

Unit NO	TITLE	CREDIT	LEVEL
AA1(3)	Equality and diversity(M)	6	3
AB1(3)	Communicate effectively with people maintaining the security of information (M)	3	3
AC1(3)	Contribute to the quality of team working	3	3
AD1(3)	Develop and sustain effective working with staff from other agencies	3	3
AE1(3)	Maintain and develop your own knowledge, skills and competence	3	3
AF4(3)	Conduct an assessment of risk in the workplace.	3	3
BA2(3)	Determine the concerns and priorities of communities in relation to safety, social inclusion and the prevention and reduction of crime and anti-social behaviour	3	3
BA5(3)	Contribute to developing awareness and community action in relation to crime	3	3
BA13(3)	Enable groups, communities and organisations to address issues which affect community safety and social inclusion	3	3
BA14(3)	Enable individuals and families to address factors which affect their safety, well- being and social inclusion	3	3
BC1(3)	Improve environments and practices to promote community safety and social inclusion	4	4
BE2(3)	Provide initial support to victims and witnesses	3	3
BE3(3)	Assist victims, witnesses and survivors to manage the effects their experience	3	4

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	has had on their lives		
DA1(3)	Provide and obtain information in courts and at formal hearings	3	3
DE4(3)	Establish and maintain contact with victims throughout the custody and release of offenders	3	3
EA1(3)	Assess individuals' offending behaviour and plan provision	4	3
EA2(3)	Process information relating to individuals' offending behaviour	3	3
EA3(3)	Assess individuals' offending behaviour and prepare reports	4	3
EB1(3)	Supervise, enforce and review low to medium risk offenders serving sentences in the community	5	3
EC1(3)	Help individuals address their offending behaviour	3	3
EC6(3)	Assess individuals' needs and plan activities	4	3
EC7(3)	Promote and reinforce positive behavioural goals during relationships with individuals	3	3
ED1(3)	Plan, monitor and review integrated interventions and support to address the offending behaviour of individuals	4	3
ED4(3)	Deliver accredited programmes	6	4
GA1(3)	Enable individuals to access services and facilities	3	3
GB3(3)	Enable individuals to understand and address their difficulties	3	3
GC1(3)	Contribute to the protection of individuals from abuse	3	3
GC4(3)	Assess the risk of harm and the need for intervention (Mandatory)	4	3

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GC7(3)	Contribute to the prevention and management of abusive and aggressive behaviour	4	3
GE1(3)	Recognise indications of substance misuse and refer individuals to specialists	3	3
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Title:	AA1(3) Equality and diversity (Mandatory unit)	
Level:	3	
Credit Value:	6	
Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand the key features of a culture which promotes equality and values diversity	1.1 Explain the meaning and benefits of diversity and the promotion of equality 1.2 Explain forms of inequality and discrimination and their impact on individuals, communities and society 1.3 Identify and outline the relevant legislation, employment regulations and policies and codes of practice relevant to the promotion of equality and valuing of diversity	
2. Understand the importance of the promotion of equality and valuing of diversity for effective work in the sector	2.1 Explain how the promotion of equality and diversity can protect people from risk of harm 2.2 Explain action taken to value individuals and its impact 2.3 Explain good practice in providing individuals with information	
3. Understand and demonstrate behaviour appropriate to the promotion of equality and valuing of diversity	3.1 Explain and demonstrate ways of communication and behaviour which support equality and diversity 3.2 Explain impact of own behaviour on individuals and their experience of the organisation's culture and approach 3.3 Explain how own behaviour can impact on own organisation's culture	

	3.4 Explain how working with other agencies can promote diversity
4. Understand how to actively help others in the promotion of equality and valuing of diversity	<p>4.1 Describe actions by individuals which can undermine equality and diversity and review strategies for dealing with these effectively</p> <p>4.2 Explain strategies for dealing with systems and structures which do not promote equality and diversity</p>
5. Understand how to review own contribution to promoting equality and valuing diversity	<p>5.1 Identify own strengths and areas for development in promoting equality and valuing diversity, using reflection and feedback from individuals</p> <p>5.2 Identify and use appropriate sources for support in promoting equality and valuing diversity, explaining why this is necessary</p>
Additional Information about the unit	
Unit aim(s)	To develop understanding of the promotion of equality and diversity with regards to learners, the organisation and the sector.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	Unit AA1
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for

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	Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	
Availability for use	The availability of this unit is restricted to [awarding bodies]
Availability for delivery	[Start of accreditation]

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Title:	AB(1) Communicate effectively with people maintaining the security of information (Mandatory unit)	
Level:	3	
Credit Value:	3	
Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand how to communicate with people.	1.1	Identify the legislation, organisational policies and procedures that apply to communicating with people
	1.2	Explain the features of effective communication
	1.3	Describe techniques for overcoming barriers to effective communication, (including those that are personal, environmental and social)
2. Understand how to maintain the security of information in communications with people	1.1	Identify the legislation, organisational policies and procedures that apply to the security and management of information
	1.2	Identify types of information that might be sensitive and/or confidential
	1.3	Describe the appropriate precautions to be taken when communicating confidential and/or sensitive information
	1.4	Explain the reasons for alerting an appropriate person when issues arise about the handling of / misuse of information
3. Be able to communicate with people	3.1	Identify and use four different methods of communication which meet the different needs of people

	<p>3.2 Identify and use different methods to reduce any barriers to effective communication</p> <p>3.3 Explain precautions necessary when communicating sensitive and/or confidential information</p> <p>3.4 Explain support available when experiencing difficulties in communicating</p>
Additional Information about the unit	
Unit aim(s)	This unit is about communicating effectively with people – orally, in writing, using electronic and/or telecommunication and using non-verbal forms of communication. The term ‘people’ is used broadly to cover any child, adult, group, community or agency that workers come into contact with, either directly or indirectly. It includes members of the public, individuals who are clients of the justice sector, and colleagues in the workplace.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	Unit AB1
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice

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Availability for use	Shared
Availability for delivery	[Start of accreditation]

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Title:	AC1(3) Contribute to the quality of team working
Level:	3
Credit value:	3
Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Know and understand the principles that underpin effective team working	1.1 explain why effective team working is important 1.2 describe the nature and limits of own role and how it relates to the work of others in the team and the wider organisation 1.3 explain the importance of working within the limits of own competence, responsibility and accountability 1.4 identify the factors that can contribute to effective team working 1.5 identify the factors that can hinder effective team working and ways of addressing them 1.6 explain why it is important to contribute to the review and evaluation of the team's work and to any changes that are made as a result 1.7 identify relevant legislation, organisational policies and procedures and explain the impact they have on team working
2. Be able to contribute to effective team working	2.1 organise own work to meet agreed team priorities 2.2 use and maintain resources efficiently and effectively

	<p>2.3 contribute to effective team working by communicating effectively, maintaining good working relationships, offering support, and dealing constructively with any issues that arise</p> <p>2.4 review and evaluate the team's work in conjunction with other team members</p> <p>2.5 monitor the quality of work and alert others to quality issues</p>
<p>3. Be able to contribute to the development of team working</p>	<p>3.1 identify constructive ways in which own work and that of the team can be improved</p> <p>3.2 inform the relevant people promptly about any issues affecting team working and service effectiveness</p> <p>3.3 identify, in discussion with the team, any changes that need to be made and how these will be done</p> <p>3.4 make agreed changes to own work in a constructive and timely manner</p> <p>3.5 seek appropriate support when unsure about how to change own practice</p>
<p>Additional information about the unit</p>	
<p>Unit aim(s)</p>	<p>This unit is about contributing to the quality of team working. The learner must contribute to the ongoing work of the team and also the development of the team so that it can improve its effectiveness and respond to changes in legislation, policies and practice.</p>
<p>Unit expiry date</p>	<p>[End of accreditation]</p>
<p>Details of the relationship between the unit and relevant national occupational standards (if appropriate)</p>	<p>Unit AC1</p>

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Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	[To be completed]
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	Shared
Availability for delivery	[Start of accreditation]

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Title:	AD1(3) Develop and sustain effective working with staff from other agencies	
Level:	3	
Credit Value:	3	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Know and understand relevant legal and organisational requirements	<p>identify the legislation, organisational policies and procedures that relate to joint working</p> <p>explain how relevant legislation, organisational policies and procedures affect working with other agencies</p>	
2. Understand the principles of effective working relationship with other agencies	<p>identify the roles and functions of the main agencies within the sector</p> <p>describe the broad structures, methods of communication and decision making processes of main agencies within the sector</p> <p>explain the principles of joint working arrangements between agencies</p>	
3. Be able to develop and sustain effective working relationships with staff in other agencies	<p>agree and implement the processes for management and sharing of information with other agencies:</p> <p>interact with people in other agencies in ways which are consistent with the policies and procedures of the organisation</p> <p>seek appropriate support when problems arise in working effectively with staff in other agencies</p>	

Additional Information about the unit	
Unit aim(s)	This unit is about developing and sustaining effective working relationships with staff in other agencies.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	Unit AD1
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	The availability of this unit is restricted to [awarding bodies]
Availability for delivery	[Start of accreditation]

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Title:	AE1(3) Maintain and develop your own knowledge, skills and competence	
Level:	3	
Credit Value:	3	
Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand the principles that underpin maintaining and developing own knowledge, skills and competence	1.1 explain why maintaining and developing knowledge, skills and competences is important for individuals professionally and personally 1.2 explain the importance of getting feedback on own knowledge, skills and competence 1.3 identify methods for reviewing own work and progress 1.4 summarise the impact of changes in own role and the organisation own learning and development needs 1.5 identify the different forms of support available for development needs 1.6 explain the importance of taking responsibility for own learning and development	
2. Be able to maintain and develop own knowledge, skills and competence	2.1 gather feedback in order to assess own knowledge, skills and competence 2.2 identify and record development needs and specify priority areas for development 2.3 evaluate methods of learning to suit own learning styles and job requirements 2.4 evaluate outcomes and benefits of learning undertaken	

	2.5 apply new knowledge, skills and competence to improve own work role
Additional Information about the unit	
Unit aim(s)	This unit is about the duty of every individual in the justice sector to keep their knowledge, skills and competence up-to-date and develop them to meet the demands of their employment. The unit recognises that everyone has their own learning and development needs as well as broader learning and development interests which might directly relate to their job or career but also be about wider personal development.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	AE1
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	The availability of this unit is restricted to [awarding bodies]
Availability for delivery	[Start of accreditation]

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Title:	AF4(3) Conduct an assessment of risk in the workplace	
Level:	3	
Credit Value:	3	
Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Know and understand relevant health and safety legislation	1.1	identify recognised and reliable sources of up-to-date information on health and safety at work
	1.2	list the legislation and regulations relevant to health and safety at work and workplace risk assessment
	1.3	outline own legal responsibilities for health and safety at work
2. Know and understand the principles of risk assessment	2.1	explain the importance of assessing and addressing risks in the workplace
	2.2	identify the resources required to conduct a risk assessment and the ways in which they can be obtained
	2.3	describe own responsibilities for conducting risk assessments
	2.4	identify the circumstances in which expert advice and guidance may be required
	2.5	describe appropriate methods and procedures to assess risk
3. Be able to identify hazards in the workplace	3.1	conduct an investigation that identifies those areas in the workplace where hazards to health and safety are most likely to occur
	3.2	identify hazards which could result in serious harm to people at work or other persons
	3.3	record those hazards in a way

	<p>which meets legal, good practice and workplace requirements</p> <p>3.4 report the results of the process to the responsible persons in an agreed format and timescale</p>
<p>4. Be able to assess the level of risk and recommend action</p>	<p>4.1 review all relevant legal requirements and industry standards and confirm that effective measures to address workplace risk are in place</p> <p>4.2 assess the level of risk posed by hazards that cannot be eliminated from the workplace</p> <p>4.3 list unacceptable risks in priority order including all breaches of relevant health and safety legislation and workplace procedures</p> <p>4.4 identify ways in which risks can be controlled to minimise harm</p> <p>4.5 prepare a risk assessment report containing recommendations for minimising risks</p> <p>4.6 present the results of the risk assessment to responsible persons in the agreed format and timescale</p>
<p>5. Be able to review their assessment of workplace risk</p>	<p>5.1 compare the latest risk assessment to current workplace practices</p> <p>5.2 identify accurately any significant differences between previous and new working practices</p> <p>5.3 investigate the action taken as a result of the recommendations specified in the latest risk assessment</p> <p>5.4 identify accurately new hazards arising from changes in the workplace or working practices</p> <p>5.5 make changes to the risk</p>

	assessment in line with the review 5.6 inform, promptly, everyone affected by the changes
Additional Information about the unit	
Unit aim(s)	This unit is about conducting an assessment of risks in the workplace. It covers identifying hazards in the workplace, assessing the level of risk resulting from those hazards and making recommendations to control the risk.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	Unit AF4
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	BA2(3) Determine the concerns and priorities of communities in relation to safety, social inclusion and the prevention and reduction of crime and anti-social behaviour	
Level:	3	
Credit value:	3	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1 Know and understand causes and effects of crime and anti-social behaviour on communities	1.1 describe the composition of local communities	1.2 describe the profile of social exclusion, crime and anti-social behaviour in local communities
	1.3 identify methods of involving communities in consultation about concerns and priorities for reducing crime and anti-social behaviour	1.4 identify the legislation, policies and good practices which relate to working with local communities
2 Be able to plan consultation exercises with communities about their concerns and priorities in relation to safety, social inclusion and the prevention and reduction of crime and anti-social behaviour	2.1 define target audience for consultation	2.2 identify opportunities to co-ordinate consultation with other agencies and groups
	2.3 specify research methods to suit the needs of the audience	2.4 specify criteria for evaluation of the consultation exercise
3 Be able to consult with communities about their concerns and priorities in relation to safety, social inclusion and the prevention and reduction of crime and anti-social behaviour	3.1 implement planned consultation exercise with target audience	3.2 collate sufficient response from consultation exercise to provide meaningful analysis
	3.3 report the results of data	

	<p>analysis to suit the needs of intended recipients</p> <p>3.4 evaluate the effectiveness of the evaluation exercise.</p>
Additional information about the unit	
Unit aim(s)	<p>This unit is about determining the concerns and priorities of the range of diverse communities in the local area with which you are concerned. Communities are neighbourhoods, communities of interest (for example, business communities) and communities of identity (for example, minority ethnic groups, young people, lesbian and gay people).</p> <p>The unit addresses: the research needed before consultation can begin; the selection of appropriate consultation methods; carrying out the consultation and making full use of the information gathered. The unit emphasises the importance of evidence-based practice; evaluation; working in collaboration with multi-agency groups such as Youth Offending Teams and of reaching all communities within an area, including those that are often marginalised such as minority ethnic groups and victims and survivors of crime.</p>
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	BA2
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A

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Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	BA5(3) Contribute to developing awareness and community action in relation to crime	
Level:	3	
Credit value:	3	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1 Know how to contribute to developing awareness and community action in relation to crime	1.1 describe the composition of local communities 1.2 describe the impact of crime on victims and communities 1.3 identify methods of involving communities in awareness raising and community action 1.4 identify the legislation, policies and good practices which relate to working with local communities 1.5 identify factors contributing to patterns of crime in local communities 1.6 identify agencies, groups and individuals who may have an interest in community safety and crime prevention 1.7 explain the effects of awareness raising and community action on crime rates and community safety	
2 Be able to develop plans to promote awareness and community action in relation to crime	2.1 specify roles and responsibilities in the awareness raising and community action process 2.2 identify those who have an interest in awareness raising and community action 2.3 access sources of information about crime in the community 2.4 specify the aims, objectives, methods and content of the	

	<p>awareness raising and consultation activities</p> <p>2.5 recommend options to meet the identified aims and objectives</p>
<p>3 Be able to promote awareness and community action in relation to crime</p>	<p>3.1 liaise with relevant community members to agree the aims, objectives, methods and target audiences, for awareness raising and community action activities</p> <p>3.2 work with community members to resolve any difficulties that arise</p> <p>3.3 present relevant information to community members about levels and effects of crime in the community</p> <p>3.4 assist community members to identify and agree actions which they can take in relation to community safety, the prevention of crime and working with individuals who have offended</p> <p>3.5 support activities undertaken by community members in relation to community safety and the prevention of crime</p> <p>3.6 encourage communities to take ownership of actions to resolve issues they face in relation to community safety and the prevention of crime</p>
<p>4 Contribute to the evaluation and improvement of awareness raising and community action in relation to crime</p>	<p>4.1 gather information and feedback from target groups and colleagues on the effectiveness of awareness raising and community action</p> <p>4.2 evaluate awareness raising and community action against its agreed aims, objectives, methods and content</p> <p>4.3 provide constructive feedback to others involved in the awareness raising and community action on their</p>

	<p>contributions</p> <p>4.4 make recommendations for improving future awareness raising and community action based on the available evidence</p>
Additional information about the unit	
Unit aim(s)	<p>This unit is about contributing to community awareness and involvement in relation to crime and crime prevention.</p> <p>This includes working with colleagues and community members to plan, support and evaluate activities aimed at raising awareness of crime and crime prevention.</p>
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	BA 5
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice

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Availability for use	The availability of this unit is restricted to [awarding bodies]
Availability for delivery	[Start of accreditation]

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Title:	BA13(3) Enable groups, communities and organisations to address issues which affect community safety and social inclusion	
Level:	3	
Credit value:	3	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1 Know how to work with groups, communities and organisations to address issues which affect community safety and social inclusion	1.1 explain the importance of groups, communities and organisations being able to make their own decisions about issues which affect community safety and social inclusion 1.2 identify methods of communication with groups, communities and organisations which encourage openness and a frank exchange of views 1.3 identify ways of encouraging groups, communities and organisations to recognise their rights, roles and responsibilities for developing their own plans related to community safety and social inclusion	
2 Be able to enable groups, communities and organisations to determine their own issues and concerns	2.1 clarify their own role and the role of their organisation in working with groups, communities and organisations to determine issues relating to community safety and social inclusion 2.2 enable groups, communities and organisations to explore the aspects of community safety and social inclusion which concern them 2.3 help groups, communities and organisations to research and evaluate the views of others in	

	<p>the wider community</p> <p>2.5 enable groups, communities and organisations to agree priorities on the issues and concerns which affect them most</p> <p>2.6 provide support to enable consultation to take place with all those with a shared interest in community safety and social inclusion</p>
<p>3 Be able to enable groups, communities and organisations to plan how to address their issues and concerns</p>	<p>3.1 enable groups, communities and organisations to identify aims and objectives which are consistent addressing their issues and concerns</p> <p>3.2 encourage those involved in developing the plan to select options which maximise the benefits to the wider community</p> <p>3.3 explore with those involved the feasibility and implications of options selected for achieving the objectives of the plan</p> <p>3.4 take action to ensure potential conflicts of interest for self are addressed those involved</p>
<p>4 Be able to act as a resource to groups, communities and organisations as they take actions to address their issues and concerns</p>	<p>4.1 clarify the support needed by groups, communities and organisations as they take their planned actions</p> <p>4.2 provide information to groups, communities and organisations about the range of support mechanisms available</p> <p>4.3 act as a resource to groups, communities and organisations using methods which are agreed by all those concerned</p> <p>4.4 maintain contact with to groups, communities and organisations at a level which is consistent with the support agreed</p>
<p>5 Be able to support groups, communities and organisations as</p>	<p>5.1 encourage groups, communities and organisations to evaluate</p>

<p>they review and modify their plans and actions</p>	<p>the effectiveness of their plans and actions</p> <p>5.2 suggest review methods which support the identification of both the successful and less successful actions taken</p> <p>5.3 assist groups, communities and organisations to modify plans in order to overcome setbacks and difficulties</p>
<p>Additional information about the unit</p>	
<p>Unit aim(s)</p>	<p>This unit is about using community or organisational development models for enabling groups, communities and organisations to address issues which affect community safety and social inclusion. This involves enabling people to determine their own issues and concerns and working with them as they plan how to address them. The practitioner's role is not to set the agenda, but to be there as a resource to groups, communities and organisations. This includes clarifying, summarising, reflecting back and encouraging people to take realistic steps so that they can see their achievements and evaluate areas of success. It also includes enabling people to evaluate, review and modify their plans in the light of their experience, so that they are able to learn and progress.</p>
<p>Unit expiry date</p>	<p>[End of accreditation]</p>
<p>Details of the relationship between the unit and relevant national occupational standards (if appropriate)</p>	<p>BA13</p>
<p>Details of the relationship between the unit and other standards or curricula (if appropriate)</p>	<p>N/A</p>

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Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	BC14(3) Enable individuals and families to address factors which affect their safety, well-being and social inclusion	
Level:	3	
Credit value:	3	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1 Understand the factors which affect safety, well-being and social inclusion for individuals and families	1.1 Explain the social and environmental factors which contribute to social exclusion 1.2 Describe the impact of crime on victims and their families 1.3 Describe the kinds of misinformation which people receive about crime and anti-social behaviour 1.4 Explain the benefits of restorative justice for individuals and families	
2 Be able to support individuals and families to identify factors which affect their safety, well-being and social inclusion	2.1 encourage individuals and families to discuss their concerns about their safety, well-being and social inclusion 2.2 encourage individuals and families to identify the causes of their concerns about their safety, well-being and social inclusion 2.3 provide information and advice which is sufficient for individuals and families to understand the nature and complexity of the decisions they will need to take 2.4 conduct discussions with individuals and families in a manner and at a pace which is suited to their needs and rights	

<p>3 Be able to support individuals and families to identify options for improving their safety, well-being and social inclusion</p>	<p>3.1 encourage individuals and families to identify which aspects of their safety, well-being and social inclusion could be improved</p> <p>3.2 encourage individuals and families to identify and agree their own priorities in relation to their safety, well-being and social inclusion</p> <p>3.3 work with individuals and families to identify options which are feasible for meeting the agreed priorities</p> <p>3.4 work with individuals and families to resolve any problems with identified options</p> <p>3.5 encourage individuals to select options which are capable of being implemented and to which they are committed</p>
<p>4 Be able to support individuals and families to put their choices into action</p>	<p>4.1 confirm that individuals and families understand the purpose and implications of their chosen course of action</p> <p>4.2 provide clear and accurate information about community initiatives, resources and services which are relevant to individuals' and families' choices</p> <p>4.3 work with individuals and families to choose methods which are appropriate to the agreed course of action</p> <p>4.4 maintain contact with individuals and families at a level which offers the amount of support necessary for course of action selected</p>

<p>5 Be able to review with individuals and families the effectiveness of addressing factors which affect their safety, well-being and social inclusion</p>	<p>5.1 encourage individuals and families to participate in reviewing progress</p> <p>5.2 review with individuals and families the effectiveness of their selected course of action</p> <p>5.3 identify and agree with those involved any changes which need to be made in order to achieve the desired outcomes of the planned actions</p> <p>5.4 encourage individuals and families involved to offer their opinions and suggest ways in which they might improve the process</p>
<p>Additional information about the unit</p>	
<p>Unit aim(s)</p>	<p>This unit describes the role of the worker in enabling individuals and families to address the social, environmental and personal factors which affect their safety, well-being and social inclusion and that of those who are close to them. The term 'to address' has been used to mean 'paying attention to the issues and trying to understand them and deal with them'.</p>
<p>Unit expiry date</p>	
<p>Details of the relationship between the unit and relevant national occupational standards (if appropriate)</p>	<p>BA14</p>
<p>Details of the relationship between the unit and other standards or curricula (if appropriate)</p>	<p>N/A</p>

Supporting Document VQ3

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	BC1(3) Improve environments and practices to promote community safety and social inclusion	
Level:	4	
Credit value:	4	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Know and understand the principles that underpin improving environments and practices to promote community safety and social inclusion	1.1 describe the profile of their local area in terms of communities, crime and antisocial behaviour 1.2 describe the impact of crime on victims and their families 1.3 identify the factors that impact on community safety and social inclusion 1.4 identify methods for developing and maintaining effective communication with members of all communities in the local area 1.5 evaluate the cost benefits of community safety action 1.6 describe the principles and models of community development to reduce crime and antisocial behaviour 1.7 identify the specific legislation, guidelines of good practice, charters and service standards that relate to the work being undertaken and the impact of these on the work 1.8 outline the services, policies and priorities of community safety partnerships and their members	
2. Be able to prepare for the assessment of environments and practices	2.1 identify all stakeholders with a legitimate interest in the environments and practices	

	<p>2.2 establish and agree the objectives and scope of the assessment with all interested stakeholders</p> <p>2.3 specify the data required and collection methods to be used</p> <p>2.4 specify the resources needed to carry out the assessment and agree resource allocation with relevant people</p>
<p>3. Be able to assess environments and practices against stakeholders' expectations and requirements</p>	<p>3.1 use valid and reliable methods to consult with stakeholders</p> <p>3.2 obtain sufficient information to allow an accurate and complete assessment to be made</p> <p>3.3 analyse and summarise the data using appropriate qualitative and quantitative methods</p> <p>3.4 analyse any tensions between the requirements and expectations of different stakeholders and propose suitable resolutions</p> <p>3.5 provide an assessment report to stakeholders in an approved format</p>
<p>4. Be able to work with stakeholders to improve environments and practices</p>	<p>4.1 propose realistic and sustainable ways of improving environments and practices to stakeholders</p> <p>4.2 take appropriate action to address any objections or concerns expressed by stakeholders about the proposals</p> <p>4.3 encourage stakeholders to agree and take ownership of actions to improve environments and practices</p> <p>4.4 enable stakeholders to prioritise and plan actions for improving environments and practices</p> <p>4.5 monitor the implementation of plans in conjunction with all</p>

	<p>those involved</p> <p>4.6 take appropriate action to address identified issues and/or problems, providing support as required</p> <p>4.7 disseminate information about achievements and lessons learnt to all those involved in improving environments and practices</p>
Additional information about the unit	
Unit aim(s)	This unit is about improving environments and practices to promote safer and more inclusive communities and to reduce associated fear of crime and disorder. This involves assessing the requirements and expectations of stakeholders, together with the environments and practices, in order to identify areas that need to be improved. It also includes encouraging stakeholders to see the value of improving environments and practices, working with them to develop action plans, and supporting them while they take action.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	Unit BC1
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Supporting Document VQ3

Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	BE2(3) Provide initial support to victims and witnesses	
Level:	3	
Credit Value:	3	
Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Know and understand the factors that affect victims and witnesses and impact on their need for support	1.1	describe how crime impacts on victims and witnesses
	1.2	explain the reasons why it is important to recognise and address the needs of victims and witnesses
	1.3	identify the range of needs that victims and witnesses (including those who are particularly vulnerable) may have, and the ways in which they can be addressed
	1.4	explain why it is important to involve those with parental responsibility when working with children affected by crime or anti-social behaviour
	1.5	describe how to use legislation, guidelines of good practice, charters and service standards to benefit and protect victims and witnesses
	1.6	identify appropriate sources of advice and support to assist meeting an individuals need for support.
2. Be able to communicate effectively with victims and witnesses	2.1	communicate with individuals appropriately taking account of: <ul style="list-style-type: none"> • pace • their level of understanding • their preferred form of communication
	2.2	encourage individuals to express their own views about

	<p>their immediate needs by creating an appropriate environment, actively listening and using appropriate:</p> <ul style="list-style-type: none"> • body language • position • tone of voice <p>2.3 explain clearly to individuals your organisation’s policy in respect of:</p> <ul style="list-style-type: none"> • confidentiality • who will have access to information provided by individuals • how the information will be recorded and stored <p>2.4 maintain contact with individuals communicating as necessary</p> <p>2.5 when communicating with victims and witnesses ensure your actions:</p> <ul style="list-style-type: none"> • apply principles of equality, diversity and anti-discrimination practice • manage risks to health and safety • are recorded timely and accurately to meet requirements/deadlines
<p>3. Be able to provide initial support to victims and witnesses</p>	<p>3.1 give initial support that is appropriate to the individuals’ needs</p> <p>3.2 explain clearly to individuals the range of services available from his/her organisation, providing details of how to access these services and those of other relevant organisations</p> <p>3.3 make clear and accurate records of:</p> <ul style="list-style-type: none"> • the individuals’ immediate needs • the initial support provided to them <p>3.4 when providing initial support to</p>

	<p>victims and witnesses ensure your actions:</p> <ul style="list-style-type: none"> • apply principles of equality, diversity and anti-discrimination practice • manage risks to health and safety
<p>4. Be able to assess the needs and wishes of victims and witnesses for further support</p>	<p>4.1 discuss with individuals the nature and extent of their needs helping them to identify their priorities and how they could be addressed</p> <p>4.2 explain clearly to individuals the range of support and other services available from his/her and other organisations</p> <p>4.3 make clear and accurate records of:</p> <ul style="list-style-type: none"> • the individuals' needs and wishes • the agreements reached with them • the resulting actions taken <p>4.4 when assessing the needs of victims, and witnesses ensure actions:</p> <ul style="list-style-type: none"> • apply principles of equality, diversity and anti-discrimination practice • manage risks to health and safety
<p>Additional Information about the unit</p>	
<p>Unit aim(s)</p>	<p>This unit is about providing initial support to those affected by offending or anti-social behaviour (victims and witnesses). This initial support may be practical (e.g. relating to safety and security, compensation claims, paperwork) or emotional (e.g. listening, reassurance). The learner must also assess the individual's need for further support, and identify and discuss possible sources of such support. Of key importance throughout is the ability to</p>

	communicate effectively to encourage individuals to express their own feelings and needs.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	Unit BE2, AA1, AB1, AE1, AF1, CA1
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>Knowledge Element</p> <p>Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace</p> <p>Workplace Assessment</p> <p>Competence must be practically demonstrated on two occasions in the workplace.</p>
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	BE3(3) Assist victims, witnesses and survivors to manage the effects their experience has had on their lives	
Level:	4	
Credit Value:	3	
Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Know and understand the principles that underpin assisting those affected by crime or anti-social behaviour	1.1	explain the impact of crime and anti-social behaviour on victims, survivors and witnesses
	1.2	identify the needs those who have experienced crime and anti-social behaviour
	1.3	explain why it is important to involve those with parental responsibility when working with children
	1.4	identify the range of support and other services available, and describe how to access them
	1.5	identify relevant legislation, guidelines of good practice, charters, service standards, and organisational policies and procedures, and explain how they affect the work undertaken
2. Be able to assist victims, witnesses and survivors to assess options for managing the effects of their experience	2.1	encourage individuals to explore their experience and the effects of their experience
	2.2	help individuals to identify the factors that might influence their ability to cope with the effects of their experience
	2.3	assist individuals to identify and prioritise those aspects of the experience where they need support from others
	2.4	explain clearly the options for support and other services available to them

<p>3. Be able to support victims, witnesses and survivors to manage their experience of crime or anti-social behaviour</p>	<p>3.1 assess, with individuals, their progress in managing their experience and its effects</p> <p>3.2 assess, with individuals, the extent to which the support and other services they chose are meeting their needs</p> <p>3.3 identify, with individuals, whether there is a need to modify or stop the support or other services they receive</p> <p>3.4 agree with individuals the steps that will be taken and when these will be reviewed</p>
<p>Additional Information about the unit</p>	
<p>Unit aim(s)</p>	<p>This unit is about helping individuals who have experienced offending or anti-social behaviour (including victims, survivors and witnesses and especially in the case of bereavement, their family and friends) to manage the effects of their experience on their lives. The learner helps individuals to talk about what has happened and how it has affected them. The learner then helps individuals to think about what might enable them to manage their experience. Finally, the learner supports individuals while they take steps to manage their experience.</p>
<p>Unit expiry date</p>	<p>[End of accreditation]</p>
<p>Details of the relationship between the unit and relevant national occupational standards (if appropriate)</p>	<p>Unit BE3</p>
<p>Details of the relationship between the unit and other standards or curricula (if appropriate)</p>	<p>N/A</p>

Supporting Document VQ3

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	DA1(3) Provide and obtain information in courts and at formal hearings	
Level:	3	
Credit value:	3	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Know and understand the principles that underpin providing and obtaining information in courts and at formal hearings	1.1 explain the functions and procedures courts and formal hearings 1.2 describe the forms of reporting required by the courts and formal hearings 1.3 explain why it is necessary to alter communication when working with different individuals and representatives of different agencies 1.4 identify relevant legislation, organisational policies and procedures and explain the impact they have on representing the agency in courts and at formal hearings	
2. Be able to provide and obtain written information to courts and formal hearings	2.1 obtain and verify information required from relevant people 2.2 explain own role and authority to the people from whom information is requested 2.3 provide appropriate and timely written reports to the court or hearing	
3. Be able to make oral contributions to courts and formal hearings	3.1 present the information which the court or formal hearing requires 3.2 provide additional information to support and update written reports, as and when required	

	<p>3.3 make oral contributions in accordance with agency policy and statutory requirements</p> <p>3.4 adhere to the protocols and conventions of the court or hearing</p>
Additional information about the unit	
Unit aim(s)	This unit is about providing and obtaining information in courts and at formal hearings. The learner must provide accurate and timely written information. They may be involved in the collection of information from individuals and from other agencies but would not necessarily be responsible for writing reports. The learner must also make oral contributions at courts and formal hearings.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	DA1
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]

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Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	DE4(3) Establish and maintain contact with victims throughout the custody and release of offenders	
Level:	3	
Credit value:	3	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Know and understand the principles that underpin establishing and maintaining contact with victims throughout the custody and release of offenders	1.1 explain the impact of crime on victims and their need for protection, respect, recognition, information and confidentiality 1.2 outline criminal justice processes, including processes for charging and prosecuting individuals, court and custodial processes 1.3 explain the importance of communicating with victims about the custody and release of offenders	
2. Be able to establish and maintain contact with victims	2.1 establish and maintain contact with victims in accordance with the arrangements for contact agreed with them 2.2 communicate with victims in a manner and at a level and pace appropriate to them 2.3 provide victims with information about the sentencing, custody, release and supervision of offenders 2.4 clarify with victims their right to express their views regarding the conditions of release of the offender	

	<p>2.5 discuss and agree with the victim the information that can be made available to those involved in offender management decisions</p> <p>2.6 provide victims information about, and access to other agencies that may be able to offer them support</p>
<p>3. Be able to consult with victims regarding the conditions of release of offenders</p>	<p>3.1 provide victims with relevant information about the intended release of offenders</p> <p>3.2 encourage victims to contribute to proposed conditions attached to the offender's release</p> <p>3.3 discuss and agree with the victim the information that can be made available to those involved in offender release decisions</p> <p>3.4 assess and report any potential risk to the victim or the offender to those who are responsible for making offender release recommendations and decisions</p> <p>3.5 advise victims of any release conditions which are directly relevant to them and their family</p>
<p>Additional information about the unit</p>	
<p>Unit aim(s)</p>	<p>This unit is about establishing and maintaining contact with victims and survivors, explaining the custodial process and identifying their views and concerns in relation to the release of the offender.</p>
<p>Unit expiry date</p>	<p>[End of accreditation]</p>
<p>Details of the relationship between the unit and relevant national occupational standards (if appropriate)</p>	<p>DE4</p>
<p>Details of the relationship between the unit and other standards or curricula (if appropriate)</p>	<p>N/A</p>

Supporting Document VQ3

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	EA1(3) Assess individuals offending behaviour and plan provision	
Level:	3	
Credit value:	4	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1 Know and understand the principles that underpin the assessment of risk associated with offending behaviour	1.1	identify the legislation, organisational requirements and guides relevant to risk-led assessment
	1.2	identify the range of approaches to risk assessment, and outline their relative advantages and disadvantages
	1.3	identify the different types and indicators of vulnerability and harm, and the ways in which they can be determined
	1.4	identify key risk factors for serious offending
	1.5	describe the circumstances requiring additional assessments and explain how to arrange these
	1.6	describe the circumstances requiring the development of plan to manage high risk cases
	1.7	identify circumstances where assistance would be needed in planning and managing risk
2. Be able to assess information about the offending behaviour and circumstances of individuals, and identify risk and protective factors	2.1	use appropriate assessment tools and professional judgement to process information about the offending behaviour and circumstances of individuals

	<p>2.2 identify potential risk factors that may lead to the individual offending/re-offending and/or causing harm to themselves or others</p> <p>2.3 assess the significance of risk factors and their possible outcome(s) in order to identify priority areas for intervention</p> <p>2.4 identify the factors that might help reduce or prevent the individual's offending behaviour</p> <p>2.5 keep clear and accurate records of your assessment and its outcomes</p>
<p>3 Be able to agree the individual's needs for appropriate interventions</p>	<p>3.1 explain clearly to the individual the risk assessment process and the outcomes of the assessment</p> <p>3.2 identify, and agree with the individual, interventions which are in line with the outcomes of the risk assessment</p> <p>3.3 provide full and accurate reports promptly to the relevant person(s), highlighting any specific benefits or concerns</p>
<p>Additional information about the unit</p>	
<p>Unit aim(s)</p>	<p>This unit focuses on the assessment of individuals' offending behaviour and planning related provision for low to medium risk offenders. The worker needs to make an assessment of offender behaviour that covers risk of harm and re-offending, criminogenic need, motivation, capacity for change and to identify appropriate interventions.</p>
<p>Unit expiry date</p>	<p>[End of accreditation]</p>

Details of the relationship between the unit and relevant national occupational standards (if appropriate)	EA1
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	EA2(3) Process information relating to individuals' offending behaviour	
Level:	3	
Credit value:	3	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1 Know and understand the principles that underpin obtaining information about the offending behaviour and circumstances of individuals	1.1	identify the factors that influence an individual's behaviour
	1.2	outline relevant research into the relationship between factors which influence offending behaviour and the evidence of effective practice in tackling these factors
	1.3	explain the concepts of validity, reliability, sufficiency and currency in relation to data collection and analysis
	1.4	identify the legislation, organisational policies and procedures that impact on obtaining, recording and communicating information about the behaviour and circumstances of individuals
	1.5	describe how to evaluate and improve own competence in this area of work
2 Be able to prepare to gather information about individuals and their offending behaviour and circumstances	2.1	identify the information that needs to be gathered about individuals
	2.2	identify the factors that need to be taken into account when gathering information about individuals

	<p>2.3 identify and review the circumstances of the individual, and determine the impact that these may have on the information gathering process</p> <p>2.4 make appropriate arrangements to meet the individual, and confirm the relevant details with others who need to be present</p> <p>2.5 make appropriate arrangements for gathering and verifying information from third parties</p> <p>2.6 inform all those involved about the nature and purpose of the information being sought</p>
<p>3 Be able to obtain and verify information from individuals about their offending behaviour and circumstances</p>	<p>3.1 explain to the individual the purpose and procedures of the information gathering process and role and responsibilities of those involved</p> <p>3.2 communicate with individuals in a manner which encourages co-operation and an open exchange of information</p> <p>3.3 encourage individuals to fully explore and take responsibility for their behaviour</p> <p>3.4 challenge attitudes and behaviours which are aggressive, abusive and/or discriminatory, while taking account of personal safety</p> <p>3.5 verify the information provided through corroboration against existing sources, identifying and addressing any conflicts or anomalies</p> <p>3.6 identify and address any risk factors identified that require immediate action</p> <p>3.7 identify when team discussion and supervision are appropriate, and seek advice and support when required</p>

<p>4 Be able to obtain and verify information from third parties about the offending behaviour and circumstances of individuals</p>	<p>4.1 explain to others consulted the purpose and procedures of the information gathering process</p> <p>4.2 gather information relevant to an individual's offending behaviour and circumstances</p> <p>4.3 communicate effectively in a manner which encourages openness, develops rapport, and acknowledges the role and expertise of others</p> <p>4.4 summarise the information provided, confirming that it is relevant, accurate and current, and that it has been interpreted correctly</p>
<p>5 Be able to record and communicate information relating to the offending behaviour and circumstances of individuals</p>	<p>5.1 record information correctly distinguishing between facts and opinions</p> <p>5.2 structure information in ways which allows others to use it readily</p> <p>5.3 make information available promptly to those who are entitled to receive it</p> <p>5.4 handle information in a manner which maintains confidentiality in accordance with legislation and organisational policy</p>
<p>Additional information about the unit</p>	
<p>Unit aim(s)</p>	<p>This unit is about obtaining, verifying and recording information relating to individuals' offending behaviour. Workers need to evaluate the initial information they receive on the case and identify any further information needed and where to obtain it. When obtaining information, the worker needs to focus on why the individual's behaviour occurred, different people's views of the behaviour and the overall context of the behaviour. The information obtained needs to be verified and recorded for later decision-making.</p>
<p>Unit expiry date</p>	

Details of the relationship between the unit and relevant national occupational standards (if appropriate)	EA2
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	EA3(3) Assess individuals' offending behaviour and prepare reports	
Level:	3	
Credit value:	4	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1 Know and understand the principles that underpin the assessment of risk associated with offending behaviour	1.1	identify the legislation, organisational requirements and guides relevant to risk-led assessment
	1.2	identify the range of approaches to risk assessment, and outline their relative advantages and disadvantages
	1.3	identify the different types and indicators of vulnerability and harm, and the ways in which they can be determined
	1.4	identify key risk factors for serious offending
	1.5	describe circumstances where additional assessments or further organisational support may be required and explain how to arrange this
2. Be able to gather information about the offending behaviour and circumstances of individuals, and identify risk and protective factors, seeking support where required	2.1	use appropriate assessment tools and professional judgement to process information about the offending behaviour and circumstances of individuals
	2.2	identify the risk factors that could lead to the individual offending/re-offending and/or causing harm to themselves or others, seeking support where indicated

	<p>2.3 identify factors in order to identify priority areas for intervention</p> <p>2.4 identify the factors that might help reduce or prevent the individual's offending behaviour</p> <p>2.5 keep clear and accurate records of your assessment and its outcomes</p>
<p>3 Know and understand legal and organisational requirements relating to proposals for sentencing</p>	<p>3.1 describe the legal and organisational requirements which relate to developing proposals and preparing reports to inform sentencing</p>
<p>4 Be able to develop proposals for sentencing</p>	<p>4.1 identify the options available for sentencing which are consistent with the assessment of the individual, their offending behaviour and risk to the public</p> <p>4.2 confirm possible options with individuals in a manner which promotes understanding, co-operation and compliance</p> <p>4.3 discuss possible options with all those who may be affected by, or involved implementing, the proposal</p> <p>4.4 structure information in ways which allow others to use it</p> <p>4.5 select appropriate sentencing options</p> <p>4.6 structure proposals which are suitable for the individual given their history of previous responses to sentences</p> <p>4.7 seek support where necessary</p>

<p>5 Be able to prepare reports to inform sentencing</p>	<p>5.1 give a balanced picture of the individual's personal circumstances and the context and history of the individual's offending,</p> <p>5.2 describe actions which the individual has taken to address their offending, explaining any identified risk of re-offending</p> <p>5.3 describe the risk of harm and re-offending which the individual poses seeking support where this is necessary</p> <p>5.4 provide a valid and justifiable assessment of the context and seriousness of the offence</p> <p>5.5 describe any specific factors which were directly relevant to the offending</p> <p>5.6 describe any pattern to the offender's behaviour which links to re-offending</p> <p>5.7 ensure proposals are consistent with sentencing guidelines and take account of the concerns of victims</p> <p>5.8 ensure proposals are communicated to individuals authorised to receive them</p>
<p>Additional information about the unit</p>	
<p>Unit aim(s)</p>	<p>This unit focuses on assessing individuals' offending behaviour, developing proposals and preparing reports to inform decisions. Building on the information gathered on individuals' offending behaviour, the worker needs to make a comprehensive assessment and identify suitable options taking account of risk, the seriousness of the offence and individual circumstances. The worker needs to develop proposals which address requirements for punishment, the reduction of offending behaviour and the protection of the public, and prepare reports.</p>

Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	EA3
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	EB1(3) Supervise, enforce and review low to medium risk offenders serving sentences in the community	
Level:	3	
Credit value:	5	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Know and understand the principles that underpin the supervision of low to medium risk offenders serving sentences in the community	1.1	describe the ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns
	1.2	identify the range of triggers to, and patterns of, offending behaviour
	1.3	explain the statutory powers for the enforcement of community sentences
	1.4	identify relevant legislation and agency policies and procedures and their impact on the work undertaken
2. Be able to supervise low to medium risk offenders serving sentences in the community	2.1	inform individuals of the conditions applicable to the order they are serving and consequences of non-compliance
	2.2	carry out appropriate supervision of individuals, reviewing risk on an on-going basis
		take remedial action, where necessary, as a result of information obtained about the behaviour of individuals under supervision

<p>3. Be able to enforce court orders and statutory licences of low to medium risk offenders serving sentences in the community</p>	<p>3.1 obtain information on individuals' compliance in a manner and at a frequency which is sufficient for effective monitoring</p> <p>3.2 establish reasons for apparent non-compliance with individuals and others working with them</p> <p>3.3 warn individuals of the consequences of non-compliance</p>
<p>4. Be able to monitor and review the progress of low to medium risk offenders serving sentences in the community</p>	<p>4.1 monitor the individual's progress and compliance on an ongoing basis</p> <p>4.2 assess the effectiveness of the sentence and identify any changes that need to be made to the supervision plan</p> <p>4.3 communicate to relevant others any changes in risk of harm and risk of re-offending assessment</p>
<p>Additional information about the unit</p>	
<p>Unit aim(s)</p>	<p>This unit is about supervising low to medium risk offenders who are serving sentences in the community, monitoring and reviewing their progress, and enforcing statutory orders and licences.</p>
<p>Unit expiry date</p>	<p>[End of accreditation]</p>
<p>Details of the relationship between the unit and relevant national occupational standards (if appropriate)</p>	<p>EB1</p>
<p>Details of the relationship between the unit and other standards or curricula (if appropriate)</p>	<p>N/A</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.</p>

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Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	EC1(3) Help individuals address their offending behaviour	
Level:	3	
Credit value:	3	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1 Know and understand factors which can cause/impact on offending behaviour	1.1	identify factors which contribute to offending behaviour
	1.2	explain the importance of considering the impact of crime on victims in relation to helping someone address their offending behaviour
	1.3	outline ways of addressing offending behaviour
2 Be able to support individuals in understanding their offending behaviour	2.1	identify ways to support individuals in understanding the impact of their off ending behaviour on themselves and others
	2.2	encourage individuals to identify and explore opportunities to change their behaviour
	2.3	explore the benefits of changing their behaviour with individuals
3 Be able to support individuals in addressing their offending behaviour	3.1	identify sources of assistance which can be used to support individuals in addressing their offending behaviour
	3.2	identify positive changes in individuals behaviour
	3.2	provide feedback to individuals on the progress they have made in addressing their offending behaviour
4 Be able to record and report	4.1	record details of individual

details of working with individuals to address offending behaviour	cases in accordance with policies and procedures which apply to working with offending behaviour 4.2 communicate case requirements and outcomes to authorised colleagues and agencies
Additional information about the unit	
Unit aim(s)	This unit is about helping individuals who have offended, or are likely to re-offend, to understand and change their behaviour positively.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	EC1
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	EC6(3) Assess individuals' needs and plan activities	
Level:	3	
Credit value:	4	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Know and understand the principles that underpin the assessment of individuals' needs and the planning of activities	1.1 explain the purpose of assessing individuals' needs and planning activities to meet these needs 1.2 describe the formal and informal methods, by which an individual's abilities and needs can be assessed 1.3 identify activities which may be suitable for increasing the potential and effectiveness of individuals 1.4 explain the factors to take account of when assessing individuals' needs and planning activities	
2. Be able to contribute to the assessment of individuals' abilities and needs	2.1 obtain relevant information and the necessary resources 2.2 explain to individuals the purpose and processes of the assessment 2.3 respond to different needs and styles of individuals and facilitate their involvement 2.4 carry out the assessment in accordance with required procedures	
3. Be able to plan agreed development activities for individuals	3.1 identify activities which are consistent with the outcomes of the assessment and take account of the individual's interests and preferences 3.2 develop a plan that identifies	

	<p>realistic and prioritised goals, and appropriate development methods</p> <p>3.3 specify in the plan how the success of the activity is to be evaluated</p>
Additional information about the unit	
Unit aim(s)	This unit is about assessing the needs and abilities of individuals and planning relevant activities for individuals. The learner may use both formal and informal assessment systems, and activities may relate to education, employment or skills-based training.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	EC6
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	EC7(3) Promote and reinforce positive behavioural goals during relationships with individuals	
Level:	3	
Credit value:	3	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1 Know and understand factors which contribute to anti-social behaviour	1.1 identify legislation, policies and procedures which apply when working with individuals who behave in an anti-social manner	1.2 identify factors which trigger anti-social behaviour in individuals
	1.3 describe the characteristics of anti-social behaviour	1.4 describe techniques for communicating with individuals who behave in an anti-social manner
	1.5 explain how pro-social modelling is used to counter anti-social behaviour	
2 Be able to facilitate behavioural change using pro-social modelling	2.1 encourage individuals to explore and discuss the effects of their behaviour on themselves and others	2.2 demonstrate pro-social behaviour when working with individuals who behave in an anti-social manner
	2.3 encourage individual to practise positive behaviour	2.4 encourage individuals to set goals on displaying positive behaviour

<p>3 Be able to review the effectiveness of behaviour change with individuals</p>	<p>3.1 review goals and achievements on displaying positive behaviour with individuals at agreed intervals</p> <p>3.2 use feedback to encourage individuals to sustain the changes in their behaviour</p> <p>3.3 encourage individuals to identify options for overcoming barriers to their progress</p> <p>3.4 conclude the relationship in a manner which encourages individuals to sustain their behaviour change</p>
<p>Additional information about the unit</p>	
<p>Unit aim(s)</p>	<p>This unit is concerned with establishing and sustaining effective working relationships with individuals as part of an overall strategy to confront offending or anti-social behaviour and promote pro-social behaviour.</p>
<p>Unit expiry date</p>	<p>[End of accreditation]</p>
<p>Details of the relationship between the unit and relevant national occupational standards (if appropriate)</p>	<p>EC7</p>
<p>Details of the relationship between the unit and other standards or curricula (if appropriate)</p>	<p>N/A</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.</p>
<p>Endorsement of the unit by a sector or other appropriate body (if required)</p>	<p>This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice</p>

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Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	ED1(3) Plan, monitor and review integrated interventions and support to address the offending behaviour of individuals	
Level:	3	
Credit value:	4	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Know and understand the principles that underpin the planning, monitoring and review of integrated interventions and support	1.1 identify the factors that influence an individual's offending behaviour 1.2 outline research into effective practice in tackling factors influencing offending behaviour 1.3 identify interventions available to address individuals' offending behaviour 1.4 describe methods for assessing and managing risk of harm and risk of re-offending 1.5 identify sources of assistance and support available for implementing interventions	
2. Be able to communicate with individuals about the interventions and support they need	2.1 gather information on individual's needs and expectations in relation to proposed interventions 2.2 agree with individuals the interventions and support which might meet their needs 2.3 record individual's needs and the results of the discussions in a way which facilitates later planning	
3. Be able to plan integrated interventions and support to meet individual's needs	3.1 agree with individuals the options which are feasible and appropriate to pursue 3.2 identify agencies that provide	

	<p>interventions and support and that are suitable for individuals</p> <p>3.3 identify an appropriate sequence in which interventions and support will be pursued</p> <p>3.4 contribute to negotiations with agencies and individuals to agree the support package to be undertaken</p> <p>3.5 provide agencies with accurate and complete information on own role and responsibilities</p>
4. Be able to monitor and review the effectiveness of integrated interventions and support	<p>4.1 gather information from individuals about the effectiveness of the interventions and support</p> <p>4.2 gather information from agencies about effectiveness of the interventions and support delivered</p> <p>4.3 contribute to maintaining the effectiveness of interventions by identifying and agreeing appropriate changes to meet altered needs</p>
Additional information about the unit	
Unit aim(s)	This unit is about planning and coordinating a package of different interventions and methods of support to address the offending behaviour of individuals.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	ED1
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A

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Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	ED4(3) Deliver accredited programmes	
Level:	4	
Credit value:	6	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Know and understand the principles that underpin the delivery of accredited programmes	1.1 describe how crime impacts on victims, survivors and witnesses 1.2 outline the factors that affect the behaviour of individuals and explain the reasons why they might develop specific problems 1.3 explain how accredited programmes can help address the offending behaviour of individuals who pose a medium to high risk of re-offending 1.4 explain how accredited programmes are delivered 1.5 describe how legislation, guidelines of good practice, charters and service standards impact on the delivery of accredited programmes	
2. Be able to prepare for the delivery of accredited programmes	2.1 gather information about the programme and about the offenders allocated to the programme 2.2 confirm programme arrangements with others involved 2.3 carry out agreed preparation tasks in an effective and timely manner 2.4 provide offenders with clear and accurate information about the programme 2.5 answer questions from offenders relating to the purpose and	

	<p>processes of the programme</p> <p>2.6 report any concerns about selection, participation and/or risk of harm promptly to the appropriate person</p>
<p>3. Be able to implement the delivery of accredited programmes</p>	<p>3.1 prepare thoroughly for each session in consultation with other team members</p> <p>3.2 use specified activities and techniques effectively</p> <p>3.3 monitor offenders' behaviour throughout programme activities, and offer individuals constructive feedback on their participation and progress</p> <p>3.4 take appropriate action to maintain discipline, control, calmness and safety throughout programme delivery</p>
<p>4. Be able to contribute to the monitoring and evaluation of accredited programmes</p>	<p>4.1 gather information and feedback from team members and offenders about the effectiveness of the programme</p> <p>4.2 offer constructive feedback to other team members on their performance</p> <p>4.3 identify ways in which future programmes can be improved</p> <p>4.4 produce periodic and final reports about programme delivery and evaluation, and share this with the appropriate people</p>
<p>Additional information about the unit</p>	

Unit aim(s)	This unit is about delivering programmes designed to reduce the likelihood of re-offending by offenders who pose a medium to high risk of re-offending. The learner must maintain the integrity of the programme, coordinate their work with that of other staff involved in delivery, maintain the safety of participants and other staff involved in delivery, motivate participants and achieve evidence of measurable change in their behaviour, skills, attitudes and beliefs.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	ED4
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	GA1(3) Enable individuals to access services and facilities	
Level:	3	
Credit Value:	3	
Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Know and understand the principles that underpin enabling individuals to access services and facilities	1.1	explain the importance and purpose of enabling individuals to access services and facilities
	1.2	identify the characteristics of typical individuals needing to access services and facilities
	1.3	identify the range of services and facilities available to individuals, and the means by which they can be accessed
	1.4	identify ways of overcoming the barriers to access that individuals may encounter
	1.5	describe techniques of developing individuals' independence and confidence in accessing services and facilities
2. Be able to help individuals find out about services and facilities	2.1	create an environment that encourages individuals to express their needs and find out about relevant services and facilities
	2.2	provide help and support to individuals who need to find out about services and facilities
	2.3	provide information to individuals about services and facilities relevant to them
	2.4	ensure individuals have understood information provided and clarify any further needs

	2.5 take appropriate action in response to aggressive or distressed reactions from individuals
3. Be able to help individuals to use services and facilities	<p>3.1 discuss and agree with individuals the types of assistance they require in order to use services and facilities</p> <p>3.2 provide support to individuals to overcome any barriers in their use of services and facilities</p> <p>3.3 encourage individuals to develop their independence and self-management skills</p> <p>3.4 arrange appropriate support from others when individuals need it</p>
Additional Information about the unit	
Unit aim(s)	This unit is about enabling individuals to find out about and use available services, through obtaining relevant information, encouraging the individual to use services and facilities and supporting individuals as they use them.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	GA1
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector	This unit is endorsed by Skills for

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or other appropriate body (if required)	Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	GB3(3) Enable individuals to understand and address their difficulties	
Level:	3	
Credit value:	3	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1 Know and understand the needs of individuals experiencing difficulties	1.1	identify factors which contribute to difficulties experienced by individuals
	1.2	identify factors which affect how an individual reacts to difficulties
	1.3	describe ways of encouraging individuals who are experiencing difficulties to take responsibility for finding solutions
2 Be able to enable individuals to understand their difficulties and identify options for change	2.1	establish a rapport with individuals which encourages them to communicate freely
	2.2	encourage individuals to identify options for solving their problems
	2.3	challenge attitudes and behaviours that are non-productive
	2.4	provide a positive model for behaviour to individuals
	2.5	discuss with individuals their approach to overcoming difficulties
3 Be able to enable individuals to take positive action to address their difficulties	3.1	provide access to sources of support which meet the needs of the individual
	3.2	encourage individuals to review their strategies and modify their actions

	3.3 ensure others involved in supporting the individual provide constructive feedback
Additional information about the unit	
Unit aim(s)	This unit focuses on helping individuals to understand their difficulties, identify options for change and act upon the choices made. The difficulties may have an emotional, practical, behavioural or social source.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	GB3
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	GC1(3) Contribute to the protection of individuals from abuse	
Level:	3	
Credit value:	3	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1 Know and understand legal and organisational requirements in relation to the protection of individuals from abuse	1.1 identify legislation, policy and good practice guidelines for the protection of individuals from abuse 1.2 explain policies on the recording and communicating information related to possible or actual incidents of abuse 1.3 summarise methods of handling abusive situations and incidents	
2 Be able to contribute to the monitoring of individuals who are at risk of abuse	2.1 describe the forms and possible causes of abusive behaviour 2.2 Identify individuals who are deemed at risk of abuse 2.3 make detailed reports on the circumstances and effects of incidents of abuse or potential abuse 2.4 use the correct forms of communication with parties involved in incidents of abuse 2.5 inform colleagues who need to be involved in protection of individuals	

<p>3 Be able to minimise the effects of abusive behaviour</p>	<p>3.1 explain factors which influence actions to be taken to minimise effects of abusive behaviour</p> <p>3.2 provide advice and support to those associated with the individual on how to minimise the possibility of abuse</p> <p>3.3 assist individuals who behave in an inappropriate manner to examine ways in which their behaviour may be seen as abusive</p> <p>3.4 take action to divert any abusive behaviour whilst being supportive to the individual</p> <p>3.5 minimise the effect of an abusive incident on others who have witnessed it</p>
<p>4 Be able to contribute to reducing the risk of abusive behaviour</p>	<p>4.1 identify situations where abuse can occur</p> <p>4.2 suggest methods of preventing abuse to the responsible person</p> <p>4.3 make reports on instances of abuse in accordance with required procedure</p>
<p>Additional information about the unit</p>	
<p>Unit aim(s)</p>	<p>This unit focuses on protecting individuals from abuse through minimising the level of abuse within environments, minimising the effects of abusive behaviour and monitoring individuals who are at risk from abuse.</p>
<p>Unit expiry date</p>	<p>[End of accreditation]</p>
<p>Details of the relationship between the unit and relevant national occupational standards (if appropriate)</p>	<p>GC1</p>
<p>Details of the relationship between the unit and other standards or curricula (if appropriate)</p>	<p>N/A</p>

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Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	GC4(3) Assess the risk of harm and the need for intervention (Mandatory unit)	
Level:	3	
Credit Value:	4	
Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Know and understand legal and organisational requirements related to risk assessment and intervention	1.1	identify the legislation, organisational policies and procedures that relate to assessing the risk of harm, safeguarding children and the need for intervention
	1.2	explain how relevant legislation, organisational policies and procedures affect their rights, powers and duties
2. Understand the principles of assessing the risk of harm and the need for intervention	2.1	explain the importance of assessing the risk of harm and the need for intervention
	2.2	describe the typical types of risk faced by individuals
	2.3	identify the range of options for intervention
	2.4	describe the methods available for assessing risk and evaluating the impact of interventions
	2.5	identify the signs and symptoms of harm, abuse, failure to protect individuals and safeguard children
	2.6	identify the different types of prejudice and the differing forms this may take in relation to allegations of abuse, harm or failure to protect

<p>3. Be able to identify the risk of harm indicators</p>	<p>3.1 collect information concerning the individual's history and current behaviour</p> <p>3.2 validate the information gathered in terms of its accuracy and reliability</p> <p>3.3 contribute to the analysis of factors which suggest that individuals are at risk</p> <p>3.4 record and communicate information about risks to individuals, including safeguarding children, in accordance with procedures</p>
<p>4. Be able to identify, monitor and review the need for intervention</p>	<p>4.1 take the appropriate action to protect themselves and vulnerable others in circumstances of risk</p> <p>4.2 notify appropriate others of the risk of harm ,</p> <p>4.3 contribute to reviewing and evaluating the effectiveness of interventions</p> <p>4.4 record and communicate information about evaluation of interventions in accordance with procedures</p>
<p>Additional Information about the unit</p>	
<p>Unit aim(s)</p>	<p>This unit focuses on identifying situations where there is a risk of harm to self or others. The learner identifies the potential risks to individuals and others and then screens the evidence for intervening in the situation. The learner is required to identify and assessing the risk indicators relating to physical, sexual or emotional harm. An awareness of, and ability to work within the limits of, their own authority, agency policies and procedures is critical as well as communicating and referring</p>

	appropriately.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	GC4
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	GC7(3) Contribute to the prevention and management of abusive and aggressive behaviour	
Level:	3	
Credit value:	4	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1 Know and understand how to prevent and manage abusive and aggressive behaviour	1.1	identify legislation, policy and procedures relating to the prevention and management of abusive and aggressive behaviour
	1.2	explain the importance of reviewing incidents of abusive and aggressive behaviour
	1.3	identify sources of specialist support for dealing with abusive and aggressive behaviour
2 Know and understand the forms, causes and effects of abusive and aggressive behaviour	2.1	identify the factors which indicate the potential for abusive or aggressive behaviour to develop
	2.2	identify the forms that abusive and aggressive behaviour can take
	2.3	describe the effects of abusive and aggressive behaviour on those involved and those witnessing
3 Be able to deal with incidents of abusive and aggressive behaviour	3.1	take action which minimises abusive and aggressive behaviour
	3.2	communicate with individuals displaying abusive and aggressive behaviour in a manner which restores a calmer atmosphere

	<p>3.3 respond to physically aggressive behaviour in accordance with statutory and organisational requirements</p> <p>3.4 record and report incidents of abusive and aggressive behaviour in accordance with organisational procedure</p>
<p>4 Be able to contribute to minimising the risk of abusive and aggressive behaviour</p>	<p>4.1 identify environmental factors which affect behaviour</p> <p>4.2 review incidents of abusive and aggressive behaviour and suggest options for reducing the risk of reoccurrence</p> <p>4.3 in consultation with others, refer those at risk of displaying abusive and aggressive behaviour to appropriate people and agencies</p>
<p>Additional information about the unit</p>	
<p>Unit aim(s)</p>	<p>This unit is about contributing to the prevention and management of abusive and aggressive behaviour. Abusive and aggressive behaviour may be verbal or non-verbal and be social, physical, sexual or emotional in nature</p>
<p>Unit expiry date</p>	<p>[End of accreditation]</p>
<p>Details of the relationship between the unit and relevant national occupational standards (if appropriate)</p>	<p>Unit GC7</p>
<p>Details of the relationship between the unit and other standards or curricula (if appropriate)</p>	<p>N/A</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.</p>

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Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	GE1(3) Recognise indications of substance misuse and refer individuals to specialists	
Level:	3	
Credit Value:	3	
Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Know and understand relevant legislation and organisational requirements	1.1 identify the legislation, organisational policies and procedures that relate to dealing with incidents of substance misuse 1.2 explain how legislation, organisational policies and procedures affect their role in dealing with substance misuse	
2. Understand the principles of recognising indications of substance misuse and referring individuals to specialists	2.1 identify the range of substances what may be misused and their effects 2.2 interpret the range of different indications of substance misuse 2.3 identify the sources of assistance about substance misuse 2.4 explain how to assess the risk to individuals and to others from substance misuse	
3. Be able to recognise indications of substance misuse	3.1 investigate suspected cases of substance misuse by individuals 3.2 obtain specialist assistance to support investigation of substance misuse by individuals 3.3 assess the risk to the individual and to other which may result from substance misuse 3.4 record and communicate information about situations and actions in accordance with individual's rights and the requirements of confidentiality	

4. Be able to refer individuals with indications of substance misuse to specialists	<p>4.1 refer individuals to specialist services to address their substance misuse</p> <p>4.2 monitor individuals' progress in addressing their substance misuse</p> <p>4.3 take appropriate action in response to any changes to the situation and the level of risk</p>
Additional Information about the unit	
Unit aim(s)	This unit is about recognising signs which may indicate that someone - an employee, colleague, co-worker, customer, student or anyone else the learner comes into contact with during their work - may be misusing drugs (illegal, prescription or over the counter), alcohol, solvents or other substances. It covers taking appropriate action to minimise the risks to the individuals and others from their substance misuse, referring individuals to specialists for help, monitoring the situation and taking appropriate action as it changes.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	GE1
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

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Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	GE2(3) Assess and act upon immediate risk of danger to substance users	
Level:	3	
Credit value:	3	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1 Understand the factors involved in dealing with substance misuse	1.1	identify the legislation and organisational policies relating to working with instances of substance misuse
	1.2	describe the roles and responsibilities of partner agencies working with substance users
	1.4	identify the immediate risks faced by substance users
	1.5	identify the effects and danger signals associated with common substances
	1.6	explain the techniques available for communicating with an individual who is experiencing the effects of a substance
2 Be able to assess the risks involved in incidences of substance misuse	2.1	identify and evaluate the signs of danger in incidences of substance misuse
	2.2	gather and evaluate information about the substance misuse
	2.3	evaluate the immediate risk to their own personal safety and that of the substance user and others in the vicinity
	2.4	assess the need for additional assistance in dealing with the incident

<p>3 Be able to act upon the immediate risk of danger to the individual</p>	<p>3.1 provide support and reassurance to the individual</p> <p>3.2 take actions which are appropriate to the substance used and the effect it has had on the individual</p> <p>3.3 provide first aid support to ensure the individual's safety</p> <p>3.4 make the individual safe and comfortable within the constraints of the environment</p>
<p>4 Be able to support those at immediate risk of danger from substance misuse</p>	<p>4.1 assist the individual to recognise the effects of the incident on themselves and significant others</p> <p>4.2 encourage the individual to seek further support</p>
<p>Additional information about the unit</p>	
<p>Unit aim(s)</p>	<p>This unit is relevant for all workers in the Justice sector and, in particular, the substance misuse workforce. It covers the learning required for dealing with incidences of substance misuse</p>
<p>Unit expiry date</p>	<p>[End of accreditation]</p>
<p>Details of the relationship between the unit and relevant national occupational standards (if appropriate)</p>	<p>GE2</p>
<p>Details of the relationship between the unit and other standards or curricula (if appropriate)</p>	<p>N/A</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.</p>
<p>Endorsement of the unit by a sector or other appropriate body (if required)</p>	<p>This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice</p>

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Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	GE8(3) Provide services to those affected by someone else's substance use	
Level:	3	
Credit Value:	3	
Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Know and understand the principles that underpin supporting those affected by someone else's substance use	1.1	identify those who may be affected by someone else's substance use, and the range of issues they might face
	1.2	identify the forms of support, assistance and protection that may be required by those affected by someone else's substance use
	1.3	identify the sources of support, assistance and protection available those affected by someone else's substance use
	1.4	explain the ways in which family dynamics (including those within different cultures and ethnic and minority groups) impact on working with those affected by someone else's substance use
	1.5	describe the use of the different skills and techniques required to interact effectively with and motivate individuals and groups
	1.6	identify relevant legislation and policies and explain how they affect working with those affected by someone else's substance use
2. Be able to help those affected by someone else's substance use to select support options	2.1	set up an appropriate and comfortable environment for discussions with individuals
	2.2	encourage the individual to identify issues concerning them

	<p>2.3 encourage the individual to explore the range of options open to them</p> <p>2.4 provide accurate and up-to-date information to individuals on the range of support options available to them</p> <p>2.5 encourage the individual to explore the advantages and disadvantages of the range of options</p> <p>2.6 encourage the individual to select an option and develop an action plan</p> <p>2.7 make accurate and complete reports and store records in a way which maintains the individual's confidentiality</p>
<p>3. Be able to help those affected by someone else's substance use to put options into practice and evaluate their effectiveness</p>	<p>3.1 help individuals to access support where necessary</p> <p>3.2 make services available to protect children and young people affected by someone else's substance use where required</p> <p>3.3 maintain an appropriate level and frequency of contact with individuals</p> <p>3.4 review progress against the action plan regularly with the individual, encouraging them to maintain motivation and focus</p> <p>3.5 encourage the individual to feedback on the effectiveness of the support received, to identify any changes required to the action plan</p> <p>3.6 identify any significant positive changes in the individual</p> <p>3.7 keep accurate and complete reports and store records in a way which maintains the individual's confidentiality</p>

Additional Information about the unit	
Unit aim(s)	This unit is about providing services to those affected by someone else's substance use.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	GE8 (Unit AB7 from DANOS)
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	GE11(3) Support individuals who are substance users	
Level:	3	
Credit Value:	3	
Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Know and understand the principles that underpin supporting substance users	1.1 identify the different substances which individuals use, how they are used, and their effects (in isolation and in combination) 1.2 identify the short- and long-term risks of substance use 1.3 describe the range of safe/safer substance use practices and harm- reduction strategies 1.4 explain the different beliefs and feelings that people (including themselves) have about substance use 1.5 identify the range of potential effects of reducing or ceasing substance use upon relationships, life-style, recreation and leisure activities, physical and emotional health 1.6 describe difficulties that are likely to arise in attempting to cease or reduce substance use and strategies and methods for alleviating them 1.7 identify the resources available to support substance users 1.8 identify relevant legislation, policies and practices applicable to working with substance users 1.9 explain the importance of acknowledging individuals' rights to make decisions regarding their substance use	

<p>2. Be able to support individuals to adopt safe practices associated with substance use</p>	<p>2.1 communicate effectively with individuals about their substance use, the methods they use and the associated risks</p> <p>2.2 offer guidance, support and advice to individuals about safe/safer practices associated with substance use</p> <p>2.3 provide appropriate support to individuals who wish to use supplies of safe drugs, equipment and other materials</p> <p>2.4 support and encourage individuals safely to dispose of hazardous materials and equipment after use</p> <p>2.5 encourage individuals to discuss their circumstances and history of substance use, and use this information to plan and provide appropriate support and assistance</p> <p>2.6 help individuals to access additional sources of information and advice where necessary</p>
<p>3. Be able to support individuals when they have used substances</p>	<p>3.1 make individuals aware that they are available and willing to help</p> <p>3.2 support individuals in ways that are appropriate to the substance used, the effect which the substance has had and the condition of the individual</p> <p>3.3 encourage individuals to describe any pain or discomfort which they are experiencing</p> <p>3.4 move and handle individuals with the minimum of discomfort and only if it is necessary for their safety</p>

	<p>3.5 request any necessary further support and assistance to help the individual without delay</p> <p>3.6 make the environment as safe as possible and remove all dangerous substances and materials</p> <p>3.7 support and enable individuals to meet their needs and requirements after the effects of the substance have worn off</p> <p>3.8 report information about episodes of substance use clearly and accurately to an appropriate person and record it in the required format</p>
<p>4. Be able to support individuals in reducing substance use</p>	<p>4.1 encourage individuals who have made a commitment to reduce substance use to review their reasons for doing so</p> <p>4.2 identify and explore in a supportive manner the consequences of the individual's choice on their daily life and any difficulties which they have or anticipate</p> <p>4.3 identify accurately, and discuss in detail, strategies and methods for addressing difficulties</p> <p>4.4 communicate with individuals in a manner, and at a level and pace, appropriate to them</p> <p>4.5 offer appropriate support to individuals consistent with available resources</p> <p>4.6 help individuals to access additional sources of information and advice where necessary</p> <p>4.7 help individuals to assess their progress and achievements and to identify opportunities for improvement</p>

	4.8 record fully and accurately the results of discussions on progress and any proposals for change, and pass them on promptly to an appropriate person
Additional Information about the unit	
Unit aim(s)	This unit is about supporting individuals who are substance users. This includes enabling them to adopt safe practices, providing support following an episode of substance use and supporting individuals' efforts to reduce or cease substance use. It does not include counselling individuals with the objective of reducing or ceasing substance use, or supporting individuals in emergency situations, such as overdose, but learners must be able to recognise such cases.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	GE11
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]

Supporting Document VQ3

Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	GJ1(3) Prepare, provide and evaluate activities for individuals	
Level:	3	
Credit value:	4	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Know and understand the principles that underpin the preparation, provision and evaluation of activities for individuals	1.1 identify the purpose of providing activities for individuals 1.2 identify the range of activities that can be used with individuals, and describe their use in the achievement of development objectives 1.3 identify the factors that can influence the effectiveness of development activities 1.4 explain the reasons why it is important to encourage individuals to participate in the planning, delivery and evaluation of activities 1.5 identify relevant legislation, policy and guidelines of good practice and explain the impact that they have on the provision and evaluation of activities for individuals	
2. Be able to agree and prepare development activities for individuals	2.1 identify and prepare development activities that are appropriate for the individual, their needs and abilities 2.2 agree prioritised goals for the individual that are clear and realistic 2.3 specify clearly how the success of the activity is to be evaluated 2.4 prepare a safe and appropriate environment, equipment and	

	<p>materials for the activities</p> <p>2.5 communicate effectively with individuals in a manner likely to encourage their participation</p>
<p>3. Be able to support individuals in activities</p>	<p>3.1 encourage the individual, and others involved in their support, to participate fully in development activities</p> <p>3.2 use appropriate activities effectively, providing individuals with the necessary support and guidance</p> <p>3.3 interact and communicate effectively with individuals throughout, providing constructive feedback to them and encouraging constructive comments from them</p> <p>3.4 take appropriate action where an individual experiences difficulty or responds negatively to development activities</p>
<p>4. Be able to evaluate activities with other members of the team</p>	<p>4.1 identify, in consultation with the individual and team members, the progress made towards development objectives and any problems or difficulties encountered</p> <p>4.2 evaluate, in consultation with the individual and team members, the effectiveness of the activity in achieving development objectives</p> <p>4.3 identify, and agree with team members, any changes that are required to development activities as a result of the evaluation</p> <p>4.4 seek advice promptly from appropriate members of the team where there are ongoing problems with development activities</p>

	4.5 inform relevant parties were development activities have been successful
Additional information about the unit	
Unit aim(s)	This unit is about preparing and providing development activities for individuals based upon their identified needs.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	GJ1
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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