

F9RC 04 (FI4) Support Individuals Towards their Resettlement in the Community from a Custodial Environment

Elements of competence

- FI4.1 Plan activities to prepare individuals for resettlement**
- FI4.2 Monitor and co-ordinate resettlement activities outside the custodial environment**
- FI4.3 Support individuals preparing for resettlement**

About this Unit

This Unit is about preparing individuals for transfer from the custodial environment to resettlement/reintegration in the community. This includes both those individuals transferring from custody, as well those being prepared for final release. The aims, depending on the individual, can be about personal development, social reintegration, education and/or employment.

Target Group

This Unit applies to experienced custodial care staff who work with individuals to help them prepare for resettlement/reintegration in the community.

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 resettlement activities or programme(s) ie education/employment/accommodation/personal development/financial/health and well being/social integration.</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 activities or programmes drawn up by you to support the process of resettlement. An account of any recommendations regarding good resettlement practice and how you kept your colleagues informed of developments. Accounts of your actions when the resettlement process has broken down and your alternative activities. 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 forms, monitoring tools or copies of any activities you have implemented. Copies of agency approved forms or protocols. 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 The range of activities available to help individuals prepare for resettlement/reintegration both inside and outside the custodial environment.	
2 Motivational learning techniques.	
3 The range of needs individuals may have to prepare them for resettlement, and how to identify these needs.	
4 The implications for security of the activities, and how to ensure security is maintained.	
5 Preparing a risk assessment for resettlement related activities.	
6 Licence requirements and the consequences of breaching them.	
7 The standards of behaviour expected of individuals, and how to confirm these with individuals and activity providers.	
8 Appropriate action to take in the event of abuse of activities or unacceptable behaviour.	
9 Health and safety requirements, and how to ensure these are met.	
10 Procedures and the legal basis for individuals to receive payment for activities undertaken outside the custodial environment.	
11 The range of information, advice, encouragement and resources individuals may need, and how to provide these.	
12 The importance and ways of promoting confidence and self-responsibility.	
13 How to monitor individuals' progress and select appropriate action where this is not satisfactory.	
14 Relevant policies and procedures of your organisation.	

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FI4.1 Plan activities to prepare individuals for resettlement

Performance Criteria		DO	RA	EW	Q	P	WT
		1	Establish individuals' needs accurately in preparation for resettlement and in accordance with required timescales to allow for effective planning.				
2	Consider the individuals' needs in terms of their education and employment, accommodation, personal development, financial requirements, health and well being, and social reintegration.						
3	Identify relevant activities that are available to help prepare individuals for resettlement.						
4	Liaise with relevant people in your own organisation and other agencies within the community to identify and agree appropriate activities.						
5	Agree with individuals which of the available activities appears to meet their needs most closely.						
6	Agree with individuals, and other relevant people, realistic aims and objectives for activities addressing identified needs.						
7	Confirm that proposed activities will not compromise security.						
8	Obtain the informed consent of individuals for the planned resettlement programme, where relevant.						
9	Report promptly to relevant people where no appropriate activities are available to meet individuals' needs.						
10	Record all agreed activities, and make the information available promptly to all those with a need and a right to receive it.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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FI4.2 Monitor and co-ordinate resettlement activities outside the custodial environment

Performance Criteria		DO	RA	EW	Q	P	WT
1	Confirm with individuals that they understand their requirements fully, and the consequences of breaching them.						
2	Confirm with individuals, and activity providers, the aims, objectives, outcomes and standards of behaviour expected of the individual.						
3	Take appropriate action in line with organisational procedures where an abuse of activities or unacceptable behaviour is identified.						
4	Ensure that security is maintained at all times.						
5	Ensure that activities outside the custodial environment comply with health and safety requirements.						
6	Ensure that any payments due to individuals are made correctly.						
7	Assess with individuals, and activity providers, the extent to which the aims, objectives and outcomes of activities have been met.						
8	Take appropriate action towards providing alternative activities, where the aims, objectives and outcomes of a particular activity are not being fulfilled.						

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FI4.3 Support individuals preparing for resettlement

Performance Criteria		DO	RA	EW	Q	P	WT
1	Provide individuals with appropriate information, advice, encouragement and resources to enable them to benefit from resettlement activities.						
2	Communicate with individuals at an appropriate level and pace and in ways that are likely to promote their confidence and self-responsibility.						
3	Provide opportunities for individuals to attend appointments and interviews, where relevant, in preparation for resettlement						
4	Monitor individuals' progress accurately in preparing for resettlement.						
5	Take appropriate action promptly where individuals' progress is not satisfactory.						
6	Ensure that all relevant parties are up to date on the progress and outcomes, and that the information is accurate, in line with your organisation's requirements.						
7	Maintain records and provide reports in accordance with your organisation's policy and statutory requirements.						

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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: