

F9RN 04 (HF30) Co-ordinate Programmes Involving Several Agencies

Elements of competence

HF30.1 Agree action plans to achieve agreed aims

HF30.2 Co-ordinate the work of colleagues within your own and within other agencies

About this Unit

This Unit is about co-ordinating and managing programmes involving input from and co-operation between several agencies.

Target Group

This Unit is applicable to those whose responsibilities including managing and co-ordinating projects and programmes involving input from several agencies.

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:
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 your own as well as other agencies to look at any proposed programmes set up to reduce offending/re-offending behaviour. 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 any developed, or any proposed programmes drawn up by you to reduce offending behaviour. An account of any recommendations regarding good practice you have been involved in and how you kept your colleagues informed of developments. You could also include an explanation of how legislation, policies and procedures affect your practice.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
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. Expert witness: A designated expert witness may provide direct observation of practice, questioning, undertaking a professional discussion or providing feedback on a reflective account. 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. 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. Products: These can be anonymised copies of any risk assessment forms, monitoring and evaluation tools or copies of any programmes you 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. 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.

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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 relating to the programmes with which you are involved, and their impact for the work being undertaken.	
2 The role of your agency and the services which it provides.	
3 The role of those agencies with which your organisation works and the services which they provide.	
4 Actual and potential partners, and their strategies and plans.	
5 Principles and methods of short to medium-term planning.	
6 The importance of creativity and innovation in operational planning.	
7 How to develop and assign objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).	
8 How to analyse and manage risk.	
9 How to develop and plan for contingencies.	
10 Principles and methods of delegation.	
11 How to use resources effectively to achieve objectives.	
12 How to consult with colleagues and other key stakeholders.	
13 How to monitor and control operational plans to achieve their objectives.	
14 The roles and key responsibilities of a programme manager.	
15 Principles, processes, tools and techniques for managing programmes.	
16 How to manage, motivate, plan, monitor, and assess people.	
17 How to manage change within programmes.	
18 The agreed key objectives and scope of the programme and the available resources.	
19 Colleagues and other key stakeholders, and their needs and expectations.	
20 Processes for consultation.	
21 Procedures in your organisation for managing finance.	
22 Sources of information you can use to monitor and evaluate plans.	
23 Procedures for reporting and making recommendations.	

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HF30.1 Agree action plans to achieve agreed aims

Performance Criteria		DO	RA	EW	Q	P	WT
1	Make sure that plans are consistent with the agreed objectives.						
2	Balance new ideas against tried and tested solutions towards the effective reduction of offending/reoffending.						
3	Identify any risks associated with the programme and balance these against the desired outcomes.						
4	Win the support of key colleagues within your own and within other relevant agencies.						
5	Make sure that everyone involved is clear about the aims of the programme and have a common purpose.						
6	Take account of all essential needs, and translate targets into practical, efficient and effective actions.						
7	Identify and justify the resources required to achieve the agreed objectives.						
8	Make sure that everyone involved understands the critical aspects of putting the programme into practice and the arrangements for dealing with contingencies.						
9	Ensure that the plan is flexible and complements related areas of work.						
10	Develop and assign objectives to people together with the associated resources.						
11	Prioritise objectives and plan work to make best use of time and resources.						
12	Set demanding but achievable objectives for yourself and others.						
13	Balance agendas and build consensus amongst those involved.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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HF30.2 Co-ordinate the work of colleagues within your own and within other agencies

Performance Criteria		DO	RA	EW	Q	P	WT
1	Provide support to allow colleagues within your own agency and within other agencies to perform efficiently and effectively.						
2	Make recommendations which identify good practice and areas for improvement.						
3	Inform everyone involved promptly about important issues and the results of putting the programme into practice.						
4	Monitor and control the programme so that it achieves the stated objectives in the most effective and efficient way, on time and within the budget.						
5	Recognise changes in circumstances promptly and adjust plans and activities accordingly.						
6	Monitor and control your plan so that it achieves its overall objectives.						
7	Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary.						
8	Address multiple demands without losing focus .						
9	Find practical ways to overcome barriers.						
10	Keep people informed of plans and developments.						
11	Present information clearly, concisely, accurately and in ways that promote understanding.						

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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: