

F9RP 04 (EC10) Manage the Transition of Young Offenders from the Youth Justice System

Elements of competence

EC10.1 Prepare for the transition

EC10.2 Implement the planned transition

About this Unit

This Unit is about ensuring the effective transition of young offenders from the youth justice system. Such transitions include, for example, custodial transitions where the young offender reaches the age requiring them to transfer to the adult system, and also from the youth system to supervision in the community, as well as the resettlement of young people who have been on remand, but who have not received a custodial sentence.

This Unit refers to 'risks' which are intended to include those relating to the individual:

- 1 Offending/reoffending.
- 2 Harming others.
- 3 Being harmed by their self or others.

Target Group

This Unit is applicable to those working with young offenders who transfer from the youth justice system into another regime involving some form of supervision, either in custody or 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:
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 meeting with the young person, colleagues and/or those from other agencies involved making preparation for the transition to supervision within the community or custodial care.
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 making preparations for the transition with the individual(s) concerned and with colleagues and other agencies involved. You could include the communication skills used to ensure understanding and agreement of the planned transition with the individual and others. 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 reports, risk assessments, transition plans, and decisions relating to bail, court, progress reports or any other agency approved forms. Where Products have not been completed by the candidate you need to provide an explanation of the contribution you made, eg how you assisted in planning and reviewing of risks.
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 randomly sampled 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 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
1 Relevant legislation and guidelines relevant to the transition of young people, and their impact for your area of operations.	
2 The importance of an effective transition for the welfare of young people, including the need for effective supervision to be maintained.	
3 The range of services available to the young person, both before and after the transition, across the resettlement pathways of accommodation, education, training and employment, health, substance misuse, families, finance, benefits and debt.	
4 The importance of recognising that the transition from childhood to adulthood is not age-specific, and the implications of this for managing transition from the youth justice system.	
5 Those parties who need, and/or are entitled to, information regarding transitions.	
6 Your level of responsibility and authority, and to whom to refer when such levels are exceeded.	
7 The principles of effective equality, diversity and anti-discriminatory practice.	

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EC10.1 Prepare for the transition

Performance Criteria		DO	RA	EW	Q	P	WT
1	Obtain all relevant information regarding the young person, their circumstances and associated needs, the nature of their offence and the services being provided through the youth justice system.						
2	Identify where any required information is missing, and take the necessary actions to obtain this.						
3	Identify the range of services available to the young person during their stay in custody and following the transition to either an adult prison or into the community.						
4	Identify and assess the different types of risks for, and posed by, the young person as a result of the transition.						
5	Determine actions towards minimising or reducing those risks considered to be potentially harmful to the welfare of the young person.						
6	Identify options regarding transfer in line with agreed protocols.						
7	Discuss the options for addressing identified risks with the young person, and with those who will be responsible for supervising the young person following the transition, seeking agreement regarding the preferred option(s) in line with organisational procedures.						
8	Prepare a transition plan addressing the identified risks within available budgets, and agree the plan with all relevant parties, including the agencies who will provide the required services, and if appropriate, parents and carers.						
9	Agree with the relevant parties how the transition plan will be reviewed.						
10	Agree lines of communication between relevant parties.						
11	Communicate in a manner, and at a pace, appropriate to those involved, checking for understanding, and free from discrimination and oppression.						
12	Maintain accurate and up-to-date records, and make these available promptly to all those who require the information and are entitled to it.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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EC10.2 Implement the planned transition

Performance Criteria		DO	RA	EW	Q	P	WT
1	Ensure that the young person is introduced to the person(s) who will be responsible for their supervision following the transition, and that the introduction is before, or at the very start of the transition.						
2	Provide the relevant person(s) with all relevant details regarding the young person, and confirm the transition plan with them.						
3	Agree with the relevant person(s) the date when responsibility will be transferred.						
4	Work with the relevant person(s), where relevant, to ensure an effective phasing in of the transition plan.						
5	Maintain up-to-date and accurate 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: