

F9R0 04 (ED6) Assist in Developing Intervention Plans for those at Risk of Offending/Reoffending

Elements of competence

ED6.1 Assess the relevant information available

ED6.2 Make recommendations in the development of agreed intervention plans

About this Unit

This Unit is about contributing to the development of intervention plans designed to minimise the likelihood of individuals offending/reoffending. It involves gathering and assessing relevant information, including that from any risk assessments undertaken separately, and making recommendations towards appropriate actions.

In the assessment of 'risk' this is taken to include 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 assisting in the development of intervention plans designed to minimise the likelihood of individuals offending/reoffending.

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 as well as other agencies to look at any proposed intervention plans set up to reduce offending/reoffending behaviour or a meeting convened by the candidate to explore inter-agency options to support the individual access to accommodation, education, employment, health substance use or finance.</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 plan drawn up by yourself to reduce offending behaviour. An account of the information gathering process as well as any options drawn up by yourself, the risks involved and the resources required to implement the intervention plan. You could also include an explanation of how legislation, policies and procedures affect your practice, available options for the service user and how you kept your colleagues informed of developments.</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 required 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 forms, monitoring and evaluation tools or copies of any intervention plans you have drawn together or have implemented. 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.</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 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 principles of effective equality, diversity and anti-discriminatory practice.	
5 The content and factors to be considered in developing and agreeing intervention plans.	
6 Other organisations involved in the resettlement/reintegration of individuals, their roles and services, and how to access these.	
7 Procedures and methods for assessing and managing the risk offending/reoffending, associated with individuals, including the use of risk assessment systems.	
8 The principles underpinning restorative practice, the purpose and benefits, and the factors to take into account, and who to involve in progressing potential processes.	
9 Methods of assessing risk to individuals from others and the procedures that may need to be put into place towards minimising such risks.	
10 Factors affecting the behaviour of individuals, including their physical, social, psychological and emotional development.	
11 The impact of crime and victims/survivors and their need for protection, respect, recognition, information and confidentiality.	
12 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.	
13 The problems that individuals may face with their resettlement/reintegration, and strategies for addressing these.	
14 The range of available options for supervision and management of individuals in the community.	
15 Your own role and responsibilities, and from whom assistance and advice should be sought where necessary.	

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ED6.1 Assess the relevant information available

Performance Criteria		DO	RA	EW	Q	P	WT
1	Explain clearly and accurately your role and responsibility, and the purpose of the information being gathered.						
2	Identify and gather all relevant information appropriate to establishing the aspects to be addressed by the plan, including the outcomes of risk assessments, and an individual's participation in any other previous interventions.						
3	Determine whether there is sufficient information available to develop a meaningful intervention plan, and take the appropriate actions promptly to address any requirements for further information.						
4	Assess the risks to be addressed, and identify the protective factors to be enhanced in promoting a sustainable and safe role for the individual within the community.						
5	Identify any aspects that may require further assessment or investigation, and refer these promptly to the relevant person.						
6	Seek advice and support promptly where the needs of the individual are beyond your area of expertise or responsibility.						
7	Maintain complete, accurate and up-to-date records.						

ED6.2 Make recommendations in the development of agreed intervention plans

Performance Criteria		DO	RA	EW	Q	P	WT
1	Consider actions designed to address identified risk factors and to enhance identified protective factors, towards minimising the likelihood of the individual offending/reoffending.						
2	Consider options, working collaboratively with relevant persons in other organisations in developing and assessing possible options which address the individual's relevant requirements relating to accommodation, education, training and employment, health, substance misuse, families and finances.						
3	Develop options designed to allow participation by the individual, and relevant others, and to allow the individual access to appropriate support and services.						
4	Identify the opportunities for restorative practice and consider the appropriate process.						

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Performance Criteria (cont)		DO	RA	EW	Q	P	WT
5	Base your options upon evaluation of the level of risk, available resources, the nature and causes of the individual's behaviour and its impact upon others, upon the progress made by the individual and the support which they require.						
6	Discuss and agree the preferred option(s) with the individual.						
7	Make the case for additional resources, where necessary, justifying your rationale clearly and objectively.						
8	Make recommendations regarding the preferred option(s), setting out your rationale clearly and in a manner which justifies the recommendations proposed.						
9	Document agreed plans correctly and ensure that these are made available promptly to all those who need them, and are entitled to them.						

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: