

Performance Criteria	DO	RA	EW	Q	P	WT
	1 explore with individuals the options which are feasible for them, and the advantages and disadvantages of each and agree with them which the worker will pursue					
2 identify agencies that provide interventions and support and that are potentially suitable and able to work with individuals given (a) the assessment of their needs (b) their expressed personal beliefs and preferences (c) the level of support needed (d) areas of expertise (e) the available resources (f) the level of risk of harm to the individual and to others						
3 sequence interventions appropriately						
4 contact the agencies which have been agreed with individuals and discuss fully with the agencies the role they may have, the benefits this may bring and how confidentiality will be maintained						
5 enable agencies to understand individual's difficulties and factors relating to them						
6 assess agencies' willingness and ability to work with the individuals to address their difficulties, and the resources which will be required						
7 report back to individuals on the agencies who are willing and able to work with them to address their difficulties and seek their agreement to proceed with each of the agencies concerned						
8 discuss and agree with agencies the exact nature of the contribution they will make to the overall package and the support the agency will receive consistent with agreements reached with individuals						

DO = Direct Observation RA = Reflective Account Q = Questions
 EW = Expert Witness P = Product (Work) WT = Witness Testimony

F9E0 04 (ED1) Plan, Monitor and Review Integrated Packages of Interventions and Support to Address Individuals' Offending Behaviour

ED1.2 Plan Integrated Packages of Interventions and Support to Meet Individuals' Needs (cont)

Performance Criteria	DO	RA	EW	Q	P	WT
	9 provide agencies with accurate and complete information on <ul style="list-style-type: none"> (a) how and when they should contact the worker (b) their role and responsibilities (c) how their role contributes to the overall package of interventions and support 					

DO = Direct Observation *RA = Reflective Account* *Q = Questions*
EW = Expert Witness *P = Product (Work)* *WT = Witness Testimony*

F9E0 04 (ED1) Plan, Monitor and Review Integrated Packages of Interventions and Support to Address Individuals' Offending Behaviour

ED1.3 Monitor and Review the Effectiveness of Integrated Packages of Interventions and Support and Management of Risk of Harm

Performance Criteria	DO	RA	EW	Q	P	WT
	1 monitor how the different interventions and support are progressing					
2 take appropriate action in response to non-compliance						
3 encourage individuals to take a full and active part in evaluating the effectiveness of the package and the different parts within it						
4 encourage agencies to offer feedback on progress, the effectiveness of their work and their view about their contribution						
5 encourage individuals to identify changes in their needs and circumstances and to identify any implications these have for the overall package						
6 identify any issues and use these to inform discussions about improvements						
7 make decisions with the individuals and agencies on how to change the work based on: (a) information gained from monitoring (b) evaluation of risk of harm (c) the wishes of those involved (d) evidence of effective practice						
8 record information accurately and store it according to agency requirements						
9 communicate relevant information to those who have the right and need to know it						

DO = Direct Observation RA = Reflective Account Q = Questions
EW = Expert Witness P = Product (Work) WT = Witness Testimony

F9E0 04 (ED1) Plan, Monitor and Review Integrated Packages of Interventions and Support to Address Individuals' Offending Behaviour

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: