



Revised National Occupational Standards
for Restorative Justice

Consultation Draft
22nd September, 2005

National Occupational Standards for Restorative Justice

Introduction

This suite of National occupational Standards for Restorative Justice (RJ) has been prepared from material derived from three working group meetings comprising experienced RJ practitioners working in different RJ contexts. Also from the 'Best Practice Guidance for Restorative Practitioners' published in December 2004 by the Home Office.

At this stage the National occupational Standards have not been grouped into Units, though the numbering (that follows the Functional Analysis, indicates a possible structure. This means that they are missing Unit Summaries. These will follow at the next draft stage and following consultation on the standards

Included in this suite of standards are a range of Additional Units. It is considered that these will be helpful in building qualification structures for those working as specialists in the restorative justice field. At this stage these have not been modified and are in their current format. There is some overlap as, for example 'Mediation' is regarded as one form of restorative justice.

There is a view from feedback received to date that the term 'Restorative Justice' should be replaced by 'Restorative Processes'. This point is noted, but no changes have been made as yet, as this will be a matter for consultation.

The Functional Map for restorative justice (draft 5)

This Map is focussed on the core functions of restorative justice. It excludes functions that are generic to the management and support of this and similar processes.

Purpose	Key roles	Key Functions
Prepare, facilitate and evaluate processes to address harm by bringing victims / persons harmed, offenders / perpetrators and any other stakeholders into contact	1. Assess incidents and affected individuals in the context of Restorative Justice options	RJ1.1 Obtain and evaluate information on incidents for which restorative justice approaches are considered appropriate
		RJ1.2 Explore in detail situations where there are complex and sensitive issues
		RJ1.3 Assess the benefits & appropriateness of using restorative justice approaches with identified individuals
		RJ1.4 Assess and advise on risks in using restorative justice approaches
		RJ1.5 Propose and agree a framework for action and allocate responsibilities
	2. Plan a Restorative Justice process	RJ2.1 Establish effective relationships with potential participants
		RJ2.2 Advise participants about restorative processes and the options available within them
		RJ2.3 Facilitate the selection of an appropriate restorative justice option
		RJ2.4 Agree a plan of action and timetable
	3. Facilitate the Restorative Justice process	RJ3.1 Support and advise participants before and during the restorative justice process
		RJ3.2 Facilitate and manage restorative justice processes between participants
		RJ3.3 Facilitate direct (face to face) restorative processes
	4. Conclude a Restorative Justice process	RJ4.1 Assist participants to reach best achievable outcomes to the restorative justice process
		RJ4.2 Form outcome agreements
	5. Evaluate and report on outcomes of the Restorative Justice process	RJ5.1 Assist participants to assess the outcomes of the restorative justice process
		RJ5.2 Evaluate and monitor the outcomes of the restorative justice process and the need for ongoing support
	6. Promote and advise on Restorative Justice processes	RJ6.1 Provide information on restorative justice processes and procedures
		RJ6.2 Provide expert advice on restorative justice processes, practices and procedures through formal channels
		RJ6.3 Contribute to the promotion of restorative justice processes and best practice
	7. Manage the Restorative Justice process	RJ7.1 Supervise the restorative justice process
		RJ7.2 Manage the restorative justice process
RJ7.3 Work collaboratively on the restorative justice process		

Additional Units

Unit Ref	Unit & Element Titles	Commentary
A215	Evaluate, prioritise and review demands for services	This may be a useful Additional Unit for those in management roles
A215.1	Evaluate demands for services	
A215.2	Negotiate and agree priorities and plans	
A215.3	Monitor and review services in response to emerging needs and issues	
D206	Prepare and set up mediation	Optional additional Unit for those who do both mediation and RJ?
D206.1	Establish the appropriateness of the mediation process with each party	
D206.2	Agree the conditions and boundaries of mediation with parties	
D207	Stage the mediation process	Optional additional Unit for those who do both mediation and RJ?
D207.1	Establish the issues for each party	
D207.2	Explore issues with the parties	
D207.3	Assist in the identification and evaluation of potential options	
D207.4	Build and secure agreements between parties	
Unit B1	Support the efficient use of resources	This may be a useful Additional Unit for those in management roles
B1.1	Make recommendations for the use of resources	
B1.2	Contribute to the control of resources	
D301	Help individuals address their offending behaviour (D01)	Optional additional Unit for those who do RJ in custodial environment?
D301.1	Help individuals to understand their offending behaviour and associated risks	
D301.2	Help individuals to change their behaviour positively	
E303	Support individuals with difficult or potentially difficult relationships (Care W5)	Optional additional Unit for those who do RJ in family environment?
E303.1	Support individuals in their decisions regarding relationships	
E303.2	Support individuals in maintaining and evaluating contact in difficult or potentially difficult relationships	
E307	Enable individuals to present their own needs and interests (D11) (Care SC6)	Optional additional Unit for those who do RJ with those with special needs?
E307.1	Enable individuals to plan and prepare for presentations	
E307.2	Assist individuals in making presentations	
E307.3	Evaluate presentations with individuals	
E408	Support individuals experiencing difficulties (D06)	Optional additional Unit for those who do RJ with those with special needs?
E408.1	Identify factors contributing to individuals' difficulties	
E408.2	Assist individuals experiencing difficulties	
CC035	Help individuals in custody to maintain and develop relationships	Optional additional Unit for those who do RJ in custodial environment?
CC035.1	Support individuals in their relationships with those outside the custodial environment	
CC035.2	Support individuals in their relationships with others inside the custodial environment	
A401	Establish, maintain and use relationships with the media to explain and promote the agency and its work	This may be a useful Additional Unit for those in management roles
A401.1	Establish and maintain effective working relationships with the media	
A401.2	Promote the agency and its work through the media	
A401.3	Respond to requests for information from the media	
4D4	Manage yourself	Possible core unit for a RJ practitioner NVQ?
4D4.1	Develop your own skills to improve your performance	
4D4.2	Manage your time to meet your objectives	
4G2	Ensure your own actions reduce risks to health and safety	Possible core unit for a RJ practitioner NVQ?
4G2.1	Identify the hazards and evaluate the risks in your workplace	
4G2.2	Reduce the risks to health and safety in your workplace	
1A4	Foster people's equality, diversity and rights	Possible core unit for RJ practitioner NVQ?
1A4.1	Foster people's rights and responsibilities	
1A4.2	Foster equality and diversity of people	
1A4.3	Maintain the confidentiality of information	

RJ1.1 Obtain and evaluate information on incidents for which restorative justice approaches are considered appropriate

Performance Criteria

To meet the standard, you

1. Identify information required as a basis for initiating a restorative justice process
2. Access any existing assessment information relevant to the individuals and incidents involved
3. Obtain additional information through structured questioning
4. Collate and evaluate information using agreed criteria
5. Seek the advice of others where there is uncertainty about the validity of information or interpretation of findings
6. Present the information to those who need to have access to it.

Knowledge and Understanding

To meet the standard, you need to know and understand:

1. Assessment systems including OASyS or ASSET¹)
2. How participants, or others, can cause harm either during or outside the restorative process, for example through references to sensitive aspects of the offence; lack of acknowledgement or minimisation of the impact on the victim/person harmed; blaming the victim/person harmed; intimidation
3. How participants can manipulate others to prevent them stating their needs and views, and how this can manifest itself in a restorative process
4. How a pre-existing or ongoing relationship between participants can affect a restorative process, either increasing its benefits or providing opportunities for further harm to be caused
5. How different kinds of crimes can contain the elements in 2-4 above
6. Possible attitudes to sensitive and complex cases in the participants' communities, and how this may affect them and influence how they participate in the restorative process, especially if the case is widely known
7. The long-term effects of sensitive and complex cases, and the implications for the length and timing of the restorative process, and for maintaining continuity of case handling

¹ OASyS is the risk assessment tool used in the Probation and Prison services; ASSET is the equivalent risk assessment tool used by Youth Offending Teams for young offenders

RJ1.2 Explore in detail situations where there are complex and sensitive issues

Performance Criteria

To meet the standard, you

- 1 Identify and agree with co-workers, as appropriate, where there are complex and sensitive issues that may influence the restorative justice process
- 2 Select and agree with co-workers an appropriate procedure for exploring the issues believed to be complex and sensitive
- 3 Use agreed procedures in gathering information for decision making from relevant individuals and sources, making clear:
 - the information that is needed
 - why it is needed
 - when it is needed
 - how it will be used
 - how it will be verified
 - who will have the right of access to it
- 5 Summarise the information obtained, verify that it is relevant, accurate and current, and that any opinions have authoritative support
- 7 Seek additional advice from co-workers and appropriate professionals on your interpretation of the information, as required.
- 6 Prepare, record and present recommendations to co-workers for any special consideration in the design of the restorative justice process arising from the sensitive and complex issues explored

Note:

Complex and sensitive issues can relate to the event that is the subject of the restorative process, to the circumstances of either party or to the capability of either party fully to understand or to participate in the restorative process.

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 The sources of vulnerability arising from the effects of sensitive and complex cases on those involved; the offending behaviour and relationships underlying these cases; and the implications for how to work with participants in a restorative process
- 2 The legal measures relating to such cases, for example on:
 - child protection legislation and regulations;
 - civil and criminal court measures of protection;
 - parole and release of offenders on license;
 - multi-agency public protection arrangements (MAPPA) and public protection teams;
 - information sharing and the limits of confidentiality
- 3 The range of specialist services and agencies available for those involved in sensitive and complex cases
- 4 How to apply a more thorough initial and ongoing risk assessment that would be required for less complex cases
- 5 How to select appropriate measures to manage the higher level of risk in such cases
- 6 How to judge what information may be given to one participant about another, or to anyone else, given the implications for their emotional and physical safety
- 7 How to recognise the effects of working the case on yourself as a practitioner, and seek any appropriate case supervision and personal support

RJ1.3**Assess the benefits & appropriateness of using restorative justice approaches with identified individuals****Performance Criteria**

To meet the standard, you

- 1 Ask the primary participants who they want to be involved in the process
- 2 For incidents with a corporate / community victim, assess who has been most affected by the incident, or is best placed to communicate the harm effectively to the other party, or to contribute to forming and/or implementing an outcome agreement.
- 3 Assess who else in the participants' circles has been affected by the incident, and might therefore benefit from being involved
- 4 Select a communication process most likely to best suit all the participants' needs and skills

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 Who is permitted to be involved in the restorative justice process
- 2 Communication processes and their relevance and applicability to different contexts and levels of individual competence

Performance Criteria

To meet the standard, you

1. Carry out an initial formal risk assessment
2. Assess cases for the presence of any complex issues that would require referral to a senior practitioner
3. Record risk concerns, ways in which they might be addressed, and refer to the appropriate level of management and/or partnership agency
4. Develop measures to manage any identified risk
5. Assess and manage any identified risk throughout the process
6. Maintain opportunities to re-assess the appropriateness of continuing the process and keep open options to continue the process in different ways
7. Recognise when risk is unacceptable and end the process safely

Knowledge and Understanding

To meet the standard, you need to know and understand:

1. risk considerations relating to
 - the participants' feelings, attitudes and behaviour;
 - whether their expectations of the process are realistic;
 - their motivation for being involved;
 - substance abuse and mental health issues;
 - any physical or learning disabilities, mental impairment or ill health;
 - intimidation of any participant;
 - the emotional impact of the original incident, including that of any death or serious injury;
 - the emotional resilience of individuals and ability to cope with the process;
 - any previous history between the participants or repeat victimisation;
 - power imbalances between individuals².
2. The sources of vulnerability arising from the effects of sensitive and complex cases on those involved; the offending behaviour and relationships underlying these cases; and the implications for how to work with participants in a restorative process³.
3. Communications relating to
 - selecting which type of communication will be safe at each stage of the process;
 - sequencing direct or indirect forms of communication to ensure safety;
 - selecting venues for both direct and indirect work to maximise participants' safety and to minimise their anxieties or concerns;
 - managing and balancing the presence/absence of supporters who can influence the emotional and physical risks of the process and its outcome
4. The legal measures relating to such cases, for example on:
 - child protection legislation and regulations;
 - civil and criminal court measures of protection;
 - parole and release of offenders on license;
 - multi-agency public protection arrangements (MAPPA) and public protection teams;
 - information sharing and the limits of confidentiality.
5. The range of specialist services and agencies available for those involved in sensitive and complex cases
6. Relevant Health and Safety Legislation

² For example, these could relate to communication skills, first language, culture, socio-economic status, physique, age, an/ pre- defined roles of victim/person harmed and offender/perpetrator, or the social support they have available to them.

³ For example, as set out in National Occupational Standards C 104 and C 105, on working with victims of serious personal assault and bereavement; E201-E205 on working with victims and perpetrators of abuse, including of children

RJ 1.5 Propose and agree a framework for action and allocate responsibilities

Performance Criteria

To meet the standard, you

- 1 Provide clear and accurate information to individuals about
 - the purpose and benefits of restorative processes
 - the different forms and types of restorative process
 - the likely process and timescale
 - the roles and responsibilities of those who will be involved
 - who will have access to information about individuals in the process
 - the steps taken to maintain the confidentiality of information and the reasons for this
 - how long information is held on record
- 2 Communicate with individuals throughout the process in a manner which
 - treats them fairly, with dignity and respect, whilst recognising the harm that has been caused
 - is appropriate to them
 - enables them to make decisions about whether to participate in restorative processes if they have the freedom of choice and right to do so
 - encourages an open exchange of views
 - minimises any constraints to communication
 - is free from discrimination and oppression
- 3 Make a realistic assessment of
 - the risk of emotional and physical harm to individuals involved in restorative processes
 - the potential benefits that restorative processes will bring
 - the likelihood of the process reaching a conclusion which benefits all those involved
- 4 Encourage individuals to raise any questions and express any anxieties they have about restorative processes
- 5 Offer individuals information about other agencies and services that may provide additional support to them whilst they are participating in restorative processes and assist them in making contact when they wish this to happen
- 6 Make accurate and complete records of discussions and agreements with individuals about restorative processes and plans.

Knowledge and Understanding

To meet the standard, you need to know and understand

- 1 methods for assessing and managing risk
- 2 the principles underpinning restorative processes, the purpose and potential benefits; how to assess the suitability of restorative processes for individuals and the potential risk, the factors to take into account and the alternatives that may be available to the parties
- 3 methods of encouraging the effective and active involvement of parties in restorative processes, the options for support and encouragement of individuals which they considered and the reasoning processes they used in determining the most appropriate options for those concerned; ground rules for behaviour and communication during restorative processes - what they are, their purpose, why it is important to reinforce them and what to do if they are breached
- 4 the specific legislation, guidelines of good practice, charters and service standards which relate to the work being undertaken and the impact of these on the work
- 5 own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure
- 6 how the worker has applied the principles of equality, diversity and anti-discriminatory practice to their work

RJ2.1 Establish effective relationships with potential participants

Performance Criteria

To meet the standard, you

1. Communicate effectively with potential participants
2. Create a safe environment for participants
3. Treat people fairly, without discrimination
4. Record decisions and outcomes in accordance with organisational procedures
5. Manage your work role
6. Work productively with others

Knowledge and Understanding

To meet the standard, you need to know and understand:

1. Communication techniques including:
 - active listening;
 - questioning for understanding;
 - awareness of and ability to read non-verbal signals;
 - summarising and reflecting back;
 - telephone and face to face communication skills;
 - giving and receiving feedback;
 - challenging constructively and positively;
 - enabling participants to make their own choices
2. Sensitivity to individual situations, including:
 - building trust with all participants;
 - diversity and difference;
 - managing conflict and aggression;
 - assessing imbalances of power, and acting to redress imbalances;
 - remaining impartial and demonstrating this to all participants through words and actions;
 - awareness of the physical environment
3. demonstrate an understanding of issues and legislation related to gender, age, ethnicity, ability/disability, sexuality, culture, faith or crime committed, including by showing respect for all participants, their opinions and views.
4. How to communicate with individuals throughout the process including
 - acknowledging their situation and their needs within the process;
 - treating them fairly, with dignity and respect, whilst recognising the harm that has been caused;
 - encouraging an open exchange of views;
 - minimising any constraints to communication free from discrimination and oppression and addresses each person in the way they wish to be addressed;
 - allowing them the time and space they need in which to make decisions
5. How to maintain confidentiality
6. Self-awareness, including
 - awareness of your own prejudices, and ability to set them aside;
 - ability to assess, in handling each specific case, boundaries of your own knowledge, experience and confidence;
 - confidence to recognise when to seek help where necessary
7. Your role, which may be:
 - as a co-worker when appropriate (see Section D);
 - as a team member with colleagues in your service.
8. Your responsibilities, including:
 - planning your work;
 - showing you are following a clear process with each particular case;
 - problem solving and handling complexity

RJ2.2 Advise participants about restorative processes and the options available within them

Performance Criteria

To meet the standard, you

- 1 Provide clear and accurate information to individuals and any supporters about: the purpose and potential benefits of restorative processes
- 2 Explain the different models of restorative process available to them, the benefits of each and also problems that may arise
- 3 Explore with individuals the full implications of participation, including both potential benefits and difficulties, to enable them to make informed decisions
- 4 Explain the roles and responsibilities of those who will be involved;
- 5 Advise on which welfare professionals are permitted to attend
- 6 Describe the links between restorative and other interventions;
- 7 Describe alternatives to restorative processes
- 8 Explain how the restorative process would relate to any criminal justice or other proceedings and the implications for the participants
- 9 Explain who will have access to information about individuals in the process, the steps taken to maintain the confidentiality of information and how long information is held on record, and what information is held

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 The aims of restorative justice, and potential outcomes.
- 2 Restorative justice as a process
- 3 What information about other agencies and services is required that may provide additional support to participants either during the restorative process, or as an alternative to the restorative process.
- 4 What options there are for a participant who decides not to proceed with the restorative process
- 5 other approaches to conflict resolution, including:
 1. other disciplines (for example, advocacy or counselling);
 2. community mediation and conflict resolution (i.e. what difference it makes that there is an identified perpetrator responsible for a particular incident of harm);
 3. other approaches to crime and unacceptable behaviour (e.g. a retributive approach, mainstream CJS responses).
- 6 Why and how restorative justice works, with reference to a theoretical base (e.g. conflict resolution theory, theories relating to emotions or social psychology).
- 7 The various different situations in which restorative justice could be applied⁴
- 8 The criminal justice context and/or statutory framework for your restorative practice, if applicable
- 9 The principles of restorative justice, as published by the Restorative Justice Consortium in 2004⁵; and the implications of these principles for your own practice

⁴ including for example criminal justice contexts, schools, workplace disputes, family, children and young people

⁵ See www.restorativejustice.org.uk

RJ2.3 Advise participants on how to get most benefit from the restorative justice process

Performance Criteria

To meet the standard, you

1. Inform participants about the likelihood of strong emotions being expressed; and assess with them their ability to cope with their own and others' strong emotions
2. Give participants clear information, where the other party has agreed, about the other person's expectations or preferences regarding process
3. Assess how best to deal with the quantity, complexity and nature of information to be exchanged and advise participants as appropriate
4. Work with participants to allow them to consider the quantity, complexity and nature of information to be exchanged and what would be the most effective process to use
5. Help participants identify the most important issues for them, and how they might prioritise these
6. Consider with participants how to ensure all participants can contribute as fully as possible
7. Give an informed opinion on the selection of a restorative justice option

Knowledge and Understanding

To meet the standard, you need to know and understand:

1. constraints of time, resources and legal requirements
2. How to risk assess any additional participants
3. How to balance the benefits of a wider group of people participating with the available time and resources required
4. legal requirements and best practice guidance
5. Different forms of written communication (including braille), videotape, audio, or shuttle information-sharing by the facilitator,

RJ2.4 Agree a plan of action and timetable

Performance Criteria

To meet the standard, you

- 1 Plan a structure for communication which is likely to minimise the impact of any power imbalances
- 2 Encourage individuals to describe their expectations, raise any questions and express any anxieties they have about the selected restorative process
- 3 Engage the support of co-workers where this will facilitate a productive outcome
- 4 Encourage all participants to make a realistic assessment of:
 - any risks involved, and how these can be managed
 - the potential benefits that a restorative process will bring;
 - the likelihood of the process reaching a conclusion which benefits all those involved
- 5 Assess which structure and style for communication will most likely enable the participants to reach a positive conclusion in the available time
- 6 Without prejudicing your ultimate responsibility for the decision, discuss with participants the structure you have recommended, allowing them to suggest alternatives,
- 7 Propose, prepare and agree a plan of action and timetable with participants
- 8 Identify and agree the resources that will be available to facilitate the process
- 9 Make accurate and complete records of discussions and agreements with individuals about restorative processes - and provide copies to those who are entitled to and require this information

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 What information about other agencies and services is required that may provide additional support to participants either during the restorative process, or as an alternative to the restorative process.
- 2 What options there are for a participant who decides not to proceed with the restorative process

RJ3.1 Support and advise participants before and during the restorative justice process

Performance Criteria

To meet the standard, you

1. Enable participants to ask questions about any material they were given in advance about the restorative processes available
2. Review with individuals their reasons for being involved in restorative processes
3. Encourage and assist individuals to:
 - identify and reflect upon the nature and effects of the harm done and its consequences for them;
 - find effective ways in which, if they choose to, they can express this during the restorative process;
 - clarify their views and needs, and be involved in selection of appropriate processes
4. Assist individuals to find ways of managing their anxieties about the restorative process
5. Encourage and assist people who have offended/caused harm to:
 - identify and reflect upon their behaviour, the factors that contributed to it and the impact that their behaviour has had on the victim/person harmed and others;
 - take responsibility for their behaviour and its impact on others
6. Pace the process appropriately to meet participant's needs
7. Encourage participants to consider whether reparation might be appropriate, and, if so, what the reparation might be

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 How to assist individuals to find ways of managing their anxieties about the restorative process when they have decided to participate, including by pacing the process appropriately to meet their needs.
- 2 How to gather information relevant to the restorative process, and to clarify and record for each item of information whether it can be shared with other participants as part of an indirect restorative process. Also how it is to be shared (or whether it is for your information alone at this point).

RJ3.2 Facilitate and manage indirect restorative justice processes between participants

Performance Criteria

To meet the standard, you

1. Gather, assess and categorise information relevant to the restorative process
2. Work with participants to select the most appropriate method for indirect communication
3. Agree with participants the use and role of any observers
4. Sensitively and appropriately relay the information each participant has asked to be passed on
5. Where appropriate, help the offender/perpetrator to plan how they might communicate with others affected whilst ensuring that the communication represents their views
6. Assess when to bring indirect communication to a close and whether to move to a direct (face to face) meeting
7. Assess and agree what has been achieved through the indirect restorative process
8. Maintain accurate and complete records of proceedings and communications between participants

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 Methods for indirect communication and their relative merits and disadvantages
- 2 Processes for relaying information and constraints
- 3 How to support participants in preparing their communications without distorting their intentions or manipulating the situation
- 4 How to record data and report on communications

RJ3.3

Facilitate and manage direct (face to face) restorative processes

Performance Criteria

To meet the standard, you

1. Select and agree an appropriate venue and prepare the venue appropriately
2. ensure that meeting protocols are pre-agreed and that all participants understand their roles
3. Manage the arrivals of the participants
4. Remind participants of the agreed structure for the meeting
5. Communicate with individuals, and encourage them to communicate, in a manner which
 - acknowledges their situation and their needs within the process;
 - treats them fairly, with dignity and with respect, whilst recognising the harm that has been caused;
 - is appropriate to those involved;
 - encourages an open exchange of views;
 - minimises any constraints to communication;
 - is free from discrimination and oppression;
 - addresses each person in the way they wish to be addressed
6. Assist participants in prioritising and maintaining focus on central issues
7. Facilitate changes to meeting structure and protocols to facilitate effective communications
8. Make constructive contributions which:
 - encourages everyone to contribute actively and fully in the process;
 - moves the process forward at a pace that balances the needs of everyone involved;
 - encourages individuals actively to participate in identifying positive outcomes.
9. Promote the independence of individuals during restorative processes in accordance with agreements previously reached with them
10. Continuously monitor:
 - individuals' emotional and physical well-being;
 - compliance with any meeting ground rules established at the start and take appropriate action if the ground rules are not adhered to.
 - signs that indicate potential harm and intervene immediately to protect individuals

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 Methods for setting up and managing face to face communication and their relative merits and disadvantages
- 2 Protocols and ground rules appropriate to face to face communication
- 3 How to control face to face communication without unduly intervening in the transactional process
- 4 How to support participants in preparing face to face communication without distorting their intentions or manipulating the situation
- 5 How to record data and report on communications

RJ4.1 Assist participants to reach best achievable outcomes to the restorative justice process

Performance Criteria

To meet the standard, you

1. Maintain the structure you have chosen for as long as it continues to help the participants meet the aims of the overall process
2. Where the structure is no longer meeting the aims of the overall process, discuss and agree amendments to procedures and a new way forward with the participants
3. Assess whether you may want to use alternative restorative processes

Knowledge and Understanding

To meet the standard, you need to know and understand:

6. Constraints of time, resources and legal requirements
7. How to risk assess any additional participants
8. How to balance the benefits of a wider group of people participating with the available time and resources required
9. Legal requirements and best practice guidance
10. Different forms of written communication (including braille), videotape, audio, or shuttle information-sharing by the facilitator,

RJ4.2 Form outcome agreements

Performance Criteria

To meet the standard, you

1. Enable participants to think about and discuss what forms of reparation may be helpful, realistic, and can be effectively carried out
2. Check the feasibility and suitability of reparations and the wishes of nominated recipient(s)
3. Advise and provide support as appropriate to the offender/perpetrator in the completion of their outcome agreement.
4. Relay information about outcomes to other parties as agreed by the participants
5. Ensure arrangements are in place to document any financial and/or material transfers and transactions
6. Ensure that all participants understand the legal basis of outcome agreement(s) and the penalties that may be incurred should a breach occur
7. Prepare and provide records of what has been agreed to those who require them

Knowledge and Understanding

To meet the standard, you need to know and understand

1. Types of reparation, suitability for different offenders and the circumstances in which they may or may not apply
2. availability of other services/input from other professionals
3. health and safety considerations related to reparation in your working context

RJ5.1 Assist participants to assess the outcomes of the restorative justice process

Performance Criteria

To meet the standard, you

1. Give participants space and time to discuss what they want to come out of the meeting, and use these discussions to formulate an agreement
2. Encourage individuals to review what has happened during the process and confirm details of:
 - agreements reached;
 - any unresolved issues.
3. Make full and accurate records of decisions and outcomes and make them available to all who need and are entitled to receive them.
4. Notice the effects of working the case on yourself as a practitioner, and seek any appropriate case supervision and personal support

RJ5.2 Evaluate and monitor the outcomes of the restorative justice process and the need for ongoing support

Performance Criteria

To meet the standard, you

1. Assist and/or supervise the offender/perpetrator to complete their outcome agreement as agreed when it was formulated
2. Provide the parties with the opportunity to discuss openly and honestly their thoughts and feelings about the restorative process and its outcomes
3. Assess whether the offender/perpetrator has completed the actions they agreed with the victim/person harmed
4. Encourage individuals to consider whether, following a direct restorative process, there is any further indirect restorative communication they need or want
5. Agree with individuals involved when the process needs to end
6. Encourage individuals to consider their need for further support and information and make the appropriate arrangements
7. Assess and discuss options arising from non-compliance
8. Take appropriate action where non-compliance is persistent
9. Let interested individuals know about any further follow-up contact
10. Enable your organisation to make any follow up contact for evaluation purposes with the participants

Knowledge and Understanding

To meet the standard, you need to know and understand

- 1 Outcome agreements
- 2 Sources of further support and information
- 3 Consequences of non-compliance and action that can be taken

RJ6.1 Provide information on restorative justice principles, processes and procedures

Performance Criteria

To meet the standard, you

- 1 Provide a definition of restorative justice and explain the principles,
- 2 Articulate how restorative justice, by aiming to meet the needs of both victims/persons harmed and offenders/perpetrators, differs from other approaches,
- 3 explain why and how restorative justice works, with reference to the theoretical base
- 4 Demonstrate an understanding of the various different situations in which restorative justice could be applied
- 5 Demonstrate an understanding of the criminal justice context and/or statutory framework for your restorative practice
- 6 Describe the specific procedures that apply texts for your own practice

Knowledge and Understanding

To meet the standard, you need to know and understand

- 1 The contexts in which restorative justice as a process is likely to be effective including
 - victims/persons harmed
 - offenders/perpetrators
 - communities;
- 2 the aims of restorative justice, and potential outcomes
- 3 Other related approaches including:
 4. other disciplines (for example, advocacy or counselling);
 5. community mediation and conflict resolution (i.e. what difference it makes that there is an identified perpetrator responsible for a particular incident of harm);
 - other approaches to crime and unacceptable behaviour (e.g. a retributive approach, mainstream CJS responses).
- 4 Conflict resolution theory, theories relating to emotions and/or social psychology
- 5 Recommendations by the Restorative Justice Consortium in 2004⁶;
- 6 How to respond to requests from the media and other interested parties for information on restorative justice processes and procedures
- 7 Be able to provide expert advice on restorative justice processes, practices and procedures through formal channels
- 8 How to contribute to the promotion of restorative justice processes and best practice

⁶ See www.restorativejustice.org.uk

RJ6.2 Provide expert advice on restorative justice processes, practices and procedures through formal channels

(To Follow)

RJ6.3 Contribute to the promotion of restorative justice processes and best practice

(To Follow)

RJ7.1 Supervise the restorative justice process

Performance Criteria

To meet the standard, you

1. Assess whether:
 - the supervised practitioner is working in accordance with best practice
 - whether the case is progressing satisfactorily; and
 - whether adequate risk assessment is in place
2. Identify instances where the practitioner's skills or experience may be insufficient to handle the sensitivity or complexity of the case
3. Help practitioners identify how to secure the support needed to continue working the case
4. Help the practitioner to find new ideas and fresh perspectives on how to work cases and identify any ways in which their approach may need amending
5. Provide emotional and pastoral support to the practitioner
6. Liaise with others as appropriate to support the practitioner
7. Seek advice or recommend that a case be closed or passed to another worker if there are serious concerns about the safety of a practitioner's work
8. Make accurate and complete records of discussions and agreements
9. Comply with organisational and legal requirements for storage and transfer of records

Knowledge and Understanding

To meet the standard, you need to know and understand

1. Restorative principles and practice and apply them to your own supervision practice
2. Relevant legislation and policies applying within your area of work and your own organisation
3. Measures to manage all important risks and sensitivities
4. Empathic active listening
5. Independent sources of advice and support
6. confidentiality in the supervision process;

RJ7.2 Manage the restorative justice process

Performance Criteria

To meet the standard, you

- 1 Set objectives for restorative practice that clearly support the aims of their organisation, and articulate a strategy for sustaining and developing restorative practice
- 2 Demonstrate to all staff a commitment to restorative practice, ensuring all staff understand the basic principles of restorative work and why the organisation is undertaking it, and supporting restorative ways of working throughout the organisation
- 3 Put in place the key resources for successful restorative work to take place
- 4 Put in place key policies and procedures needed for successful restorative work to take place
- 5 Put in place quality assurance of restorative work
- 6 Make accurate and complete records of discussions and agreements
- 7 Comply with organisational and legal requirements for storage and transfer of records

Knowledge and Understanding

To meet the standard, you need to know and understand

- 1 restorative principles and practice and apply them to your own supervision practice
- 2 restorative justice as a process and its aims
- 3 Relevant legislation and policies applying within your area of work and your own organisation
- 4 outcome agreements, and monitoring fulfilment of outcome agreements
- 5 Roles of other agencies
- 6 Risk assessment processes
- 7 Data sharing protocols with partner agencies
- 8 Clear definitions of roles and case referral arrangements between restorative practitioners and others in the organisation
- 9 Training and support arrangements for restorative practitioners
- 10 Key resources, including:
 - ensuring a realistic balance between **caseflow** and time for quality work which responds to the needs of participants;
 - support for participants to fulfil outcome agreements, and monitoring fulfilment of outcome agreements;
 - support for restorative practitioners to develop their practice,
 - partnership with other agencies, such as referral agencies, agencies working with participants, or able to help participants fulfil outcome agreements.
- 11 Policies & procedures, including:
 - risk assessment processes;
 - data sharing protocols with partner agencies
 - a confidentiality policy
 - clear definitions of roles and case referral arrangements between restorative practitioners and others in the organisation.
- 12 Quality assurance, including:
 - ensuring all restorative practitioners are working in accordance with best practice guidance
 - ensuring adequate provision of training;
 - ensuring all sensitive and complex cases are **referred** to appropriately skilled and experienced practitioners;
 - ensuring restorative practitioners have access to case supervision, and emotional support,
 - information on outcomes of cases to inform and develop strategy and practice
 - ensuring restorative work is accessible and sensitive to all sections of the community.
- 13 The emphasis of restorative justice to resolve and reduce harm
- 14 That restorative work should be accessible and sensitive to all sections of the community

RJ7.3

Work collaboratively on the restorative justice process

Performance Criteria

To meet the standard, you

1. Establish clarity about your reasons for co-working the case
2. Balance the concerns of participants, community and the organisation providing the restorative work, in the combination of workers on a case
3. Use co-working to address power imbalances between participants
4. Share and review any preparatory work which has been undertaken by just one of the co-workers
5. Plan how you will share roles and tasks before, during and after communication or meeting with any participants
6. Agree how
 - you will communicate
 - you could support one another
 - you will give feedback
 - how any differences of approach will be handled
7. Work sensitively and co-operatively together
8. Ensure there is clarity as to who is undertaking:
 - monitoring, supervision and feedback about completion
 - administrative or follow up tasks associated with the restorative process
9. Exchange feedback and debrief each other, with assistance from others as necessary

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 where cases require specialist knowledge or complex cases requiring participants with different backgrounds/characteristics
- 2 when co-working can develop good practice/develop experience
- 3 the use of co-working for practical reasons
- 4 How to balance the concerns of victim/person harmed, offender/perpetrator, community and the organisation providing the restorative work, in the combination of workers on a case (e.g. police officer and community mediator).
- 5 How to use co-working to address power imbalances between participants
- 6 Work sensitively and co-operatively together:
 - listen to the tone and content of your co-worker's words, to monitor their assessment of the meeting and the participants;
 - 6. ask questions - for example, checking whether your co-worker has finished before you ask supplementary questions of the participants
- 7 How to allocate any administrative or follow up tasks associated with the restorative process and, if any information about it needs to be passed on to others, decide who will do this

;

Additional Units

These Units have been selected for their relevance to the role of those engaged in facilitating restorative justice.

They follow no particular sequence

They have not at this stage been modified from their original format

Unit Title

A215 Evaluate, prioritise and review demands for services

Summary

This unit focuses on the role of workers in evaluating, prioritising and reviewing demands for services to manage overall workload. The workload may be that for an individual worker or be related to the demands on a department or service.

In order to manage workload effectively, workers need to be able to evaluate the demand for services - be this through requests or referrals. There will then be a process of negotiating and agreeing priorities and plans - in discussion with the individuals themselves and/or with other workers from the same, or other, areas of work. This is not a one-off activity as prioritisation takes place, not only day by day, but also minute by minute as demands may change from one moment to the next and situations change due to a number of factors. The final, third element captures this constant review and monitoring process - the need to hold priorities open to question as new demands arise and situations change. It is recognised that the decisions which workers will make in some settings may be more critical than in others and that some workers may be making such decisions under much greater pressures than others.

There are three elements:

- A215.1 Evaluate demands for services**
- A215.2 Negotiate and agree priorities and plans**
- A215.3 Monitor and review services in response to emerging needs and issues**

Target Group

This unit is designed to be applicable to all workers who have responsibility for managing the overall workload of individuals, parts of agencies or for whole agencies.

Place in Qualifications

This is an optional unit in the Community Justice (Community safety) NVQ/SVQ level 4, Community Justice (Victims, survivors and witnesses) NVQ/SVQ level 4 and Community Justice (Work with offending behaviour) NVQ/SVQ level 4. When used within NVQs and SVQs, simulations (such as case studies) can be used as one source of evidence for this unit; however evidence from real practice must form the majority of the candidate's performance evidence.

Element

A215.1 Evaluate demands for services

Performance Criteria

To meet the standard, you

- 1 communicate with people who are likely to make demands on services in ways which
 - are designed to establish and develop rapport
 - acknowledge their background, work context and area of expertise
- 2 encourage people who are likely to make demands on services to provide information and alert the worker to any demands that need immediate attention
- 3 gather information on demands as quickly as possible so that services can be planned effectively
- 4 scan and sort demands for their potential urgency
- 5 identify correctly where there is a need to obtain more information and make appropriate arrangements without delay
- 6 determine from assessment of available information that which should take highest priority.

Explanatory Notes

Demands may be either referrals or requests for action.

In range 1e, information reports include any reports which bring together information from a number of sources both within the worker's agency and from outside and would include, for example, sentence plans.

Element

A215.2 Negotiate and agree priorities and plans

Performance Criteria

To meet the standard, you

- 1 obtain up-to-date information on available **resources**
- 2 use **evidence** of past practice to predict the likely effectiveness of action in different areas
- 3 identify, and rank for priority, the workload consistent with available **evidence** of effectiveness
- 4 exchange relevant information with others consistent with requirements for confidentiality and public safety
- 5 determine the physical and personnel **resources** which will be needed to meet requirements
- 6 pass accurate information regarding any issues with **resources** to those with overall responsibility
- 7 identify those who are potentially best placed and able to carry out the work and put in place the necessary arrangements for this to happen
- 8 base decisions on who does what on the best balance which can be achieved between
 - benefit and risk
 - the **resources** available
 - the relative strengths and weaknesses of the work team
- 9 only use workers' preferences and expertise as a guide for work allocation when this is consistent with demands
- 10 handle issues over the allocation of work constructively and in a manner which is to the benefit of the service and its users
- 11 provide information to those undertaking the work on
 - any particular requirements
 - when they should make contact with the rest of the team
 - the extent of their role.

Explanatory Notes

In performance criterion 7, best placed would be in relation to such factors as: the individuals who are the focus of the services, the level of supervision needed for the work and the member of the work team concerned, the workers' overall level of competence and any inherent risks. 'Able' would be in relation to the nature of the specific requirements, the predicted outcome of the work and the availability of an appropriate level of supervision and support.

Element

A215.3 Monitor and review services in response to emerging needs and issues

Performance Criteria

To meet the standard, you

- 1 Monitor effectiveness of services in relation to emerging needs and issues through ongoing contact with those providing the service
- 2 communicate relevant information clearly to others in time for it to be of use
- 3 discuss and agree with those involved any changes it is necessary to make to work allocations and keep others in the team informed of the situation
- 4 inform users of services of any necessary changes in an appropriate manner
- 5 base decisions to make changes to services on
 - evidence of effectiveness
 - an evaluation of the level of risk inherent in each option
 - the resources available
 - overall priorities

Explanatory Notes

In range 1d, issues might be, for example, changes in resource levels. In range 2a, staffing will include: availability, skill levels, and any particular requirements of the staff. In range 3d, agency priorities will include contracts and targets.

Knowledge and Understanding

To meet the standard, you need to know and understand

Working within the community justice sector

- 1 how one's own work and work role interacts with others in related services; the contribution which others can and do make to the services; who the key people are in relation to the worker's service and how to maintain effective liaison with them
- 2 how to develop, sustain and end effective working relationships with people; how to inform and consult with others on problems and proposals and encourage them to offer ideas and challenge what has been proposed
- 3 the benefits and costs of working collaboratively - across agencies and across disciplines; how teams and collaborative working evolve over time and the impact of this on relationships and effective working
- 4 the nature and source of demands for services; the range and nature of information which is available in relation to evaluating demands and how this can be accessed
- 5 how to gather, scan and analyse information quickly to assess demands and key indicators of them; how to assess the sufficiency of information to make an evaluation, determine when it is necessary to obtain more information and who this may be gained from
- 6 the nature and range of information on resource levels and the purpose of accessing this prior to decision making; the extent to which resource levels fluctuate within services and how this affects the service which it is possible to offer; the resources necessary to offer a high quality service
- 7 evidence from past practice on effectiveness and from where this can be obtained
- 8 how to prioritise demands and determine who should receive what; methods of evaluating the ability of the agency to meet the range of prioritised demands in the time available; indicators of significant changes in demands and arising issues
- 9 the particular risks and benefits there may be from using different people to deliver different aspects of work; how to evaluate the support which different people will need when delivering services (e.g. in relation to the stresses and strains that different individuals are under, their levels of expertise and confidence); the purpose of providing those involved in service delivery with clear information and the nature of the information they need to carry out their work; the purpose of providing information on the inter-relationship between the different roles which people have; how to monitor and assess the further information and support which people may need and encourage them to seek support themselves; how to support those delivering services and enable them to feed back the necessary information

- 10 methods of monitoring services, reviewing their effectiveness, evaluating whether goals have been met and modifying subsequent work to meet changing needs; the information which can be gained from monitoring records made by others, the adequacy of those records and the information they should provide on services
- 11 the specific legislation, guidelines of good practice, charters and service standards which relate to the work being undertaken and the impact of this on the work; how to monitor, analyse and assess the implications of, and changes in, legislation and the regulatory environment.

Working to improve agency practice

- 12 the nature, extent and boundaries of the worker's work role and its relationship to others; the role and responsibilities of the worker and other workers within the agency and in other agencies which are also involved in similar activities
- 13 the nature of the sector(s) in which the worker works and the nature, roles and functions of the principal agencies within those sectors; structures, functions, methods of communication and decision making processes in the agencies with which the worker works; the nature, aims, objectives, values, policies and systems of the agency in which the worker works and how these differ from other agencies offering similar services; how to monitor, analyse and evaluate implications of change in the agency in which one works.

Working to improve individual practice

- 14 how the worker has applied the principles of equality, diversity and anti-discriminatory practice to their work
- 15 how to evaluate one's own competence and determine when further support and expertise are needed.

Assessment Guidance

When planning assessment, candidates should consider how they may best use evidence across a number of units. Evidence from the following units may be particularly relevant to this unit:

- A206 Manage the performance of teams and individuals (E12) (MCI C13)
- A211 Support the efficient use of resources (E10) (MCI B1)
- A217 Implement quality assurance systems (MCI F4)
- A218 Monitor compliance with quality systems (MCI F6)
- F403 Develop and sustain effective working relationships with staff in other agencies (E01)

Candidates may wish to use these sources of evidence (for performance and for knowledge and understanding):

1. the products from evaluating, prioritising and reviewing demands for services
2. notes and minutes of meetings
3. evidence from others who worked with the candidate
4. records and correspondence
5. their reflective practice journal
6. workplace projects
7. observation by an assessor who is observing the candidate specifically for assessment purposes
8. verbal or written responses to questions put by an assessor.

Evidence Requirements

Evidence from Performance

The candidate's package of evidence from their performance needs to cover all the performance criteria and all of the aspects of range, except those detailed below. If performance evidence is not available during the assessment period, evidence from knowledge and understanding can be used for these aspects of the range:

- A215.1 range 1: 3 of the 5 forms in which information on demands may be gathered
- A215.1 range 2: 2 of the 3 kinds of more information.

In order to meet the evidence requirements, it is likely that the candidate would need to gather evidence from work relating to more than one occasion of working with others to evaluate, priorities and review demands for services.

The candidate must provide evidence from different sources to have their achievement recognised on this unit i.e. evidence must come not only from the candidate or one other source (such as records) but must also be from other people (such as from others who saw the candidate working, minutes from meetings which recorded the candidate's contribution etc). Simulations (such as case studies) can be used as one source of evidence for this unit. Evidence from real practice must, however, form the majority of the candidate's performance evidence.

Evidence from Knowledge and Understanding

Candidates must demonstrate they know and understand the areas listed in the descriptions of knowledge and understanding within the unit. Much of their knowledge and understanding will be evident from their performance. Where the candidate's knowledge and understanding is not evident from their performance, it may be necessary for additional evidence of knowledge and understanding to be provided.

Unit D206

Prepare and set up mediation

Summary

This unit is about establishing the appropriateness of mediation and agreeing conditions with the parties. It is the first stage in the mediation process. Staging the mediation process is covered in unit D207 and managing the mediation process in unit D208. Detailed standards are available in units A302 and A303 for those instances where mediation is used as one form of restorative process where children and young people have offended.

The first element covers ensuring parties understand the role, function and principles of mediation and establishing commitment to the process or in the absence of this the referral to other agencies or individuals. The second element focuses on agreeing the mediation model and conditions, and establishing the nature of the issues for mediation. In order to achieve this unit, candidates will need to show that they can: explain the purpose, principles and limits of mediation; encourage parties to ask questions and express their feelings and concerns; be impartial and non-directive with parties; establish commitment to the mediation process; and consider alternative options where mediation is inappropriate.

Principles of good practice

These occupational standards incorporate principles of good practice that apply across the youth justice sector. Further information about these principles can be found in the introduction.

There are two elements:

- | | |
|--------|--|
| D206.1 | Establish the appropriateness of the mediation process with each party |
| D206.2 | Agree the conditions and boundaries of mediation with parties |

Target Group

Specialist mediators who mediate between parties, particularly in relation to community mediation, where no one party is identified as in the wrong.

Place in Qualifications

This unit is included in the NVQ/SVQ for Youth Justice Services at Level 3.

Originated by the employment sector (Employment NTO incorporating CAMPAG) as (Unit B14) in the Mediation Standards.

Used by Community Justice NTO as (Unit B301)

Element

D206.1

Establish the appropriateness of the mediation process with each party

Performance Criteria

To meet the standard, you

- 1 explain clearly to the parties the purpose of the mediation process at a pace, and using language, which is appropriate to them
- 2 explain the principles of mediation and apply them throughout the process
- 3 explain realistically and objectively the potential and limitations of mediation
- 4 check each party's understanding and where necessary clarify information
- 5 treat parties in an impartial and non-directive manner which promotes co-operation and the positive use of mediation
- 6 encourage parties to ask questions and seek clarification in order to help them to decide on the appropriateness of mediation for their situation
- 7 invite parties to express their feelings and concerns about the mediation process
- 8 establish each party's commitment to the mediation process
- 9 consider alternative options in situations where mediation or the worker as the mediator are inappropriate

Explanatory Notes

In performance criterion 4, the worker will need to check parties' understanding from time to time, and help them to fully understand the information they are giving them. Clarifying information may include rephrasing some of the information.

Element

D206.2

Agree the conditions and boundaries of mediation with parties

Performance Criteria

To meet the standard, you

- 1 identify and devise strategies to bring parties in dispute to the mediation process
- 2 agree and obtain parties' informed consent to the proposed mediation model and any conditions that it is agreed must apply
- 3 establish the principle of balanced participation of both parties and agree methods of ensuring this balance is maintained throughout the process
- 4 establish the nature and appropriateness of issues for mediation
- 5 explain and clarify their role and how impartiality will be maintained
- 6 explain how mediation relates to the legal position of each party
- 7 ensure, as far as they are able, that the location and venue for mediation are appropriate.

Unit

D206

Prepare and set up mediation

Knowledge and Understanding

To meet the standard, you need to know and understand

Policy and principles

- 1 mediation and ethical principles and codes of practice
- 2 principles of good practice in relation to equality of opportunity
- 3 the worker's agency's equal opportunities policy and code of practice
- 4 principles of, and the worker's agency's policy on, confidentiality.

Theory and research

- 5 Principles, models and structures of mediation
- 6 negotiation
- 7 the process of conflict and ways of managing it

Methods and procedures

- 8 methods and processes of negotiating
- 9 methods and processes of communication
- 10 ways of managing conflict
- 11 ways of distinguishing between positions, needs and interests of parties
- 12 ways of identifying when and how parties' feelings are becoming destructive
- 13 ways of managing transition in the mediation process
- 14 sources of, and procedures for, referral.

Legislation

- 15 equal opportunities, health and safety.

Information

- 16 codes of practice and manuals describing recommended practice in mediation
- 17 the legal context in which mediation may operate
- 18 culturally specific needs of the parties which affect participation in the mediation process.

Self awareness

- 19 the worker's own role and responsibility as mediator
- 20 the potential effect of the worker's values, beliefs and behaviour in work with parties

Assessment Guidance

When **planning assessment**, candidates should consider how they may best use evidence across a number of units. Evidence from the following units may be particularly relevant to this unit:

- A705 Establish and maintain contact with victims, survivors and witnesses of crime and anti-social behaviour which acknowledges the effects of their experience
- D207 Stage the mediation process
- D208 Manage the mediation process

There are a number of sources of evidence that candidates can use for this unit. Further information on the different sources is available in the overall assessment guidance.

Evidence Requirements

Evidence from Performance

As this unit has been drawn from the Counselling, Advice, Mediation and Psychotherapy Standards, the evidence requirements and assessment guidance are presented slightly differently.

The candidate's package of evidence from their performance needs to cover **all the performance criteria** in both of the elements of competence in this unit and must cover:

- Element 1: establishing the appropriateness of the mediation process with different parties . To do this the assessor will need to observe the candidate working with parties from at least 3 different cases, with differing needs and circumstances. Alternatively, the assessor can observe simulations of this work (i.e. through role play). The candidate will also need to provide case notes and an evaluative commentary covering the performance criteria for 5 cases. (If the assessor observed work with parties, case notes should relate to the same 3 cases, and the candidate will need 2 additional ones. If role play was used, the candidate will need case notes for 5 mediation cases). The case notes and evaluative commentary need to cover all the performance criteria and show how the candidate's knowledge has been applied in practice. The candidate may want to do one evaluative commentary covering all 5 cases, or add a commentary to each case note. The case notes and evaluative commentary must be corroborated by a detailed witness testimony from the candidate's line manager, supervisor or mentor.
- element 2: The candidate will need to provide case notes and an evaluative commentary covering the performance criteria for 5 cases. These need to show how their knowledge has been applied in practice. They may want to do one evaluative commentary covering all 5 cases, or add a commentary to each case note. The case notes and evaluative commentary must be corroborated by a detailed witness testimony from the candidate's line manager, supervisor or mentor.

Simulations can be used for this unit.

Evidence from Knowledge and Understanding

Candidates must demonstrate they know and understand the areas listed in the descriptions of knowledge and understanding within the unit. Much of their knowledge and understanding will be evident from their performance. Where the candidate's knowledge and understanding is not evident from their performance, it may be necessary for additional evidence of knowledge and understanding to be provided.

Unit Title

D207

Stage the mediation process

Summary

This unit is about carrying out the stages of mediation: exploring issues with the parties; enabling parties to develop and work towards options and securing agreements between parties. Preparing and setting up the mediation process is covered in unit D206 and managing the mediation process in unit D208. Detailed standards are available in units A302 and A303 for those instances where mediation is used as one form of restorative process where children and young people have offended.

The first element focuses on identifying and discussing issues. The second element covers exploring issues and needs with the parties. This includes managing differences of position, dealing constructively with the demonstration of feelings and emotions, encouraging parties to recognise each other's perspective and establishing common ground. Element 3 focuses on exploring a range of options with the parties and assisting them to consider the implications, consequences and practicalities of options. The last element covers securing agreements between parties. This includes establishing the criteria for agreements, considering potential for compromise and agreeing the conditions, methods of implementing the agreement and responsibilities of each party.

Principles of good practice

These occupational standards incorporate principles of good practice that apply across the youth justice sector. Further information about these principles can be found in the introduction.

There are four elements:

D207.1	Establish the issues for each party
D207.2	Explore issues with the parties
D207.3	Assist in the identification and evaluation of potential options
D207.4	Build and secure agreements between parties

Target Group

Specialist mediators who mediate between parties, particularly in relation to community mediation.

Place in Qualifications

This unit is included in the NVQ/SVQ for Youth Justice Services at Level 3.

Originated by the employment sector (Employment NTO incorporating CAMPAG) as (Unit B15) in the Mediation Standards.

Used by Community Justice NTO as (Unit B302)

Element

D207.1

Establish the issues for each party

Performance Criteria

To meet the standard, you

- 1 allow each party sufficient uninterrupted time to express their feelings and concerns
- 2 check and confirm with each party that the information obtained is accurate
- 3 identify issues and agree with parties those issues which will form the agenda for discussion
- 4 discuss issues in an order that gives the maximum chance for progress to be made
- 5 consider alternative options where the concerns of the parties cannot be met through mediation or the worker as the mediator.

Range

- 1 **In facilitating parties to express their concerns and concerns the worker needs to use a range of interventions such as**
 - a open and focused questioning
 - b clarifying
 - c summarising
 - d checking assumptions
 - e challenging in a constructive way
 - f active listening
 - g rephrasing
 - h encouraging parties to be assertive.
- 2 **Alternative options might include**
 - a referral to other agencies
 - b referral to other mediators.

Element

D207.2

Explore issues with the parties

Performance Criteria

To meet the standard, you

- 1 **facilitate** the gathering and exchanging of information between parties
- 2 respect and manage differences of position
- 3 **facilitate** and manage the demonstration of emotions and feelings, to allow the mediation process to move forward
- 4 encourage parties to acknowledge each other's perspective
- 5 establish common ground where agreement is possible
- 6 clarify and respect issues of confidentiality.

Range

- 1 **In facilitating the gathering and exchange of information, the worker needs to use a range of interventions such as**
 - a open and focused questioning
 - b summarising
 - c checking assumptions
 - d challenging in a constructive way
 - e active listening
 - f rephrasing
 - g encouraging parties to be assertive.
- 2 **In facilitating and managing the expression of emotions and feelings the worker needs to use a range of interventions such as**
 - a responding to body language
 - b acknowledging the feelings and needs of the individual and the different ways in which they might manifest them.

Element

D207.3

Assist in the identification and evaluation of potential options

Performance Criteria

To meet the standard, you

- 1 ensure that the timing for exploring options and proposals is appropriate to the progress made in the mediation process
- 2 reassure parties about confidentiality and the safety and security of discussing options
- 3 help parties to create and develop potential options
- 4 focus discussions primarily on future possibilities rather than on past events
- 5 ensure that parties consider as full a range of options as possible
- 6 facilitate parties in exploring and evaluating the implications, consequences and practicalities of the options
- 7 help to develop further options where progress cannot be made.

Range

- 1 **In facilitating parties to explore and evaluate options the worker needs to use a range of interventions such as**
 - a redefining issues in a mutual rather than exclusive way
 - b showing understanding of constituent needs and interests
 - c focusing on important issues
 - d encouraging development of autonomy and ownership of outcomes
 - e encouraging parties
 - f respecting the roles of individuals
 - g identifying key words and phrases which indicate potential for movement and change.

Element

D207.4

Build and secure agreements between parties

Performance Criteria

To meet the standard, you

- 1 ensure that any agreement is the result of a joint decision between parties
- 2 agree the criteria for the agreement with the parties
- 3 get responses from the parties to the options being discussed
- 4 get alternative suggestions when necessary
- 5 suggest ways in which gaps between the position of each party can be narrowed
- 6 identify and build on moments when decisions on options can be made
- 7 identify and build on potential for compromise between the parties
- 8 check the basis of an agreement with the parties in order to ensure ownership
- 9 agree with the parties the conditions and method of implementing the agreement
- 10 record agreements in a suitable form.

Range

- 1 **Criteria for agreements are likely to include**
 - a outcomes which meet the needs of both parties
 - b freedom from coerced outcome
 - c willingness to implement agreed outcomes
 - d practicability of outcomes and likelihood of implementation
 - e resolution of issues rather than their avoidance or partial resolution.

Explanatory Notes

Throughout the element, in building and securing agreements, the worker will need to use a range of interventions such as: identifying key words and phrases which indicate the potential for movement and change; showing understanding of constituent needs; respecting the roles of individuals; focusing on important issues; focusing on autonomy and ownership of outcomes; checking parties' understanding of agreements; emphasising the benefits of reaching an agreement and the continuing problems if no agreement is reached.

In performance criterion 7, compromises could involve new creative solutions (e.g. new options).

In performance criterion 9, the conditions and methods of implementing the agreement must include the responsibilities of each party.

Unit

D207

Stage the mediation process

Knowledge and Understanding

To meet the standard, you need to know and understand

Policy and principles

- 1 mediation and ethical principles and codes of practice
- 2 principles of good practice in relation to equality of opportunity
- 3 the worker's organisation's equal opportunities policy and code of practice
- 4 principles of, and the worker's agency's policy on, confidentiality

Theory and research

- 5 models and structures of mediation
- 6 negotiation
- 7 the process of conflict and ways of managing it

Methods and procedures

- 8 methods and processes of negotiating
- 9 methods and processes of communication
- 10 ways of managing conflict
- 11 ways of distinguishing between positions, needs and interests of parties
- 12 ways of identifying when and how parties' feelings are becoming destructive
- 13 ways of managing transition in the mediation process
- 14 sources of, and procedures for, referral

Legislation

- 15 equal opportunities
- 16 health and safety.

Information

- 17 codes of practice and manuals describing recommended practice in mediation
- 18 the legal context in which mediation may operate
- 19 external factors, including legal principles which may affect options considered.

Self awareness

- 20 the worker's own role and responsibility as mediator
- 21 the potential effect of the worker's values, beliefs and behaviour in work with parties.

Assessment Guidance

When **planning assessment**, candidates should consider how they may best use evidence across a number of units. Evidence from the following units may be particularly relevant to this unit:

- A705 Establish and maintain contact with victims, survivors and witnesses of crime and anti-social behaviour which acknowledges the effects of their experience
D206 Prepare and set up mediation
D208 Manage the mediation process

There are a number of sources of evidence that candidates can use for this unit. Further information on the different sources is available in the overall assessment guidance.

Evidence Requirements

Evidence from Performance

As this unit has been drawn from the Counselling, Advice, Mediation and Psychotherapy Standards, the evidence requirements and assessment guidance are presented slightly differently.

The candidate's package of evidence from their performance needs to cover **all the performance criteria** in all of the elements of competence in this unit and must cover:

- establishing and exploring issues
- assisting in identifying and evaluating potential
- building and securing agreements

with the different parties.

To do this the assessor will need to observe the candidate working with parties from at least 3 different cases, with differing needs and circumstances, alternatively, the assessor can observe simulations of this work (i.e. through role play). The candidate will also need to provide case notes and an evaluative commentary covering the performance criteria for 5 cases, plus the agreements made for 5 cases. (If the assessor observed the candidate working with parties, case notes should relate to the same 3 cases, and the candidate will need 2 additional ones. If role play was used, the candidate will need case notes for 5 mediation cases). The case notes and evaluative commentary need to cover all the performance criteria and show how the candidate's knowledge has been applied in practice. The candidate may want to do one evaluative commentary covering all 5 cases, or add a commentary to each case note. The case notes and evaluative commentary must be corroborated by a detailed witness testimony from the candidate's line manager, supervisor or mentor.

Simulations can be used for this unit.

Evidence from Knowledge and Understanding

Candidates must demonstrate they know and understand the areas listed in the descriptions of knowledge and understanding within the unit. Much of their knowledge and understanding will be evident from their performance. Where the candidate's knowledge and understanding is not evident from their performance, it may be necessary for additional evidence of knowledge and understanding to be provided.

Unit Title

B1 Support the efficient use of resources

Unit Summary

Overview

This unit is about the efficient management of resources for which you have authority and responsibility. It covers recommending the resources you and your team need to meet your objectives. It also covers monitoring and controlling the way in which resources are used.

This unit is for you if you are a manager or supervisor with

7. tightly defined area of responsibility
8. some limited opportunity for taking decisions and managing budgets
9. responsibility for achieving specific results by using resources effectively, *and* responsibility for allocating work to team members, colleagues or contractors.

This unit contains two elements

B1.1 Make recommendations for the use of resources

B1.2 Contribute to the control of resources.

In order to make recommendations for the use of resources, you need to involve people in identifying the resources your team needs. You need to look at how resources were used in the past, and at trends and developments in your organisation and industry which may affect your choice of resources. You need to identify the benefits which your recommendations may bring, and make your recommendations in an appropriate and timely manner.

You should continuously contribute to the control of resources. You need to encourage people to take responsibility for the way they use resources. You need to make sure resources are used efficiently and in ways which maintain the quality of services and products. You need to spot problems with the use of resources and make recommendations to correct these problems. You also need to keep accurate and complete records of the resources used.

Key words and concepts

These definitions are provided to explain how key words and concepts are used in this unit

benefits positive results from the use of resources, for example: improved effectiveness and efficiency, better results for the customer

corrective action taken to match actual expenditure to budget, such as altering activities, modifying the use of resources, or re-negotiating the allocation of resources

ensuring consistency in product and service delivery making sure that the products and services for which you are responsible continuously meet the standards agreed in your organisation and with your customers

impact on the environment positive or negative effects on the environment which may result from the use of resources

monitoring keeping a close eye on how resources are used and comparing this with plans or budgets

policies rules which govern the use of resources, for example: planning policies, policies governing the supply of equipment and materials, health and safety policies, environmental policies

recommendations requesting budget allocations or proposing the supply of resources your team needs to achieve its objectives; suggesting new methods of using available resources to improve your team's effectiveness and efficiency

relevant people team members, colleagues working at the same level as yourself, higher-level managers or sponsors, specialists

resources the equipment, materials, services, supplies, finance, energy and time your team needs to achieve its objectives

team members people who work with you as part of a functional or project team; team members may report to you either as their line manager or as the manager in charge of a specific project or activity on which they are working

team objectives clearly specified results which your team needs to achieve

trends and developments changes in your team, organisation and market; for example, new skills and working methods, efficiency drives, new products and services, changes in customer requirements

Knowledge and Understanding

To perform effectively in this unit, you need to have knowledge and understanding in the areas of

- Analytical techniques
- Communication
- Involvement and motivation
- Organisational context
- Resource management.

You will find detailed knowledge requirements listed with each element.

Personal Competencies

In performing effectively in this unit, you will show that you

Communicating

- listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding
- identify the information needs of listeners
- adopt communication styles appropriate to listeners and situations, including selecting an appropriate time and place

Focusing on results • maintain a focus on objectives

- tackle problems and take advantage of opportunities as they arise
- prioritise objectives and schedule work to make the best use of time and resources

Thinking and taking decisions

- produce a variety of solutions before taking a decision
- make use of, and reconcile, a variety of perspectives when making sense of a situation
- produce your own ideas from experience and practice
- take decisions which are realistic for the situation.

B1 Support the efficient use of resources

Element B1.1 Make recommendations for the use of resources

Performance criteria

You must ensure that

- you give **relevant people** the opportunity to provide information on the resources your team needs
- your **recommendations** for the use of resources take account of relevant past experience
- your **recommendations** take account of trends and developments which are likely to affect the use of resources d) your **recommendations** are consistent with team objectives and organisational policies
- your **recommendations** clearly indicate the potential benefits you expect from the planned use of resources
- your **recommendations** are presented to **relevant people** in an appropriate and timely manner.

Knowledge requirements

You need to know and understand

Analytical techniques

- how to analyse the use of resources in the past, and utilise the results to make recommendations on more effective use of resources in the future.

Communication

- how to communicate effectively with team members, colleagues and line managers
- how to develop and argue an effective case for changes in the management of resources.

Involvement and motivation

- how to enable people to identify and communicate the resources they need.

Organisational context

- team objectives and organisational policies regarding the use of resources
- organisational procedures for making recommendations on the use of resources
- the trends and developments which may influence the future use of resources and how to plan for these.

Resource management

- the importance of effective management of resources to organisational performance
- the principles underpinning the effective and efficient management of resources
- the importance of keeping accurate records on the use of resources.

Element B1.1 Make recommendations for the use of resources

Evidence requirements

You must prove that you consistently make recommendations for the use of resources to the National Standard of competence. To do this, you must provide evidence to convince your assessor that you consistently meet **all** the performance criteria.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is **not** acceptable for this element.

You must show evidence that you seek information from, and make recommendations to, at least **two** of the following types of **relevant people**

- team members
- colleagues working at the same level
- higher-level managers or sponsors.

You must also show evidence that you make **both** of the following types of **recommendations**

- short term
- medium term.

You must, however, convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of **all** types of **relevant people**, listed above.

Examples of evidence

Here are a few examples to give you some ideas about the sort of evidence you might be able to find in your daily work.

Work activities

- presentations of recommendations to relevant people.

Products or outcomes

- correspondence, memos and file notes
- project proposals, recommendations and contingency plans
- specifications and project plans.

You may also provide short reports of your own, or statements from others who have observed your performance.

Written or spoken reports, describing

- reasons for and benefits of recommendations you have made
- how your recommendations are consistent with organisational policies
- how you reached your conclusions and what use was made of existing data or past experiences.

Witness testimony

- statements from people who observed you making recommendations.

B1 Support the efficient use of resources

Element B1.2 Contribute to the control of resources

Performance criteria

You must ensure that

- you give **relevant people** opportunities to take individual responsibility for the efficient use of resources
- you monitor the use of resources under your control at appropriate intervals
- the use of resources by your team is efficient and takes into account the potential impact on the environment
- you monitor the quality of resources continuously and ensure consistency in product and service delivery
- you identify problems with resources promptly, and make recommendations for **corrective action** to the **relevant people** as soon as possible
- you make recommendations for improving the use of resources to **relevant people** in an appropriate and timely manner
- your records relating to the use of resources are complete, accurate and available to authorised people only.

Knowledge requirements

You need to know and understand

Communication

- how to communicate effectively with team members, colleagues and line managers.

Involvement and motivation

- how to encourage others to take responsibility for the control of resources in their own area of work.

Organisational context

- team objectives and organisational policies regarding the use of resources
- the potential environmental impact of the resources being used
- the problems which may occur with resources and how you can deal with these
- organisational procedures for making recommendations on the use of resources.

Resource management

- the principles underpinning the effective and efficient management of resources
- how to monitor and control the use of resources to maximise efficiency, whilst maintaining the quality of products and services
- the importance of keeping accurate records on the use of resources.

Element B1.2 Contribute to the control of resources

Evidence requirements

You must prove that you contribute to the control of resources to the National Standard of competence. To do this, you must provide evidence to convince your assessor that you consistently meet **all** the performance criteria.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is **not** acceptable for this element.

You must show evidence that you give opportunities to take responsibility for the efficient use of resources to at least **one** of the following types of **relevant people**

- team members
- colleagues working at the same level as yourself.

You must show evidence that you take at least **two** of the following types of **corrective action**

- altering activities
- modifying the use of resources
- re-negotiating allocation of resources.

You must, however, convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of **all** types of **relevant people** and **corrective action**, listed above.

Examples of evidence

Here are a few examples to give you some ideas about the sort of evidence you might be able to find in your daily work.

Work activities

- contributions to team meetings.

Products or outcomes

- business plans, team development plans and continuous improvement plans
- periodic reports of expenditure against budget, identifying significant deviations and recommending corrective action
- minutes of meetings, file notes and correspondence explaining resource position and securing agreement to requests.

You may also provide short reports of your own, or statements from others who have observed your performance.

Written or spoken reports, describing

- your management information systems, reporting procedures and monitoring systems
- how you identified and dealt with problems
- your level of authority, and your ability to influence others outside your area of authority
- how you consulted others and got them involved.

Witness testimony

- statements from people who were given the opportunity to take responsibility.

Unit Title

D301

Help individuals address their offending behaviour (D01)

Summary

This unit is about helping individuals who have offended, or are likely to offend, to understand and change their behaviour positively. The worker needs to challenge individuals' behaviour and provide support and encouragement for change. They need to recognise the complex range of factors which may lead to offending and be able to help individuals value themselves and others. Such work may take place opportunistically during ongoing contact with the individual or occur during more formal interventions.

There are two elements:

- | | |
|--------|---|
| D301.1 | Help individuals to understand their offending behaviour and associated risks |
| D301.2 | Help individuals to change their behaviour positively |

Target Group

This unit is applicable across the community justice sector. It is relevant to all workers who help individuals to address their behaviour and the risks of offending, but who do not hold case management responsibility.

Linked Units

- D302 Enable individuals to change their offending behaviour (D02)
- D303 Prepare, implement and evaluate group activities (D03) (Care X16)
- D304 Contribute to the implementation of group work programmes (D04)
- D305 Facilitate mediation and reparation processes between victims and those who have offended against them
- D307 Enable others to support individuals to address their offending and anti-social behaviour and develop positive alternatives
- D308 Deliver externally-validated evidence-based programmes designed to reduce the likelihood of re-offending by offenders who pose a medium to low risk of harm
- D309 Deliver externally-validated evidence-based complex programmes designed to reduce the likelihood of re-offending by offenders who pose a significant risk of harm
- D310 Assist in the delivery of externally-validated evidence-based complex programmes designed to reduce the likelihood of re-offending by offenders who pose a significant risk of harm

Place in Qualifications

This is a mandatory unit in the Community Justice (Work with offending behaviour) NVQ/SVQ level 3.

Element

D301.1

Help individuals to understand their offending behaviour and associated risks

Performance Criteria

To meet the standard, you

- 1 **communicate** with individuals throughout the process in a manner which
 - is appropriate to them
 - encourages an open exchange of views and information
 - minimises any constraints to communication
 - is free from discrimination and oppression
- 2 encourage individuals to
 - reflect on their behaviour, its consequences and the **risks** associated with it
 - talk about those aspects of their behaviour which concern them
 - ask any necessary questions
 - identify their own priorities in relation to their behaviour
 - recognise their potential for change
- 3 offer information and advice
 - on the advantages of positive change
 - which is relevant to the individuals' interests
 - in a manner which recognises the complexity of the situation
- 4 challenge constructively attitudes and behaviour which are abusive, aggressive or discriminatory while taking account of personal safety
- 5 give immediate, focused and constructive feedback to individuals on positive changes in their attitudes and behaviour
- 6 complete records accurately and clearly and store them according to agency requirements
- 7 seek advice and support promptly when team discussion and supervision are appropriate.

Range

- 1 **Communicate** through
 - a speech and language
 - b actions, gestures and body language
 - c space and position.
- 2 **Risks** to
 - a the public, including actual and potential victims of crime and people significant to the individual
 - b people working with the individual
 - c the individual him/herself
 - d property.

Element

D301.2

Help individuals to change their behaviour positively

Performance Criteria

To meet the standard, you

- 1 explore with individuals the ways in which they can make positive changes in their behaviour and the implications of such changes
- 2 encourage individuals to
 - value themselves positively
 - recognise their strengths and ability to change
 - select options which they are able to put into practice and to which they are committed
 - develop realistic and achievable goals
 - identify how and when they should review their progress towards their goals
- 3 clarify with individuals the **support** available to them
- 4 **support** individuals in a manner which is consistent with
 - the individual's needs
 - the worker's role and responsibilities
 - statutory requirements and agency practice
- 5 provide constructive feedback to individuals and reinforce positive changes in their behaviour
- 6 assist individuals to
 - reflect on their progress and the factors that have contributed to their behaviour change
 - learn from what has happened
- 7 complete records accurately and clearly and store them according to agency requirements
- 8 communicate information to people who are authorised to have it.

Range

- 1 **Support** may be
 - a formal
 - b informal.

Unit

D301

Help individuals address their offending behaviour (D01)

Knowledge and Understanding

To meet the standard, you need to know and understand

Working with offending behaviour

- 1 the ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns
- 2 how equality and inequality can affect people
- 3 the impact of crime on victims and their need for protection, respect, recognition and information
- 4 different ways of encouraging individuals to see the need to change their behaviour and develop the motivation to do so
- 5 the obstacles to change which may exist for individuals and methods of overcoming them
- 6 why it is important to help individuals consider the effects of their choices on others and to have ownership of, and be responsible for, the decisions that they make
- 7 the evidence for the effectiveness of different ways of supporting individuals to change their behaviour and how they determined that which was most appropriate to use for different individuals
- 8 the ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies
- 9 the ways in which individual's culture and gender influence the worker's practice
- 10 how they have applied the principles of equality, diversity and anti-discriminatory practice to their work

Working within the community justice sector

- 11 the specific legislation (national and European) which relates to the work they undertake and how they have taken this into account in their work
- 12 any particular factors relating to the agency's policies and practices which have affected the work undertaken

Working to improve individual practice

- 13 how they evaluate their own competence when at work and decide when further support and expertise are needed.

Assessment Guidance

When planning assessment, candidates should consider how they may best use evidence across a number of units. Evidence from the following units may be particularly relevant to this unit:

- D303 Prepare, implement and evaluate group activities (D03) (Care X16)
- D308 Deliver externally-validated evidence-based programmes designed to reduce the likelihood of re-offending by offenders who pose a medium to low risk of harm

Candidates may wish to use these sources of evidence (for performance and for knowledge and understanding):

1. the products of their work (e.g. information and other material that they have prepared)
2. notes and drafts used as stages in the development of products
3. notes and minutes of meetings
4. evidence from others who worked with the candidate
5. records and correspondence
6. their reflective practice journal
7. workplace projects
8. observation by an assessor who is observing the candidate specifically for assessment purposes
9. verbal or written responses to questions put by an assessor.

Evidence Requirements

Evidence from Performance

The candidate's package of evidence from their performance needs to cover all the performance criteria and all of the aspects of range.

In order to meet the evidence requirements, it is likely that a candidate would need to gather evidence from work in relation to more than one individual.

The candidate must provide evidence from different sources in order to have their achievement recognised for this unit, i.e. evidence must come not only from the candidate or one other source (such as records) but must also be from other people (such as from others who saw the candidate working, minutes from meetings which recorded the candidate's contributions, etc.). Simulations (such as case studies or role play) can be used as one source of evidence for this unit. Evidence from real practice must, however, form the majority of the candidate's performance evidence.

Evidence from Knowledge and Understanding

Candidates must demonstrate they know and understand the areas listed below. Much of their knowledge and understanding will be evident from their performance. Where the candidate's knowledge and understanding is not evident from their performance, it may be necessary for additional evidence of knowledge and understanding to be provided.

Unit Title

E303 Support individuals with difficult or potentially difficult relationships (Care W5)

Summary

This unit focuses on supporting individuals with relationships which are potentially or actually difficult for whatever reason. For example, the individual may have been out of contact for a period of time (e.g. in prison), there may be a history of difficulties with the individual's relationships, or their behaviour may have been aggressive or abusive in the past. The worker helps individuals evaluate, and make decisions about, their relationships and helps them establish and maintain contact, including giving practical support with preparations for contact. The worker may have to deal with situations where there are tensions or conflict between the individual's wishes and the wishes of those with whom they are trying to establish or maintain contact.

There are two elements:

E303.1 Support individuals in their decisions regarding relationships
E303.2 Support individuals in maintaining and evaluating contact in difficult or potentially difficult relationships

Target Group

This unit is applicable across the community justice sector. It is likely to be relevant to a wide range of workers who work with individuals who have difficult or potentially difficult relationships and for whom such support has been agreed.

Linked Units

The following units are closely related:

A205 Lead the work of teams and individuals to achieve their objectives (E11) (MCI C12)
D101 Assist in the assessment of individuals' offending behaviour and in planning provision (C01)
E103 Contribute to planning and reviewing integrated housing and support (E15) (SNH3U2)
E408 Support individuals experiencing difficulties (D06)
F312 Support and advise individual learners (D05) (TDLB C26)

Place in Qualifications

This is an optional unit in the Community Justice (Work with offending behaviour) NVQ/SVQ level 3. When used within NVQs and SVQs, simulations (such as case studies or role play) can be used as one source of evidence for this unit; however the assessor's observation of real practice must provide some of the evidence for each of the elements.

This unit is taken from the Care Standards where it appears as unit CSC97CA__W5. Although it has been tailored slightly for the community justice sector, it provides credit transfer. It also appears in the Community Justice (Work with offending behaviour) awards as unit D08.

Element

E303.1 Support individuals in their decisions regarding relationships

Performance Criteria

To meet the standard, you

- 1 acknowledge the needs of individuals in developing and maintaining **relationships**, agree with individuals the support they require and confirm this with the rest of the work team
- 2 discuss in a supportive manner the effects which contact may have on others if individuals are unsure or unaware of this
- 3 give individuals specific information about their relationship with others, if they ask for such information and it is consistent with agency policy and practice guidelines
- 4 seek advice and assistance from an appropriate member of the team if they are unable to provide any information requested or are uncertain how to respond to the request
- 5 help individuals to reflect on and consider their **relationships** and the implications of developing and maintaining them
- 6 discuss and negotiate options with individuals who want to make contact with others
- 7 discuss conditions regarding contacts with those involved and establish a working agreement
- 8 discuss with the individual any obstacles to communicating with the people who they wish to contact and agree plans for overcoming the obstacles
- 9 discuss and agree with the individual what to do if they decide they do not want to make contact with a particular person, or if a person that the individual wants to contact does not wish them to do so
- 10 record and acknowledge the individual's wishes and decisions about whether and how contacts should be made, discuss these with the team and establish a working agreement
- 11 accurately and clearly inform the team of any decisions made by the individual about their **relationships**.

Range

- 1 **Relationships** that the individual is
 - a anxious to maintain
 - b uncertain about
 - c constrained by the legal position

Explanatory Notes

'Conditions regarding contact' (performance criterion 7) may include behaviour, length of time, location and may be as a result of legal restrictions on the freedom and movement of the individual or those whom they wish to contact (e.g. under the Mental Health Act or during/following detention in prison).

Element

E303.2 Support individuals in maintaining and evaluating contact in difficult or potentially difficult relationships

Performance Criteria

To meet the standard, you

- 1 establish the level of support required by individuals consistent with any conditions laid down regarding the **contact**
- 2 make facilities available for **contact** and support individuals in using them
- 3 support individuals to handle any anxieties and make preparations for **contact**
- 4 support and encourage individuals during **contact** with those who are significant to them, consistent with any agreements reached with individuals
- 5 help individuals to manage conflicts and tensions in their relationships constructively
- 6 give individuals sufficient opportunities for support and reflection following **contact** with others
- 7 seek advice from an appropriate person without delay, or take action to protect the individual's welfare, if the individual's behaviour or condition gives cause for concern
- 8 record accurately, legibly and completely any changes in the individual's requirements in relation to contacts.

Range

- 1 **Contact**
 - a where the worker is present
 - b where the worker is available before and after the **contact** but not during the actual **contact**.
- 2 Preparations for **contact**
 - a letter writing
 - b telephoning
 - c travel arrangements
 - d accommodation arrangements.

Explanatory Notes

'Facilities' (performance criterion 2) may include a telephone, writing equipment and materials, or accommodation.

Unit

E303

Support individuals with difficult or potentially difficult relationships (Care W5)

Knowledge and Understanding

To meet the standard, you need to know and understand

Legislation, policy and good practice

- 1 legal and agency procedures and guidelines (such as those relating, for example, to documentation) which are relevant to individuals with difficult, or potentially difficult, relationships and the possible impact of these on the worker/individual relationship
- 2 legislation and guidelines particular to the individual group involved (e.g. the Children Act, Mental Health Act) and relevant to all (including the Community Care Act) and how these affect the worker's role and responsibilities
- 3 why the need for support to the individual should be acknowledged
- 4 why conditions might be attached to a contact, and why a working agreement should be reached with those involved
- 5 why the behaviours and conditions which give cause for concern should be reported without delay and to whom
- 6 why the effects of contact with the individual and others should be discussed
- 7 why information exchanged with the individual should be consistent with the worker's role and agreements of the team

Services and products

- 8 agencies relevant to the contact (either because of their prior involvement or because they may be able to offer support)
- 9 when and how advocacy should be provided
- 10 the support which the worker may need when dealing with those who have difficult relationships

Factors which influence what workers do

- 11 factors influencing an individual's ability to make decisions
- 12 individual growth, development and self-image
- 13 the worker's role in supporting individuals with difficult relationships and the boundaries and limits of that role
- 14 factors which influence self-image
- 15 the importance of relationships to individual development, growth and self-image
- 16 how relationships are formed and may change
- 17 the different forms which family patterns and relationships may take
- 18 factors influencing roles and communication within the family
- 19 the physical conditions and emotional factors which may have an effect on relationships (such as Alzheimer's disease, depressive states and where significant harm has been a concern in the past)

How to achieve important outcomes

- 20 the basic counselling skills which may be appropriate for such situations.

Assessment Guidance

When planning assessment, candidates should consider how they may best use evidence across a number of units. Evidence from the following units may be particularly relevant to this unit:

- E305 Enable individuals to maintain contacts in potentially isolating situations (Care W8)
F405 Assist in the transfer of individuals between agencies and services (E02)

Candidates may wish to use these sources of evidence

1. products of their work

2. notes and drafts of their analysis during the process of producing those products
3. evidence from others who worked with the candidate
4. records and correspondence
5. their reflective practice journal
6. simulations.

Evidence Requirements

Evidence from Performance

As this unit has been drawn from the Care Standards, the evidence requirements are presented slightly differently. They focus on what has to be observed by the assessor, i.e. the person responsible for assessing this unit. This is followed by a section which focuses on gathering evidence from knowledge and understanding and from other evidence performance.

Direct observation of real work activities by the assessor must be used to provide at least some of the evidence for both of the elements in this unit. Performance criteria which might not be observed by an assessor include: E303.1.2, E303.1.4, E303.2.7. These performance criteria can be covered during the observations if the opportunity arises.

Evidence from Knowledge and Understanding

The assessor needs to gain sufficient evidence to feel confident that the candidate can consistently repeat this standard of work and cover those performance criteria and aspects of range which have not been met during the observations.

Assessors also need to see evidence that the candidate knows, understands and can apply in practice the knowledge which is detailed in the unit. Assessors need to decide whether the knowledge and understanding detailed in the unit has already been demonstrated during their observations of the candidate's performance, or if they need to gather evidence of the knowledge and understanding through different routes.

Unit Title

**E307 Enable individuals to present their own needs and interests (D11)
(Care SC6)**

Summary

This unit is about enabling and encouraging individuals to present and communicate their own needs and interests in a variety of formal or informal contexts. The worker helps individuals to plan and prepare for presentations, assists them at presentations in which they are a participant and evaluates the presentation with individuals following their involvement. Presentations may be in formal contexts such as tribunals or courts, or more informal meetings. The individuals may be those who have offended, those at risk of offending, family members, colleagues, victims, witnesses, or anyone else who makes a presentation regarding their needs and interests.

There are three elements:

E307.1	Enable individuals to plan and prepare for presentations
E307.2	Assist individuals in making presentations
E307.3	Evaluate presentations with individuals

Target Group

This unit is applicable across the community justice sector. It is designed for all those who are responsible for enabling individuals to present their own needs and interests.

Linked Units

The following units are closely related:

A403 Support others to make best use of the media
C102 Provide initial support to individuals affected by offending or anti-social behaviour and assess their needs for further support
E309 Represent individuals' and families' interests when they are not able to do so themselves (Care NC9)
E409 Enable individuals to understand and address their difficulties (D07)
F202 Promote communication with individuals where there are communication differences (Care CL2)
F203 Promote communication with others through the use of interpreting services (Care CL3)
F204 Arrange and evaluate translating services (Care CL4)

Place in Qualifications

This is an optional unit in the Community Justice (Work with offending behaviour) NVQ/SVQ level 4.

This unit is taken from the Care Standards where it appears as unit CSC97CA_SC6. Although it has been tailored slightly for the community justice sector, it provides credit transfer.

Element

E307.1 Enable individuals to plan and prepare for presentations

Performance Criteria

To meet the standard, you

- 1 encourage individuals to be as self-managing as possible
- 2 provide sufficient information about the purpose of the meetings and expectations of those who are participating to enable individuals to identify their aims and objectives for presentation
- 3 **support** individuals in identifying the knowledge, skills and strengths which they can use to make the **presentation** effective
- 4 encourage individuals to express any anxieties they may have about the **presentation** and **support** them in managing their anxieties
- 5 explain the limits and boundaries of their role to individuals in an appropriate manner, level and pace
- 6 discuss and clarify with individuals the nature and level of **support** they need
- 7 meet individuals' requests for **support** if these are appropriate to their needs and to the role of the worker
- 8 take the appropriate action when requests for **support** are beyond the worker's role
- 9 discuss and agree the respective roles and responsibilities of the worker and individuals during the presentation
- 10 discuss differences of view about roles and responsibilities and agree how to proceed
- 11 encourage and assist individuals to access any additional information and resources which are needed in a way that maintains their independence
- 12 record clearly and accurately plans for the **presentation** in an appropriate level of detail and pass them on to the people who need them.

Range

- 1 Presentations
 - a formal
 - b informal.
- 2 Support in relation to
 - a planning for the presentation
 - b participation in the presentation

Explanatory Notes

'Differences of view' (performance criterion 10) may be between the individual and the worker or between the individual and people significant to them, or any combination of these. 'Additional information and resources' (performance criterion 11) includes that contained in records, policies, plans, reports relevant to individuals' needs, resources to assist with communication (e.g. an interpreter).

Element

E307.2

Assist individuals in making presentations

Performance Criteria

To meet the standard, you

- 1 explain clearly and confirm with individuals the time and place of **presentations**
- 2 give the appropriate support to individuals who have difficulty in communicating in a manner which maintains their dignity
- 3 make interventions during **presentations** which support the efforts of individuals to present their needs and interests while respecting their rights and dignity
- 4 offer support to enable individuals to resolve any discomfort they experience during the **presentation**
- 5 use methods to deal with unanticipated developments which are consistent with agreements made between individuals and the worker
- 6 resolve amicably any conflicts between individuals and other participants
- 7 record accurately and fairly the different views, if it is not possible to resolve conflicts amicably, and pass them on to someone who has the authority to resolve the issue
- 8 complete records of **presentations** accurately and confirm them with individuals within the agreed timescale
- 9 give prompt and accurate information to individuals about how to contest the record of a **presentation** if they wish to do so.

Range

- 1 **Presentations**
 - a formal
 - b informal.

Element

E307.3 Evaluate presentations with individuals

Performance Criteria

To meet the standard, you

- 1 actively encourage individuals to discuss their thoughts and feelings about **presentations** and to recognise their achievements
- 2 discuss and compare actual and anticipated **outcomes** and note accurately any disputed **outcomes**
- 3 encourage individuals to give accurate and honest feedback to the worker about the worker's contribution to presentations
- 4 encourage individuals to evaluate accurately and realistically the effectiveness of their own contribution to **presentations**
- 5 use learning points from the **presentation** to identify ways in which participants' input to future **presentations** can be made more effective
- 6 provide prompt, accurate and complete information about appeals and complaints procedures if individuals are dissatisfied with the **outcome** of **presentations**
- 7 explore fully and clarify the continued involvement of the worker
- 8 offer relevant information to individuals on alternative types, and sources, of future assistance
- 9 report fully and accurately the **outcomes** of the evaluation to people who have an interest in them.

Range

- 1 **Presentations**
 - a formal
 - b informal.
- 2 **Outcomes** (of presentation)
 - a achieved
 - b not achieved.

Explanatory Notes

Performance criterion 7 will be relevant where the worker's remit is solely to support the individuals in presenting their needs and interests. In this case, the information on sources of future assistance (performance criterion 8) might be broader than that relating to presentations of needs and interests.

Unit

E307

Enable individuals to present their own needs and interests (D11)(Care SC6)

Knowledge and Understanding

To meet the standard, you need to know and understand

Legislation, policy and good practice

- 1 why individuals may have difficulty in identifying their needs and how they may be encouraged to explain them
- 2 the reasons for offering individuals the maximum amount of autonomy in preparing for presentations
- 3 the importance of evaluation to the individual

Services and products

- 4 resources available to assist individuals with presentations such as policy papers, records relating to individuals, support with specific communication needs
- 5 procedures through which individuals can contest the records of a presentation
- 6 procedures through which individuals can make an appeal or complaint against the outcomes of a presentation

Factors which influence what workers do

- 7 the ways in which individuals can communicate their feelings, verbally and non-verbally and the ways in which intentions and wishes can be conveyed implicitly as well as explicitly
- 8 how confidence can be established or undermined by behaviours and attitudes of those involved
- 9 sources of conflict between participants and how these may affect the individuals' presentations
- 10 the power differences between participants in presentations and how individuals can be assisted to engage effectively with problems posed by these
- 11 the circumstances which contribute to differences in expectations between the worker and the individual, and how these may affect their relationship
- 12 dynamics of forums for presentations
- 13 sources of conflict between participants and how these may affect the individuals' presentations
- 14 information about procedures relevant to presentations including those relating to the role of the individual and worker
- 15 the range of factors likely to affect the outcome of presentations

How to achieve important outcomes

- 16 how to respond to situations where the worker is unlikely to be able to establish a working relationship between themselves and the individual
- 17 how different presentations may be structured and organised and how to prepare individuals for these differences
- 18 how individuals can access relevant information in ways which promote their independence
- 19 strategies and methods for maximising the independence of the individual during presentations
- 20 alternative methods of presenting individuals' needs and concerns
- 21 why it may be necessary to withdraw from meetings and how this can be done without undermining confidence in the worker
- 22 how to identify and deal effectively with conflict in presentations
- 23 strategies for eliciting honest feedback from individuals about the contribution of the worker
- 24 methods of feedback that sustain individuals' confidence and independence.

Assessment Guidance

When planning assessment, candidates should consider how they may best use evidence across a number of units. Evidence from the following units may be particularly relevant to this unit:

A403 Support others to make best use of the media

E409 Enable individuals to understand and address their difficulties (D07)

F203 Promote communication with others through the use of interpreting services (Care CL3)

F204 Arrange and evaluate translating services (Care CL4)

Candidates may wish to use these sources of evidence (for performance and for knowledge and understanding):

1. witness testimony from those with whom the candidate has worked (e.g. the individuals, those who have been present during the presentation)
2. notes and records (e.g. records of presentations)
3. evaluation reports
4. their reflective practice journal
5. simulations
6. questioning, oral or written
7. case studies, projects, assignments and reflective accounts of the candidate's work.

Evidence Requirements

Evidence from Performance

As this unit has been drawn from the Care Standards, the evidence requirements are presented slightly differently. They focus on what has to be observed by the assessor, i.e. the person responsible for assessing this unit. This is followed by a section which focuses on gathering evidence from knowledge and understanding and from other evidence performance.

The candidate's package of evidence needs to cover all the performance criteria and all of the aspects of range.

Direct observation of real work activities by the assessor must be used to provide at least some of the evidence of each of the elements in this unit.

Performance criteria which might not be observed by the assessor include E307.1 (8) and (10); E307.2 (2), (6), (7) and (9); E307.3 (6).

Evidence from Knowledge and Understanding

Assessors also need to see evidence that the candidate knows, understands and can apply in practice the knowledge which is detailed below. Assessors need to decide whether the knowledge and understanding detailed below has already been demonstrated during their observations of the candidate's performance, or if they need to gather evidence of the knowledge and understanding through different routes.

Unit Title

E408 Support individuals experiencing difficulties (D06)

Summary

This unit focuses on identifying and making a response to individuals experiencing difficulties. Workers need to make an initial response appropriate to the individual and find out what is causing the individual's difficulties and then provide the kind of support required by the individual, in line with what is known about their needs and circumstances. The worker needs to deal with the potentially volatile nature of such situations and seek help if it is required. Individuals' difficulties may be expressed in different ways such as through distress, grief, anger or fear. The individuals with whom the worker is involved may have offended, be at risk of offending, be the victims of offending behaviour, or be family or friends of such individuals.

There are two elements:

- E408.1 Identify factors contributing to individuals' difficulties
- E408.2 Assist individuals experiencing difficulties

Target Group

This unit is applicable across the community justice sector to a wide variety of workers. This unit complements unit E409 which is a more complex unit in which workers are required to work with individuals to help them choose ways of overcoming their difficulties, and support them as they put these choices into action.

Linked Units

The following units are closely related:

- C102 Provide initial support to individuals affected by offending or anti-social behaviour and assess their needs for further support
- E101 Plan, monitor and review integrated packages of interventions and support to address individuals' and families' difficulties
- E301 Enable individuals to find out about and use services and facilities (D10) (Care Y2)
- E307 Enable individuals to present their own needs and interests (D11) (Care SC6)
- E409 Enable individuals to understand and address their difficulties (D07)
- E411 Enable individuals to administer their financial affairs (Care Y3)

Place in Qualifications

This is a mandatory unit in the Community Justice (Work with offending behaviour) NVQ/SVQ level 3.

Element

E408.1 Identify factors contributing to individuals' difficulties

Performance Criteria

To meet the standard, you

- 1 respond promptly to individuals' difficulties in a manner which
 - is consistent with the individual's personal beliefs and preferences
 - is supportive
- 2 **communicate** with individuals throughout the process in a manner which
 - is appropriate to them
 - encourages an open exchange of views and information
 - minimises any constraints to communication
 - is free from discrimination and oppression
- 3 advise other appropriate people about the difficulties of the individual
- 4 address constructively any abusive, aggressive and discriminatory behaviour and attitudes
- 5 **encourage individuals** to
 - express their feelings
 - identify factors contributing to their difficulties
 - consider how they might address their difficulties
- 6 review available information on individuals' difficulties and discuss this sensitively with individuals
- 7 seek advice and support promptly when team discussion and supervision are appropriate
- 8 complete records accurately and clearly and store them according to agency requirements
- 9 **communicate** information to people who are authorised to have it.

Range

- 1 **Communicate** through
 - a speech and language
 - b actions, gestures and body language
 - c space and position.
- 2 **Encourage individuals** through
 - a listening actively
 - b reflecting back
 - c questioning
 - d summarising.

Element

E408.2 Assist individuals experiencing difficulties

Performance Criteria

To meet the standard, you

- 1 establish with the individual their respective roles and responsibilities, and the boundaries of the relationship
- 2 **communicate** with individuals throughout the process in a manner which
 - is appropriate to them
 - encourages an open exchange of views and information
 - minimises any constraints to communication
 - is free from discrimination and oppression
- 3 challenge constructively any abusive, aggressive and discriminatory behaviour and attitudes
- 4 encourage individuals to think through their difficulties and identify their need for support to address them
- 5 **support individuals** in ways that are consistent with their identified needs and are consistent with agency policy
- 6 complete records accurately and clearly and store them according to agency requirements
- 7 **communicate** information to people who are authorised to have it.

Range

- 1 **Communicate** through
 - a speech and language
 - b actions, gestures and body language
 - c space and position.
- 2 **Supporting individuals** through
 - a information and advice
 - b resources
 - c referral and access to other services.

Unit

E408

Support individuals experiencing difficulties (D06)

Knowledge and Understanding

To meet the standard, you need to know and understand

Working with individuals and groups

- 1 the ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns
- 2 factors which may be relevant to an individual's difficulties
- 3 how personal beliefs, preferences and cultural background affect behaviour
- 4 different ways of providing support to help people explore and manage their difficulties and express and explore their feelings
- 5 methods of identifying and exploring obstacles to change and identifying ways of overcoming obstacles
- 6 strategies for dealing with difficult situations which have a strong emotional impact and examples of when they have done this
- 7 why it is important to maintain personal and professional boundaries with individuals and methods of doing this
- 8 the ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies
- 9 how they have applied the principles of equality, diversity and anti-discriminatory practice to their work

Working within the community justice sector

- 10 the specific legislation (national and European) which relates to the work they undertake and how they have taken this into account in their work
- 11 any particular factors relating to the agency's policies and practices which have affected the work undertaken

Working to improve individual practice

- 12 how they evaluate their own competence when at work and decide when further support and expertise are needed.

Assessment Guidance

When planning assessment, candidates should consider how they may best use evidence across a number of units. Evidence from the following units may be particularly relevant to this unit:

E301 Enable individuals to find out about and use services and facilities (D10) (Care Y2)

E411 Enable individuals to administer their financial affairs (Care Y3)

Candidates may wish to use these sources of evidence (for performance and for knowledge and understanding):

1. the products of their work (e.g. information and other material that they have prepared)
2. notes and drafts used as stages in the development of products
3. notes and minutes of meetings
4. evidence from others who worked with the candidate
5. records and correspondence
6. their reflective practice journal
7. workplace projects
8. observation by an assessor who is observing the candidate specifically for assessment purposes
9. verbal or written responses to questions put by an assessor.

Evidence Requirements

Evidence from Performance

The candidate's package of evidence from their performance needs to cover all the performance criteria and all of the aspects of range.

In order to meet the evidence requirements, it is likely that a candidate would need to gather evidence from work in relation to more than one individual.

The candidate must provide evidence from different sources in order to have their achievement recognised for this unit, i.e. evidence must come not only from the candidate or one other source (such as records) but must also be from other people (such as from others who saw the candidate working, minutes from meetings which recorded the candidate's contributions, etc.). Simulations cannot be used for this unit.

Evidence from Knowledge and Understanding

Candidates must demonstrate they know and understand the areas listed below. Much of their knowledge and understanding will be evident from their performance. Where the candidate's knowledge and understanding is not evident from their performance, it may be necessary for additional evidence of knowledge and understanding to be provided.

CC035 Help individuals in custody to maintain and develop relationships

Summary

This unit is about working with individuals to help them maintain and develop positive relationships with people inside and outside the custodial environment

To achieve this unit you will need to:

- encourage individuals to maintain appropriate, positive relationships with others both inside and outside the custodial environment
- provide assistance to individuals in maintaining relationships.

There are two elements:

- CC035.1 Support individuals in their relationships with those outside the custodial environment
- CC035.2 Support individuals in their relationships with others inside the custodial environment

Target Group

This unit applies to staff who provide individuals in the custodial environment with personal support and guidance.

Linked Units

Links to other Custodial Care units: CC032 and CC041.

Links to QCA Key Skills: Communication Level 3, Working with Others Level 3 and Problem Solving Level 3.

Links to SQA Core Skills: Communication Intermediate 2, Working with Others Intermediate 2 and Problem Solving Intermediate 2.

Place in Qualifications

This is an optional unit in the Custodial Care Level 3 NVQ and SVQ

Element

CC035.1 **Support individuals in their relationships with those outside the custodial environment**

Performance Criteria

To meet the standard, you

- 1 you actively encourage **individuals** to maintain positive relationships with those outside the custodial environment
- 2 you ensure that **communications** from outside the custodial environment are dealt with courteously and relayed to **individuals** clearly, accurately and promptly
- 3 you offer **individuals** appropriate support to deal with problems in relationships with those outside the custodial environment
- 4 you maintain agreed standards of confidentiality at all times
- 5 you refer to **relevant people** when **individuals'** needs are outside your own area of competence and responsibility

Range

- 1 Individuals**
 - a co-operative
 - b unco-operative
 - c low security risk
 - d high security risk
 - e with special needs

- 2 Communications**
 - a oral
 - b written
 - c electronic

- 3 Relevant people**
 - a your line manager
 - b specialists.

Element

CC035.2 **Support individuals in their relationships with others inside the custodial environment**

Performance Criteria

To meet the standard, you

- 1 you encourage **individuals** to develop appropriate relationships with others within the custodial environment
- 2 where **individuals** have problems in communicating and developing relationships with others, you offer appropriate support in ways which maintain their dignity
- 3 where **individuals** appear to be losing interest in areas outside their immediate environment, you encourage them to discuss areas of interest and refer to **relevant people**, where appropriate
- 4 where requested, you provide specific assistance in ways which are appropriate to **individuals'** needs and consistent with your role and responsibilities
- 5 your own actions and behaviour are consistent with recognised good anti-discriminatory practice and support your organisation's values and goals at all times

Range

- 1 Individuals**
 - a co-operative
 - b unco-operative
 - c low security risk
 - d high security risk
 - e with special needs

- 2 Relevant people**
 - a your line manager
 - b specialists

Unit

CC035

Help individuals in custody to maintain and develop relationships

Knowledge and Understanding

To meet the standard, you need to know and understand

- 1 The principles and processes of effective communication and how to apply them
- 2 The importance of getting individuals to express their personal feelings and needs and how to do so
- 3 The range of requests individuals are likely to make and how to deal with these
- 4 Relevant agency policy and procedures
- 5 The importance of keeping individuals informed of developments and honouring undertakings and how to ensure you do so
- 6 People to refer to when individuals' problems, requests and needs are outside your own area of competence and responsibility
- 7 The reasons why certain problems and requests cannot be addressed within the your organisation
- 8 The principle and standards of confidentiality and how to apply them
- 9 The importance of encouraging individuals to develop and maintain positive relationships with others both inside and outside the custodial environment and how to do so
- 10 The types of communication which may come from outside the custodial environment and how to deal with these
- 11 The range of problems individuals may have in their relationships, what sort of support they may require and how to offer this support
- 12 How to offer appropriate support in ways which maintain their dignity to those who have problems in communicating and developing relationships
- 13 The importance of encouraging individuals to maintain their interest in areas outside their immediate environment and how to do so
- 14 The boundaries of your own role and responsibilities
- 15 How to ensure your actions and behaviour are consistent with good anti-discriminatory practice.

Assessment guidance

You should provide your assessor with a short report demonstrating that you help individuals in custody to maintain and develop relationships in line with the standards, together with supporting documentary evidence and statements from people that you work with during the process. You should be ready to answer questions from your assessor about how you help individuals in custody to maintain and develop relationships, why you work in this way, and what you might do should particular circumstances arise.

Your assessor may wish to observe you at work and ask you questions about the knowledge, understanding and skills required to underpin this unit.

Evidence Requirements

To achieve this unit, you must provide evidence that you

- consistently meet **all** the performance criteria, and
- have the necessary knowledge, understanding and skills to work competently with **all** types of range.

You must show **evidence from your work** for at least the following types of range.

1. Three of these types of **individuals**

1. co-operative
2. unco-operative
3. low security risk
4. high security risk
5. with special needs.

- **Two** of the these types of **communications**

1. oral
2. written
3. electronic.

- **Both** these types of **relevant people**

1. your line manager
2. specialists.

You cannot use simulation when being assessed for this unit.

If you can only show evidence from your work of three types of **individuals** and two types of **communications**, you will have to prove to your assessor that you could deal competently with the others. This will usually be done by answering questions from your assessor about how you would deal with these.

Unit Title

A401

Establish, maintain and use relationships with the media to explain and promote the agency and its work

Summary

This unit is about working with the media to explain and promote the agency's work. The agency's work with the media will either be reactive - reacting to requests from the media for information from the agency in relation to a current or breaking local or national story or feature - or proactive - where the agency is initiating contact with the media in order to highlight and explain an aspect of its work. For example, the agency might choose to explain the services which it offers, its role and how it relates to the work of others, or describe the actions it is taking in relation to specific issues, such as the release into the community of someone who has committed sex offences.

The media with which the agency has contact may be press - both newspapers and trade/technical journals, radio or television and may be based locally, regionally, nationally or internationally.

There are three elements:

- A401.1 Establish and maintain effective working relationships with the media
- A401.2 Promote the agency and its work through the media
- A401.3 Respond to requests for information from the media

Target Group

This unit is relevant to workers in all agencies (in the statutory and non-statutory sectors) for whom responsibility for co-ordinating contact with the media is a part of their role.

Linked Units

- A402 Contribute to the development and promotion of the agency and its services (E09)
- A403 Support others to make best use of the media

Place in Qualifications

This is an optional unit in the Community Justice (Community safety) NVQ/SVQ level 4, Community Justice (Work with offending behaviour) NVQ/SVQ level 4 and Community Justice (Victims, survivors and witnesses) NVQ/SVQ level 4. When used within NVQs and SVQs, simulations are not appropriate as a source of evidence for this unit.

Element

A401.1

Establish and maintain effective working relationships with the media

Performance Criteria

To meet the standard, you

- 1 maintain an accurate and up-to-date record of
 - **media organisations**
 - named contacts
 - the particular interests and specialisms of **media organisations** and contacts and identify those which are of particular interest to the agency and its work
- 2 continuously monitor the work of their own and related agencies to identify forthcoming events that are likely to be of interest to the media
- 3 interact with the media in ways which
 - encourage effective relationships and communication
 - encourage confidence in the worker's reliability and willingness to work with the media
 - are consistent with the role and responsibilities of the worker
 - promote and explain the agency and its work
 - maintain the confidentiality of information and protect individuals from risks arising from the inappropriate disclosure of information
- 4 act in ways that are consistent with the worker's role and with **agreements** made with media contacts
- 5 be clear about the values, aims, objectives, policies and work of their agency and how these can best be explained and promoted to others
- 6 explain clearly to key media contacts
 - how and where they can contact the worker when they need to
 - who else they can contact if the worker is not available
 - the limits on the information which it is possible to disclose to them
- 7 keep clear, accurate and complete records of
 - contacts with the media
 - the information given to the media
 - the information gained from the media
 - any undertakings made and actions taken as a result
 - press releases and statements issued by the agency and by other relevant agencies
 - copies of press cuttings
 - recordings of radio and television transmissions relevant to the agency and its work
- 8 regularly review and evaluate the media's coverage of issues relating to the agency and take the appropriate action to address any arising issues.

Range

1 **Media organisations**

- a local
- b regional
- c national.

2 **Agreements** about

- a roles and responsibilities
- b timescales
- c sharing and confidentiality of information.

Explanatory Notes

In performance criterion 8, the appropriate action might involve the worker contacting the media organisation themselves or seeking the advice of their line manager or media specialist.

Element

A401.2

Promote the agency and its work through the media

Performance Criteria

To meet the standard, you

- 1 continuously monitor the agency's work, its planned activities and current media output to identify opportunities to promote the agency and its work
- 2 understand the relationship between the values, aims, objectives, policies and work of the agency and the message and image the agency wishes to convey
- 3 evaluate events and information that might potentially be used to promote the agency and its work, and select those that are
 - likely to be of value and interest to the public
 - likely to be of interest to the media
 - consistent with the agency's values, aims and objectives
 - consistent with the agency's media strategy
- 4 review records of media contacts and decide the media organisations to which information should be issued, and identify for each
 - their copy deadlines and production schedules
 - their particular areas of interest
 - the potential angles which could be used to promote the agency and its work
- 5 develop clear, accurate and concise press releases which include all of the **relevant information** in a format and style appropriate to
 - content
 - the messages and image that the agency is seeking to convey
 - the media to whom they are being issued
 - the promotion of equality and diversity
- 6 issue press releases to identified media organisations in sufficient time to meet their deadlines and production schedules, and follow these up to offer additional information and to encourage media organisations to use them
- 7 review regularly
 - the media coverage of the agency and its work
 - the effectiveness of the agency's strategy for working with the media and identify any **ways in which effectiveness could be improved**.

Range

- 1 **Relevant information**
 - a what is happening, why, where and when
 - b who will be involved
 - c opportunities for photographs and interviews
 - d further information which may be available on request
 - e who to contact for further information and how to do this.
- 2 **Ways in which effectiveness could be improved**
 - a who is involved in promoting the agency and its work
 - b the media organisations that are sent information about the agency and its work
 - c the methods used to promote the agency and its work.

Element

A401.3

Establish, maintain and use relationships with the media to explain and promote the agency and its work

Performance Criteria

To meet the standard, you

- 1 **respond** positively and constructively to **requests for information** from the media and gather as much accurate information as possible from the caller about
 - what information they already have and who else they are contacting
 - their intended angle and the specific information that they are seeking from the agency
 - their deadline and timescales
 - the nature of the response they are seeking and record this accurately and completely
- 2 offer to gather relevant information for the media and agree an appropriate timescale for this with the person requesting the information
- 3 gather full and accurate background information from within the agency and identify
 - the facts relevant to the **request for information** and the role of the agency
 - the significance of the enquiry for the agency
 - the potential for damage to the agency and its work
 - who needs to be involved in deciding how the agency should respond
 - relevant agency policy and objectives
 - what information is available and what can be disclosed to the media
 - potential opportunities to present positive images of the agency and its work
- 4 make an accurate evaluation of the available information and decide with the relevant people
 - whether it is appropriate for the agency to make a response
 - what the agency's response should be
 - who is the most appropriate person to respond to the inquiry
- 5 identify the potential range of additional questions that may be asked and agree with the relevant people the agency's responses to them
- 6 agree strategies for handling situations when the agency and its spokesperson cannot help
- 7 **respond to requests for information**
 - within agreed timescales
 - clearly, concisely and accurately, confirming key details in writing
 - consistent with agreed agency line and statement
 - in ways which are consistent with agency policy and guidelines and statutory requirements and with the management of risk
 - in ways which show due regard for sensitivity about the nature of the agency's work
 - in ways which promote the agency and its work
- 8 seek immediate support and assistance from appropriate people if they are unsure of their role or the actions they should take
- 9 refer promptly to the appropriate organisations justifiable concerns and complaints about the media if their conduct is in breach of codes of practice.

Range

- 1 **Respond**
 - a written press statement

- b by telephoning the inquirer
- c audio recording
- d audio/video recording
- e press briefing/conference.

2 Requests for information relating to

- a the current work of the agency
- b events on which the agency is asked to comment
- c requests for contact with others
- d policy issues.

Explanatory Notes

In performance criterion 1, the nature of the response may be a press statement, telephone interview or an informal discussion.

In performance criteria 4 and 5, the relevant people will depend on the nature and significance of the request for information. The worker may be able to deal with straightforward requests themselves, but may need to involve others (e.g. senior managers, media specialists) in deciding how to respond to more complex requests. There may be an agency policy or the worker may need to assess the situation themselves.

In performance criterion 8, appropriate people might be: colleagues, managers or media specialists in the agency.

In Range 2c, requests for contact with others may include requests that the agency puts the media contact in touch with an offender or a victim for interview.

Unit A401

Establish, maintain and use relationships with the media to explain and promote the agency and its work

Knowledge and Understanding

To meet the standard, you need to know and understand

Working with the media

- 1 the various forms of media, the timescales to which they work in relation to different types of event and the different approaches they may take (e.g. news, features)
- 2 codes of conduct and guidelines which apply to the conduct of the media, how to make complaints about the conduct of the media and to whom these can be made; how the media may distort the messages which the agency is attempting to give and why this may occur
- 3 the values, aims, objectives, policies and work of the agency; how these influence the message and image the agency wants to convey and the processes it uses in working with the media; how these can best be explained and promoted to others
- 4 the values, aims, objectives, policies and work of the media organisations identified as key to the worker's agency
- 5 the potential benefits and risks of building relationships with the media, ways of building and sustaining effective relationships with media contacts
- 6 the importance of being clear of the key messages one is trying to convey to the media and how to keep to those messages and avoid being drawn into disclosing more information than one had intended
- 7 the potential risks associated with inappropriate disclosure of information - to the agency, to those using the services of the agency, to relationships with other agencies and to relationships with the media
- 8 the role and responsibilities of those acting as a spokesperson for the agency, why it is important to maintain professional boundaries when speaking to the media and not offer personal opinion
- 9 methods of gathering information from media contacts about what they already know without disclosing any information
- 10 why it is important to suggest calling back to respond to an initial query rather than giving an instant response, and the benefits that the additional time can provide
- 11 features of effective press releases, what media organisations look for in press releases and how to structure them in a way that is likely to maximise interest, particularly in relation to issues that may not seem high profile and newsworthy; the potential level of media and public understanding of the issues with which the worker is dealing and how this can be translated into effective press releases.

Working within the community justice sector

- 12 the legislation which relates to the work being undertaken – both relating to the work of the agency and relating to the media (e.g. libel, defamation, confidentiality) – and the impact of this on the work.

Working to improve agency practice

- 13 own work role and responsibilities and the level of authority the worker has for making decisions in their work with the media
- 14 sources of specialist advice and information to support workers in dealing with the media, how to access these and how to identify when one needs support.

Working to improve individual practice

- 15 the options for contact with the media which they considered and the reasoning processes they used in determining the most appropriate options
- 16 the ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies
- 17 how they have applied the principles of equality, diversity and anti-discriminatory practice to their work.

Assessment Guidance

When planning assessment, candidates should consider how they may best use evidence across a number of units. Evidence from the following units may be particularly relevant to this unit:

- A107 Promote the values of community justice and social inclusion and seize opportunities to influence policy development
- A402 Contribute to the development and promotion of the agency and its services (E09)
- A403 Support others to make best use of the media

Candidates may wish to use these sources of evidence (for performance and for knowledge and understanding)

1. the products of their work (e.g. their records of media organisations and contacts with them, requests for information and responses to these, press releases and statements they have prepared and issued, press cuttings and recordings of radio and television interviews that they have given, records of their reviews of media coverage and their suggestions for improvement, their plans for publicity campaigns)
2. notes and drafts used as stages in the development of products
3. notes and minutes of meetings
4. evidence from others who worked with the candidate
5. records and correspondence
6. their reflective practice journal
7. workplace projects
8. observation by an assessor who is observing the candidate specifically for assessment purposes
9. verbal or written responses to questions put by an assessor

Evidence Requirements

Evidence from Performance

The candidate's package of evidence from their performance needs to cover all the performance criteria and all of the aspects of range, except those detailed below:

- A401.3 performance criterion 9: if such a situation does not arise during the assessment period, the worker can provide evidence through case studies, answering a series of "what if..." questions or from work that they have done in the past.

In order to meet the evidence requirements, it is likely that a candidate would need to gather evidence from work in relation to more than one media organisation and over a number of contacts.

The candidate must provide evidence from different sources in order to have their achievement recognised for this unit i.e. evidence must come not only from the candidate or one other source (such as records) but must also be from other people (such as from others who saw the candidate working, minutes from meetings which recorded the candidate's contributions, etc.). Simulations cannot be used for this unit.

Evidence from Knowledge and Understanding

Candidates must demonstrate they know and understand the areas listed in the descriptions of knowledge and understanding within the unit. Much of their knowledge and understanding will be evident from their performance. Where the candidate's knowledge and understanding is not evident from their performance, it may be necessary for additional evidence of knowledge and understanding to be provided.

Summary

This unit is about developing your own skills and managing your time so that you can meet your objectives

This unit is for you if you are a manager or supervisor with

- a tightly defined area of responsibility
- some limited opportunity for taking decisions and managing budgets
- responsibility for achieving specific results by using resources effectively, *and*
- responsibility for allocating work to team members, colleagues or contractors.

As a manager, you should continuously develop your own skills and manage your time effectively.

In order to *develop your own skills to improve your performance*, you need to assess your current level of skills, identify, plan and take action to meet your development needs. You also need to review and update your development plans in the light of your progress or changing circumstances.

To *manage your time to meet your objectives* you need to agree and prioritise your objectives, plan your time, take decisions, and review and reschedule your activities as appropriate.

There are two elements:

- 4D4.1 Develop your own skills to improve your performance
- 4D4.2 Manage your time to meet your objectives

Target Group

This unit is for you if you are a manager or supervisor with

- a tightly defined area of responsibility
- some limited opportunity for taking decisions and managing budgets
- responsibility for achieving specific results by using resources effectively, *and*
- responsibility for allocating work to team members, colleagues or contractors.

This unit was developed by the Management Charter Initiative (Unit C1).

Element

4D4.1 Develop your own skills to improve your performance

Performance Criteria

To meet the standard, you

- 1 assess your skills and identify your development needs at appropriate intervals
- 2 ensure that your **assessment** takes account of the skills you need to work effectively with other team members
- 3 ensure that your plans for developing your skills are consistent with the needs you have identified
- 4 ensure that your plans for developing your skills contain specific, measurable and realistic objectives
- 5 undertake development activities which are consistent with your plans for developing your skills
- 6 obtain feedback from **relevant people** and use it to enhance your performance in the future
- 7 update your plans for developing your skills at appropriate intervals

Range

- 1 Assessment of skills**
 - a work objectives
 - b personal objectives
 - c organisational policies and requirements

- 2 Relevant people**
 - a team members
 - b colleagues working at the same level as yourself
 - c higher-level managers or sponsors
 - d specialists

Element

4D4.2 Manage your time to meet your objectives

Performance Criteria

To meet the standard, you

- 1 formulate objectives which are specific, measurable and achievable
- 2 prioritise your objectives in line with organisational objectives and policies
- 3 plan activities which are consistent with your objectives and your personal resources
- 4 ensure that your estimates of the time you need for activities are realistic and allow for unforeseen circumstances
- 5 take decisions as soon as you have sufficient information
- 6 minimise unhelpful interruptions to, and digressions from, planned work
- 7 regularly review progress and reschedule activities to help achieve your planned objectives

Unit

4D4 Manage yourself

Knowledge and Understanding

To meet the standard, you need to know and understand

Communication

- 1 the importance of getting feedback from others on your performance and how to encourage, enable and use such feedback in a constructive manner.

Management competence

- 2 the principal skills required for effective managerial performance
- 3 the types of interpersonal skills required for effective teamwork.

Organisational context

- 4 the current and likely future requirements and standards within your job role and how they correspond to your level of competence as a manager
- 5 the appropriate people from whom to get feedback on your performance

Training and development

- 6 the importance of continuing self-development to managerial competence
- 7 how to assess your own current level of competence
- 8 how to develop a personal action plan for learning and self-development with realistic objectives
- 9 the types of development activities and their relative advantages and disadvantages
- 10 how to assess your personal progress and update your plans accordingly

Information handling

- 11 how to assess how much information is required before an effective decision can be taken.

Monitoring and evaluation

- 12 the importance of regular reviews of activity and rescheduling of work to achieving planned objectives
- 13 how to plan and carry out reviews

Planning

- 14 how to set objectives for yourself which are specific, measurable and achievable
- 15 how to prioritise work in line with organisational objectives and policies
- 16 how to estimate the amount of time required to carry out planned activities
- 17 the kind of contingencies which may occur and how to assess and plan for these

Time management

- 18 the importance of effective time management to managerial competence
- 19 how to identify and minimise unhelpful interruptions to planned work

Evidence Requirements

You must prove that you *manage yourself* to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet **all** the performance criteria.

Element 4D4.1 Develop your own skills to improve your performance

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is **not** acceptable for this element.

You must show evidence that your **assessments** take account of all of the following

- work objectives
- personal objectives
- organisational policies and requirements.

You must also show evidence that you obtain support and feedback from **two** of the following types of **relevant people**

- team members
- colleagues working at the same level as yourself
- higher-level managers or sponsors
- specialists.

You must, however, convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of **all** types of **relevant people**, listed above

Element 4D4.2 Manage your time to meet your objectives

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is **not** acceptable for this element

Unit Title

4G2

Ensure your own actions reduce risks to health and safety

Summary

This unit applies to everyone at work, whether paid, unpaid, full or part-time.

This unit does not require you to undertake a full risk assessment, it is about having an appreciation of significant risks in the workplace and knowing how to identify and deal with them. The unit describes the competences required to ensure that:

- your own actions do not create any health and safety risks
- you do not ignore significant risks in your workplace, and
- you take sensible action to put things right, including: reporting situations which pose a danger to people in the workplace and seeking advice.

You need to show that you understand the health and safety requirements and policies in the workplace, and that you check your own working practices and work area for any risk of you or others being harmed. You should be able to identify the risk arising from any hazards you have identified and know which you can deal with safely yourself, and those which you must report to the 'responsible person' for attention.

You are required to show that you have taken steps to reduce those health and safety risks with which you might come into contact during the course of your work. It covers carrying out tasks safely and in accordance with instructions and workplace requirements.

There are two elements:

- | | |
|-------|---|
| 4G2.1 | Identify the hazards and evaluate the risks in your workplace |
| 4G2.2 | Reduce the risks to health and safety in your workplace |

Target Group

This unit applies to everyone at work, whether paid, unpaid, full or part-time.

This unit was developed by the Employment NTO (Unit A).

Element

4G2.1

Identify the hazards and evaluate the risks in your workplace

Performance Criteria

To meet the standard, you

- 1 correctly name and locate the persons responsible for health and safety in the workplace
- 2 identify which workplace policies are relevant to your working practices
- 3 identify those working practices in any part of your job role which could harm yourself or other persons
- 4 identify those aspects of the workplace which could harm yourself or other persons
- 5 evaluate which of the potentially harmful working practices and the potentially harmful aspects of the workplace are those with the highest **risk** to you or to others
- 6 report those hazards which present a high **risk** to the persons responsible for health and safety in the workplace
- 7 deal with hazards with low **risks** in accordance with workplace policies and legal requirements

Range

- 1 **Risks** resulting from
 - a use and maintenance of machinery or equipment
 - b working practices which do not conform to laid down policies
 - c unsafe behaviour
 - d accidental breakages and spillages
 - e environmental factors

Element

4G2.2

Reduce the risks to health and safety in your workplace

Performance Criteria

To meet the standard, you

- 1 carry out your working practices in accordance with legal requirements
- 2 follow the most recent **workplace policies** for your job role
- 3 rectify those health and safety risks within your capability and the scope of your job responsibilities
- 4 pass on any suggestions for reducing risks to health and safety within your job role to the responsible persons
- 5 ensure that your personal conduct in the workplace does not endanger the health and safety of yourself or other person
- 6 follow the **workplace policies** and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products
- 7 report any differences between **workplace policies** and suppliers' or manufacturers' instructions as appropriate
- 8 ensure that your personal presentation at work
 - ensures the health and safety of yourself and others
 - meets any legal duties
 - is in accordance with **workplace policies**

Range

- 1 **Workplace policies** cover
 - a the use of safe working methods and equipment
 - b the safe use of hazardous substances
 - c smoking, eating, drinking and drugs
 - d what to do in the event of an emergency
 - e personal presentation

Unit

4G2

Ensure your own actions reduce risks to health and safety

Knowledge and Understanding

To meet the standard, you need to know and understand

Health & Safety Legislation and Workplace Policies

- 1 your legal duties for health & safety in the workplace as required by the Health & Safety at Work Act 1974
- 2 your duties for health & safety as defined by any specific legislation covering your job role
- 3 agreed workplace policies relating to controlling risks to health & safety
- 4 responsibilities for health & safety in your job description
- 5 the responsible persons to whom you report health & safety matters

Risks to health and safety

- 6 what hazards may exist in your workplace
- 7 the particular health & safety risks which may be present in your own job role and the precautions you must take
- 8 the importance of remaining alert to the presence of hazards in the whole workplace
- 9 the importance of dealing with or promptly reporting risks
- 10 the requirements and guidance on the precautions
- 11 the specific workplace policies covering your job role
- 12 suppliers' and manufacturers' instructions for the safe use of equipment, materials and products
- 13 safe working practices for your own job role
- 14 the importance of personal presentation in maintaining health & safety in the workplace
- 15 the importance of personal conduct in maintaining the health & safety of yourself and others
- 16 your scope and responsibility for rectifying risks
- 17 workplace procedures for handling risks which you are unable to deal with

Evidence Requirements

- You should satisfy the assessor that you can consistently meet the standards.
- Evidence should be drawn from real work practices, and evidence must be provided across all the performance criteria in both elements. Your assessor must see performance evidence for the number of range items, as specified below, appropriate to your own workplace context.
- Answers to questions and other forms of evidence may additionally be used to demonstrate an understanding of the essential knowledge required for this unit.
- Evidence from simulation is not acceptable for this unit.

Element 4G2.1 Identify the hazards and evaluate the risks in your workplace

You must show from the range that you have identified a minimum of **two** types of **risks** resulting from those listed.

Your assessor will need to be satisfied that you have the necessary knowledge and understanding to perform competently in respect of all the range items listed in this element.

Element 4G2.2 Reduce the risks to health and safety in your workplace

You must show evidence that you have followed a minimum of **four** types of **workplace policies**.

Your assessor will need to be satisfied that you have the necessary knowledge and understanding to perform competently in respect of all the range items listed in this element.

Unit Title

1A4

Foster people's equality, diversity and rights

Summary

This unit is about acknowledging the equality and diversity of people and their rights and responsibilities. Because of the often sensitive nature of the information about people with which the sector deals, the maintenance of confidentiality is also included.

Whilst it is recognised that you may not always be in a position to change and influence structures directly, you are expected to be proactive against discrimination.

The standards recognise that to acknowledge people's equality, diversity and rights you must be able to handle a number of competing tensions: within people themselves, and between different people. When identifying the various and diverse groups that may experience discrimination, you may wish to consider the following: race/ethnicity, religion/faith, sexual orientation, social status, poverty, physical disability, learning disabilities and mental health, age, gender/sex, migrants, asylum seekers, travellers (including Roma), non-English speaking groups, single parents, unemployed, students, mixed heritage, family status, political belief. (This list is illustrative of the levels of diversity and complexity of a society but is not exhaustive.)

The term 'people' is used broadly to cover individuals, families, groups, communities and organisations. The people may be clients, colleagues or anyone else with whom you come into contact.

This unit is aimed at those whose work role is limited in terms of accountability or overall responsibility, generally those who work in a supporting role to others.

There are three elements:

- | | |
|-------|---|
| 1A4.1 | Foster people's rights and responsibilities |
| 1A4.2 | Foster equality and diversity of people |
| 1A4.3 | Maintain the confidentiality of information |

Target Group

This unit is aimed at those whose work role is limited in terms of accountability or overall responsibility, generally those who work in a supporting role to others.

This unit was developed by the Care Sector Consortium (CSC O1)

Element

1A4.1

Foster people's rights and responsibilities

Performance Criteria

To meet the standard, you

- 1 recognise people's right to make their own decisions and acknowledge their responsibilities
- 2 interpret the meaning of rights and responsibilities consistent with existing legislative frameworks and organisational policy
- 3 provide **information**, which is up-to-date and takes account of the complexity of the decisions which people may need to make
- 4 give **appropriate help** to people who are unable to exercise their rights personally
- 5 acknowledge and provide **appropriate support** towards the resolution of **tensions** between rights and responsibilities
- 6 ensure the necessary records relating to the promotion of rights and responsibilities are accurate, legible and complete
- 7 provide the necessary information to people who wish to make a complaint about an infringement of their rights

Range

- 1 information:**
 - a unwritten
 - b written
- 2 appropriate help** to exercise rights:
 - a speaking on behalf of the person when they are not able to do so
 - b seeking support from someone else to help in the exercise of rights
- 3 appropriate support** towards resolution:
 - a direct challenges to the people concerned
 - b help sought from others towards a resolution
- 4 tensions:**
 - a within people
 - b between people

Element

1A4.2

Foster equality and diversity of people

Performance Criteria

To meet the standard, you

- 1 show consistency with people's expressed beliefs and views and acknowledge the benefits of **diversity**
- 2 promote anti-discriminatory practice in ways which are consistent with legislative frameworks and organisational policy
- 3 take **appropriate action** to minimise the impact of discrimination and oppression on people
- 4 promote equality and diversity and seek advice and guidance when difficulties arise
- 5 record information which is consistent with the promotion of equality and **diversity**

Range

- 1 diversity**
 - a individual and social characteristics
 - b values and beliefs
- 2 appropriate action:**
 - a challenge the source of the discrimination
 - b seek the support of others to challenge discrimination

Element

1A4.3

Maintain the confidentiality of information

Performance Criteria

To meet the standard, you

- 1 show **information stored** in, and retrieved from, recording systems is consistent with the requirements of legislation and organisational policy
- 2 maintain records which are accurate and legible and contain only the information necessary for the record's purpose
- 3 disclose information only to those who have the right and need to know once proof of identity has been obtained
- 4 take **appropriate precautions** when **communicating** confidential or sensitive information to those who have the right and need to know it
- 5 share information with others, in a clear and appropriate manner
- 6 securely handle and store confidential records in the correct place

Range

- 1 information stored:**
 - a electronically
 - b in writing
- 2 appropriate precautions** in relation to:
 - a who might overhear or oversee the information
 - b who might access the information
- 3 communicating:**
 - a electronically
 - b in writing
 - c orally

Unit

1A4 Foster people's equality, diversity and rights

Knowledge and Understanding

To meet the standard, you need to know and understand

Legislation, Policy and Good Practice

- 1 what is meant by the rights of people and those rights which the sector has a particular responsibility to promote
- 2 the responsibilities which people have to those with whom they live, work and directly interact, and to the wider community
- 3 the tensions which people experience between their own rights and responsibilities
- 4 the tensions which there are between different people's rights and responsibilities
- 5 the relationship of confidentiality to individual rights (for example, why individual choice regarding the confidentiality of information should be respected as far as is possible and the circumstances which over-ride individual choice e.g. statutory obligations)
- 6 current legislation in relation to rights and responsibilities (including the recognition of personal beliefs)
- 7 the legal framework in which access to, and transmission of, information is set and how this may differ for different individuals and in different settings
- 8 the particular rights and restrictions under legislation related to people with whom, and settings with which, you are involved (e.g. Mental Health Act, Children Act)
- 9 moral rights which are not recognised in law but which are broadly accepted within a democratic society (this will include, for example, the moral implications of your action on individuals such as achieving the best balance between privacy and association with others, freedom from harassment, equity of treatment within an overall group)
- 10 the public charters and policies which relate to the people or settings in which you work
- 11 organisational policies (of the organisation which employs or contracts you) relating to rights and responsibilities
- 12 relevant complaints systems and methods of accessing these
- 13 the differing policies which organisations may have to the confidentiality, access and transmission of information and the effect which this has your role
- 14 your role in the setting, the limits which are set on the actions which they may take and their relationship to other members of the work team
- 15 the records which you are responsible for completing in relation to rights and responsibilities
- 16 the information which you are required to share with others (such as someone intends to commit suicide, someone is taking drugs which may affect their actions) and the organisation's policy on handling the confidentiality of such information

Services and products

- 17 the sources of information which may be available to you or which may have a bearing on their behaviour, such as guidelines, policy and law
- 18 the support services available to you

Factors which influence what you do

- 19 how personal beliefs and preferences (including your own) may affect the way in which people interact with others (e.g. the inappropriate use of the term 'Christian name' to those who are not of the Christian faith rather than using 'first name')
- 20 the effect which beliefs and preferences may have on aspects of daily living (such as diet, clothing, transport, worship and access to others)
- 21 the effects which your own beliefs may have on their behaviour and the methods

- 22 which they can use to identify their own prejudice and challenge it
the limits which various environments impose on behaviour and the particular limits
which are imposed in your environment
- 23 the diverse experiences and perspectives which people bring to any interactions and
the benefits of diversity in a multi-cultural society
- 24 the assumptions and oppressions which surround different groups (such as sexism,
ageism, heterosexism, discrimination against those with mental health problems,
learning disabilities and physical disabilities)
- 25 the forms which discrimination may take, the behaviour which may be expressions
of these and how they may differ between different groups and in different settings
- 26 the possible effects of stereotyping, prejudice and labelling on people
- 27 the grey areas surrounding confidentiality and the tensions which there may be in
maintaining confidentiality
- 28 the particular aspects which have to be taken into account regarding how
information is transmitted
- 29 the reasons why some people may claim they have the right or the need to know
information (.e.g. where the request is based on genuine or false information such
as the risks of transmission of particular diseases)

How to achieve important outcomes

- 30 the ways in which you can best promote people's rights and how you can best
handle the tensions which they may feel between their values and beliefs and those
of the people with whom they work
- 31 how to recognise when people are not able to exercise their rights personally and
methods of enabling people to exercise their rights effectively – themselves, through
you or through seeking help from someone else
- 32 how best to challenge people when their choices or actions infringe the rights of
others
- 33 what acceptable proof of identity is, the different forms which this may take and how
proof of identity may be obtained from various sources
- 34 methods for maintaining confidentiality in relating to who might be able to overhear
or oversee information or those who might access it and how confidentiality may be
inadvertently breached

Evidence Requirements

You must provide your assessor with evidence for all the performance criteria and all aspects of range and knowledge. The evidence must be provided in the following ways, taking account of any special considerations that may be noted below:

Special Considerations

You may wish to think about using work products as your main source of evidence for Element 1A4.3. Due to the nature of this unit, performance evidence must come from real work activities. Simulations are not appropriate for providing evidence except for any performance criteria and range listed below. You may wish to consider using work products as your main source of evidence for Element 1A4.3.

1. Direct Observation

Your assessor must observe you in real work activities that provide most of the evidence for each element in this unit. During these observations you will meet many of the performance criteria and as many aspects of the range as possible.

Performance criteria that might not be observed by your assessor include:

1A4.1.4 1A4.1.7 1A4.2.4 1A4.3.5

Aspects of range that might not be observed by your assessor include:

1A4.1 Range 2a), b) 1A4.3 Range 1a), b).

You can, of course, cover these performance criteria and aspects of range during the observations if the opportunity arises.

2. Other types of evidence of your performance and knowledge

Your assessor will also want to see other evidence to feel confident that you can consistently repeat this standard of work and to cover those performance criteria and aspects of range that are not met during the observations. They will also want to see evidence that you know, understand and can apply in practice the knowledge and understanding. Your assessor may decide that you have already demonstrated some knowledge and understanding when they observed you working.