

F9PY 04 (ED5) Develop Intervention Plans for Individuals which Address Risk Factors and Enhance Protective Factors

Elements of competence

- ED5.1 Establish the aspects to be addressed by the plan**
- ED5.2 Prepare and agree intervention plans**
- ED5.3 Work with other organisations, agreeing their roles**

About this Unit

This Unit is about developing intervention plans designed to minimise the likelihood of individuals offending/reoffending. It applies to work both within the community and also in custody. Such plans include addressing activities appropriate to the resettlement pathways of accommodation, education, training and employment, health, substance misuse, families and finance, benefits and debt. The Unit also includes reviewing the risk factors and protective factors, identified separately through an approved assessment process, and using these to inform the planning. Intervention plans can include acceptable behaviour contracts.

The term 'risk factors' is taken to include those factors which might increase the risk of the individual:

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

Target Group

This Unit is applicable to those with responsibility for developing and agreeing intervention plans. This includes those involved in the prevention of offending and those involved in the resettlement/reintegration of individuals who have offended.

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 agencies to look at any proposed programmes or development plans set up to reduce offending/reoffending behaviour. Attending a meeting with colleagues/line manager to discuss the needs of offenders when you feel they are beyond your expertise.</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 programmes or development plans drawn up by yourself to reduce offending behaviour. An account of any recommendations regarding good practice and how you kept your colleagues informed of developments. An account of any intervention plan(s) any reviews, any assessment of their effectiveness and steps you took to protect the community or others in custody. 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 risk assessment/incident report forms, monitoring and evaluation tools or copies of any plans you have implemented. Agency approved forms and records ie case records or management procedure records. Where products have not been developed ie accommodation or health care services material, 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 at risk of harm, offending or re-offending.</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 and guidelines of effective practice standards which relate to developing intervention plans and the impact of these on your work.	
2 National and local resettlement/reintegration strategies and their impact for developing intervention plans.	
3 The role of your organisation and its services, and how they relate to those of other organisations and services in the sector.	
4 The content and factors to be considered in developing and agreeing intervention plans.	
5 Other organisations involved in the resettlement/reintegration of individuals, their roles and services, and how to access these.	
6 Procedures and methods for assessing and managing the risk factors associated with individuals, including the use of risk assessment systems.	
7 The ways in which diversity and discrimination might affect risk assessment and how to guard against this.	
8 The principles of effective equality, diversity and anti-discriminatory practice.	
9 The principles underpinning restorative practice, its purpose and benefits, the factors to take into account, and who to involve in progressing potential restorative processes.	
10 Methods of assessing risk to individuals from others and the procedures that may need to be put into place towards minimising such risks.	
11 Case registration and management procedures used within your organisation and your responsibilities within these.	
12 Key factors which affect individual behaviour, including their physical, social, psychological and emotional development.	
13 The impact of crime and victims/survivors and their need for protection, respect, recognition, information and confidentiality.	
14 Ways of communicating effectively with individuals and the ways in which it is necessary to alter communication when working with different individuals and representatives of different organisations.	
15 The information and protocols required to plan resettlement/reintegration effectively and the types of advice likely to be required.	
16 The problems that individuals may face with their resettlement/reintegration, and strategies for addressing these.	

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You need to show that you know, understand and can apply in practice: (cont)	Enter Evidence Numbers
17 The range of available options for supervision and management of individuals in the community.	
18 Your own role and responsibilities, and from whom assistance and advice should be sought where necessary.	

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ED5.1 Establish the aspects to be addressed by the plan

Performance Criteria		DO	RA	EW	Q	P	WT
1	Review the assessments undertaken and identify correctly the risk factors and associated needs of the individual.						
2	Determine whether the individual has been involved with previous interventions, and where relevant, determine the impact of such interventions, using this to inform your planning.						
3	Confirm the risks to be addressed, and protective factors to be enhanced in promoting a sustainable and safe role for the individual within the community.						
4	Identify whether the individual has needs that require specialist assessment, or access to particular intervention and treatment services, arranging this promptly and correctly where necessary.						
5	Seek advice and support promptly where the needs of the individual are beyond your area of expertise or responsibility.						
6	Maintain complete, accurate and up-to-date records.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

ED5.2 Prepare and agree intervention plans

Performance Criteria		DO	RA	EW	Q	P	WT
1	Identify correctly actions designed to address risk factors, enhance protective factors and which will thereby minimise the likelihood of the individual offending/reoffending.						
2	Identify correctly, and involve fully, all relevant persons appropriate to ensuring the success of the plan, and work with all relevant persons in developing and agreeing the plan and relevant responsibilities.						
3	Develop and consider options, working with relevant parties to evaluate these and to agree the preferred plan.						
4	Allow for appropriate restorative practice, and the associated involvement of relevant parties.						
5	Allow for the participation of the individual, and where relevant, their families or carers in the planning and implementation of the resettlement process.						

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Performance Criteria (cont)		DO	RA	EW	Q	P	WT
6	Allow for the necessary support for the individual towards their sustaining effective relationships, and where appropriate, facilitating their return to the family home.						
7	Allow the individual access to, and continuity of, appropriate health care services.						
8	Ensure that the individual has access to suitable and sustainable accommodation, in line with statutory requirements.						
9	Ensure that the risk of substance misuse is minimised, including the risk of overdosing by individuals.						
10	Ensure that access to quality contact with others is encouraged, and where relevant, strong and supportive relationships with families and carers is encouraged.						
11	Ensure that clear advice and information is provided regarding the support and associated services that are available, including that regarding financial benefits and entitlements.						
12	Ensure continuity in overseeing the plan and in providing ongoing relevant support to the individual.						
13	Document agreed plans correctly and make these available promptly to all parties who need them and who are entitled to them.						

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ED5.3 Work with other organisations, agreeing their roles

Performance Criteria		DO	RA	EW	Q	P	WT
1	Identify correctly the relevant organisations to be involved in realising the intervention plan.						
2	Liaise fully with the relevant organisations, providing them with all necessary information in a timely manner.						
3	Ensure that, where relevant, information concerning interventions and any treatment of the individual is shared effectively with appropriate parties, with the individual's informed consent.						
4	Liaise with those involved in progressing the appropriate restorative practice, where relevant, providing all relevant and available information promptly.						

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Performance Criteria (cont)		DO	RA	EW	Q	P	WT
5	Communicate with all organisations in a manner which promotes professionalism and which acknowledges their role as partners.						
6	Ensure that all contributions to the plan are co-ordinated, and that goals, roles and responsibilities are defined clearly, understood and agreed.						
7	Agree with relevant people the review points for the plan, and responsibilities for making these happen.						
8	Maintain complete, accurate and up-to-date records.						

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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: