

F9RK 04 (AD5) Promote Multi-agency Working at Agencies' Meetings

Elements of competence

AD5.1 Prepare for meetings with agencies

AD5.2 Make contributions at agencies' meetings

About this Unit

This Unit is about working with other agencies through involvement at agencies' meetings. Joint working with other agencies is a key aspect of work and it is vital that individuals represent their own agency effectively and promote multi-agency working in such situations.

This Unit focuses upon obtaining information and making constructive contributions.

This Unit also reflects relevant aspects of the common core requirements relating to multi-agency working as derived from 'Every Child Matters', as is applicable within England. It is also recognised that Youth Offending Teams represent multi-agency partnerships.

Target Group

This Unit is applicable to those with responsibility for representing their own agency at other agencies' meetings.

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 observe you collecting information from colleagues in preparation for a meeting with relevant agencies, presenting this information and obtaining further information at the meeting and providing feedback to colleagues on the discussion and outcome of the meeting.</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 your actions in gathering the information in preparation for the meeting, who you consulted and any gaps in your information that could be provided by other agencies present at the meeting. You could explain how you used your communication skills to suit the formality and nature of the meetings. 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 reports, risk assessments, records of outcomes of meetings or any other agency approved forms.</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 and ALL of the knowledge.
- ◆ 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 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
Working within the Youth Justice Sector	
1 The nature of the justice sector within which you work, including the roles and functions of the principal agencies within the sector and their structures, methods of communication and decision making processes.	
2 How one's own work and work role interacts with others in related agencies.	
3 The benefits of working collaboratively, both across agencies and across disciplines.	
4 How teams and collaborative work evolve over time and the impact of this on relationships and effective working.	
5 The functions, procedures and resources of different meetings.	
6 The different forms of report which are required for different meetings and the importance of effective preparation.	
7 How to present one's own case at meetings even when this may not be high on others' agenda.	
8 The value of networking informally around meetings.	
9 Ways of identifying and addressing problems with information.	
10 The ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies.	
11 The importance of providing feedback to relevant colleagues upon the outcomes from meetings, and how to do this.	
12 The specific legislation and guidelines of good practice which relate to the work being undertaken and the impact of this on your work.	
13 The nature, extent and boundaries of your own work role and its relationship to others.	
14 The principles of equality, diversity and anti-discriminatory practice.	

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AD5.1 Prepare for meetings with agencies

Performance Criteria		DO	RA	EW	Q	P	WT
		1	Confirm the nature and purpose of the meeting and that it is relevant to you and your agency's work.				
2	Identify the information that you require both for and from the meeting, through discussing the issues which may be raised with colleagues, in advance of the meeting.						
3	Confirm the input required from your agency in advance of the meeting.						
4	Prepare materials, where required, in advance of the meeting.						
5	Review all relevant materials in preparation for the meeting.						

AD5.2 Make contributions at agencies' meetings

Performance Criteria		DO	RA	EW	Q	P	WT
		1	Communicate in a manner which encourages an open exchange of views and information.				
2	Present required information clearly, accurately and succinctly and in a manner which is consistent with the formality and nature of the meeting.						
3	Present facts and judgements clearly and objectively.						
4	Identify relevant information during the process of the meeting and record it accurately, legibly and completely.						
5	Ask relevant questions, where necessary, to check understanding and to explore particular aspects further.						
6	Explain clearly and accurately the nature of, and the rationale for, your organisation's policies and practices when these are questioned.						
7	Respect the views of others, even if they differ from your perspective.						
8	Explain and interpret any abbreviations used which may be unclear to others, and avoid the use of jargon.						
9	Provide accurate feedback to relevant others in your organisation on the meeting, and identify correctly any further action to be taken.						

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: