Working with Victims, Survivors and Witnesses

Qualifications Handbook

SFJ Awards Level 3 Certificate in Working with Victims, Survivors and Witnesses

Qualification Number: 601/1039/9
Operational End Date: 01 September 2025
Certification End Date: 31 August 2025

SFJ Awards Level 3 Diploma in Working with Victims, Survivors and Witnesses

Qualification Number: 601/1194/X
Operational End Date: 01 September 2025
Certification End Date: 31 August 2025

SFJ Awards Level 4 Diploma in Working with Victims, Survivors and Witnesses

Qualification Number: 601/1040/5
Operational End Date: 01 September 2025
Certification End Date: 31 August 2025

Version	Date of issue	Amendment(s)	Page
V5	24.07.20	Correct TQT and GLH	9
V4	09.10.17	Section 2.4 Add Total Qualification Time	9
		Update Use of Languages, now Section 2.9	10
		Update Section 3 Centre Requirements (no change to requirements)	11
		Update Section 4 Assessment (no change to requirements, more information provided)	12-21
		Update branding and include copyright information	Various
V3	22.12.15	Update SFJ Awards contact details	4
		Remove references to QCF	Various

Contents

1   Introduction

1.1   About us

SFJ Awards is part of the Workforce Development Trust, together with Skills for Justice and Skills for Health. For over 10 years Skills for Health and Skills for Justice have been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time both Skills for Health and Skills for Justice have earned an enviable reputation for their knowledge of the health and justice sectors and their proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers they represent.

SFJ Awards is an awarding organisation that builds upon this reputation, and understands the specific challenges facing the Policing, Community Safety, Legal and Armed Forces sectors, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

Customer satisfaction is the cornerstone of our organisation, and is delivered through an efficient, customer-led service, providing excellent value for money.

1.2   Customer Service Statement

Our Customer Service Statement is published on SFJ Awards website giving the minimum level of service that Centres can expect. The Statement will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation, and guidance from the qualifications Regulators.

1.3   Centre Support

SFJ Awards works in partnership with its customers. For help or advice contact:

SFJ Awards
Consult House
Meadowcourt Business Park
4 Hayland Street
Sheffield
S9 1BY

Tel: 0114 284 1970

E-mail: info@sfjawards.com
Website: www.sfjawards.com

2   The Qualifications

This handbook relates to the following qualifications:

- SFJ Awards Level 3 Certificate in Working with Victims, Survivors and Witnesses
- SFJ Awards Level 3 Diploma in Working with Victims, Survivors and Witnesses
- SFJ Awards Level 4 Diploma in Working with Victims, Survivors and Witnesses

2.1   Overall Objective for the Qualifications

These qualifications are designed for staff and volunteers in statutory and not for profit agencies who work directly with, and provide support to, victims, survivors and witnesses.

2.2   Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete these qualifications.

2.3   Units and Rules of Combination

2.3.1 Level 3 Certificate in Working with Victims, Survivors and Witnesses

There are 6 units in total for this qualification which have been arranged into mandatory and optional groups. Learners must complete all the mandatory units in Group A and one unit from Group B to achieve a total of 20 credits. The qualification structure and unit details are shown below.

Mandatory Units – Group A			
Unit Reference Number	Unit Title	Level	Credit Value
H/505/0313	Promote equality and value diversity	3	6
K/505/0314	Communicate effectively with people whilst maintaining the security of information	3	3
R/503/7167	Safeguarding adults	4	5
D/505/0360	Provide initial support to victims and witnesses	3	3

Optional Units – Group B			
Unit Reference Number	**Unit Title**	**Level**	**Credit Value**
F/505/0335	Contribute to the effectiveness of team working	3	3
A/505/0317	Develop effective working with staff from other agencies	3	3

2.3.2 Level 3 Diploma in Working with Victims, Survivors and Witnesses

There are 16 units in total for this qualification which have been arranged into mandatory and optional groups. Learners must complete all the mandatory units in Group A and sufficient units from Group B to achieve at least 37 credits. The qualification structure and unit details are shown below.

Mandatory Units – Group A			
Unit Reference Number	**Unit Title**	**Level**	**Credit Value**
H/505/0313	Promote equality and value diversity	3	6
K/505/0314	Communicate effectively with people whilst maintaining the security of information	3	3
R/503/7167	Safeguarding adults	4	5
D/505/0360	Providing initial support to victims and witnesses	3	3

Optional Units – Group B			
Unit Reference Number	Unit Title	Level	Credit Value
F/505/0335	Contribute to the effectiveness of team working	3	3
A/505/0317	Develop effective working with staff from other agencies	3	3
Y/505/0468	Develop own knowledge, skills and competence	3	3
K/502/7986	Ensure your own actions reduce risks to health and safety	3	2
H/505/0361	Assist victims, witnesses and survivors to manage the effects of their experience	4	3
A/505/3511	Enable individuals to access services and facilities	3	3
F/502/9548	Facilitate learning and development in groups	3	6
J/502/9549	Facilitate learning and development for individuals	3	6
L/505/4744	Assist witnesses and their associates to prepare for judicial and legal processes	3	5
K/505/4749	Develop a trusting relationship with individuals	3	6
A/505/4755	Provide support and review achievements through mentoring and befriending	3	6
J/505/6881	Support victims and survivors of domestic and sexual abuse and violence	3	5

2.3.3 Level 4 Diploma in Working with Victims, Survivors and Witnesses

There are 12 units in total for this qualification which have been arranged into mandatory and optional groups. Learners must complete all the mandatory units in Group A, a minimum of one unit from Group B and sufficient units from Group C to achieve at least 37 credits overall. The qualification structure and unit details are shown below.

Mandatory Units – Group A			
Unit Reference Number	**Unit Title**	**Level**	**Credit Value**
M/601/3615	Develop a culture and systems that promote equality and value diversity	4	6
R/503/7167	Safeguarding adults	4	5
T/505/4818	Promote multi-agency working at agencies' meetings	4	6

Optional Units – Group B			
Unit Reference Number	**Unit Title**	**Level**	**Credit Value**
H/505/0361	Assist victims, witnesses and survivors to manage the effects of their experience	4	3
J/505/4824	Support vulnerable or intimidated witnesses during judicial and legal processes	3	4

Optional Units – Group C			
Unit Reference Number	**Unit Title**	**Level**	**Credit Value**
K/600/9661	Develop working relationships with colleagues and stakeholders	4	4
L/505/4811	Contribute to the development, implementation and evaluation of strategies and policies for recruiting and managing volunteers	4	6
Y/504/1057	Manage the performance of teams and individuals	4	6
D/502/8682	Establishing and maintaining client referral and information exchange systems	4	5

K/602/5858	Monitor compliance with quality systems	5	7
H/600/9609	Ensure compliance with legal, regulatory, ethical and social requirements	4	5
F/505/5342	Develop own practice through reflection	3	4

2.4   Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.[1]

(a)   The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

(b)   An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Please note these are estimated hours. It is the responsibility of centres to decide the appropriate course duration, based on their learners' ability and level of existing knowledge. It is possible, therefore, that the number of guided learning hours will vary from one centre to another according to learners' needs.

Guided learning hours consist of all occasions when a member of training centre staff is present to give specific guidance towards the learning aim of the programme. This definition includes lectures, tutorials, supervised study and assignments.

The Total Qualification Time and Guided Learning Hours for this qualification are as follows:

Qualification Title	TQT	GLH
SFJ Awards Level 3 Certificate in Working with Victims, Survivors and Witnesses	200	95
SFJ Awards Level 3 Diploma in Working with Victims, Survivors and Witnesses	370	156
SFJ Awards Level 4 Diploma in Working with Victims, Survivors and Witnesses	370	128

2.5   Age Restriction

These qualifications are available to learners aged 18 years and over.

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[1] Total Qualification Time criteria, Ofqual September 2015
https://www.gov.uk/government/publications/total-qualification-time-criteria

2.6　Opportunities for Progression

There is no progression route through these qualifications as learners may choose to work towards those qualifications which are most relevant to their circumstances.

2.7　Exemption

No exemptions have been identified.

2.8　Credit Transfer

Credits from identical units that have already been achieved by the learner may be transferred.

2.9　Use of Languages

SFJ Awards business language is English and we provide assessment materials and qualification specifications that are expressed in English. Assessment specifications and assessment materials may be requested in Welsh or Irish and, where possible, SFJ Awards will try to fulfil such requests. SFJ Awards will provide assessment materials and qualification specifications that are expressed in Welsh or Irish and support the assessment of those learners, where the number of learners makes it economically viable for SFJ Awards to do so. More information is provided in the SFJ Awards' Use of Language Policy.

For learners seeking to take a qualification and be assessed in British Sign Language or Irish Sign Language, please refer to SFJ Awards' Reasonable Adjustments Policy. A learner may be assessed in British Sign Language or Irish Sign Language where it is permitted by SFJ Awards for the purpose of Reasonable Adjustment.

Policies are available on our website http://sfjawards.com/policies/ or on request from SFJ Awards.

3   Centre Requirements

Centres must be approved by SFJ Awards and also have approval to deliver the qualifications they wish to offer. This is to ensure centres have the processes and resources in place to deliver the qualifications. Approved centres must adhere to the requirements detailed in the SFJ Awards Centre Handbook, which includes information for centres on assessment and internal quality assurance processes and procedures and is available in the centres' area of the SFJ Awards website http://sfjawards.com/approved-centres.

Centres are responsible for ensuring that their assessor and internal quality assurance staff:

- are occupationally competent and/or knowledgeable as appropriate to the assessor or IQA role they are carrying out
- have current experience of assessing/internal quality assuring as appropriate to the assessor or IQA role they are carrying out, and
- have access to appropriate training and support.

Information on the induction and continuing professional development of those carrying out assessment and internal quality assurance must be made available by centres to SFJ Awards through the external quality assurance process.

This qualification handbook should be used in conjunction with the SFJ Awards Centre Handbook, the SFJ Awards Assessment Guidance and the SFJ Awards Quality Assurance (Internal and External) Guidance, available in the centres' area of the SFJ Awards website http://sfjawards.com/approved-centres.

4 Assessment

4.1 Qualification Assessment Methods

Assessment methods that can be used for these qualifications are as follows:

- E-assessment
- Multiple Choice Examination
- Oral Examination
- Portfolio of Evidence (including for example records of professional discussions, question and answer sessions, reflective accounts, written assignments)
- Practical Demonstration / Assignment
- Written Examination

4.2 Assessors

4.2.1 Occupational Competence

Due to the risk-critical nature of the work, particularly when assessing in the justice and health sectors, and the legal implications of the assessment process, assessors must understand the nature and context of the learners' work. This means that assessors must be occupationally competent. Each assessor must therefore be, according to current sector practice, competent in the functions covered by the units they are assessing. They will have gained their occupational competence by working within the sector relating to the units or qualification they are assessing.

Assessors must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification units they are assessing as a practitioner, trainer or manager.

4.2.2 Occupational Knowledge

Where assessors are assessing knowledge-based qualifications, they must be occupationally knowledgeable.

4.2.3 Qualification Knowledge

Assessors must be familiar with the qualification units they are assessing. They must be able to interpret and make judgements on current working practices and technologies within the area of work.

4.2.4   Assessor Competence

Assessors must be able to make valid, reliable and fair assessment decisions. To demonstrate their competence, assessors must be:

- qualified with a recognised assessor qualification, or
- working towards a recognised assessor qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example, National Occupational Standard 9: Assess learner achievement[2] or Police Sector Standard for the Training of Assessors, Assessor Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements, for example certificates of achievement or testimonials.

4.2.5   Continuing Professional Development

Assessors must actively engage in continuous professional development activities to maintain:

- occupational competence and knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an assessor.

4.3   Internal Quality Assurers

4.3.1   Occupational Knowledge

Internal quality assurers (IQAs) must be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk-critical nature of the work, particularly in the justice and health sectors, and the legal implications of the assessment process, they must understand the nature and context of the assessors' work and that of their learners. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the units.

4.3.2   Qualification Knowledge

IQAs must understand the content, structure and assessment requirements for the qualification(s) they are internal quality assuring.

Centres should provide IQAs with an induction to the qualifications that they are responsible for quality assuring. IQAs should also have access to ongoing training and updates on current issues relevant to these qualifications.

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[2] National Occupational Standards for Learning and Development, LLUK 2010

4.3.3 Internal Quality Assurer Competence

IQAs must occupy a position in the organisation that gives them the authority and resources to:

- coordinate the work of assessors
- provide authoritative advice
- call meetings as appropriate
- conduct pre-delivery internal quality assurance on centre assessment plans, for example, to ensure that any proposed simulations are fit for purpose
- visit and observe assessment practice
- review the assessment process by sampling assessment decisions
- ensure that assessment has been carried out by assessors who are occupationally competent, or for knowledge-based qualifications occupationally knowledgeable, in the area they are assessing
- lead internal standardisation activity
- resolve differences and conflicts on assessment decisions.

To demonstrate their competence, IQAs must be:

- qualified with a recognised internal quality assurance qualification, or
- working towards a recognised internal quality assurance qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example National Occupational Standard 11: Internally monitor and maintain the quality of assessment[3] or Police Sector Standard for the Training of Internal Verifiers, Internal Verifier Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each IQA meets these requirements, for example certificates of achievement or testimonials.

4.3.4 Continuing Professional Development

IQAs must actively engage in continuous professional development activities to maintain:

- occupational knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an IQA.

4.4 External Quality Assurers

External quality assurers (EQAs) are appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres. SFJ Awards is responsible for ensuring that their external quality assurance team have:

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[3] National Occupational Standards for Learning and Development, LLUK 2010

- sufficient occupational knowledge
- current experience of external quality assurance
- access to appropriate training and support.

External quality assurance is carried out to ensure that there is compliance, validity, reliability and good practice in centres. EQAs must have appropriate occupational and verifying knowledge and expertise.

4.4.1 External Quality Assurer Competence

To demonstrate their competence, EQAs must be:

- qualified with a recognised external quality assurance qualification, or
- working towards a recognised external quality assurance qualification.

4.4.2 Continuing Professional Development

EQAs must maintain their occupational and external quality assurance knowledge. They will attend training and development designed to keep them up-to-date, facilitate standardisation between staff and share good practice.

4.5 Expert Witnesses

Expert witnesses, for example line managers and supervisors, can provide evidence that a learner has demonstrated competence in an activity. Their evidence contributes to performance evidence and has parity with assessor observation. Expert witnesses do not however perform the role of assessor.

4.5.1 Occupational Competence

Expert witnesses must, according to current sector practice, be competent in the functions covered by the units for which they are providing evidence.

They must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification unit that they are witnessing as a practitioner, trainer or manager.

4.5.2 Qualification Knowledge

Expert witnesses must be familiar with the qualification unit(s) and must be able to interpret current working practices and technologies within the area of work.

4.6 Assessing Competence

The purpose of assessing competence is to make sure that an individual is competent to carry out the activities required in their work. Assessors gather and judge evidence during normal work activities to determine whether the learner demonstrates their competence

against the standards in the qualification unit(s). Competence should be demonstrated at a level appropriate to the qualification. The skills required at the different qualification levels are defined in Ofqual's level descriptors.[4] Further information on qualification levels is included in the SFJ Awards Assessment Guide, which is available in the centre area of our website http://sfjawards.com/approved-centres/ or on request from SFJ Awards.

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable.

Assessment should be integrated into everyday work to make the most of opportunities that arise naturally within the workplace.

4.7   Methods for Assessing Competence

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

Assessors need to be able to select the right assessment methods for the competences that are being assessed, without overburdening the learner or the assessment process, or interfering with everyday work activities. SFJ Awards expects assessors to use a combination of different assessment methods to make a decision about an individual's occupational competence. Further information on assessment methods is provided below and also in the SFJ Awards Assessment Guide which is available in the centre area of our website http://sfjawards.com/approved-centres/, or on request from SFJ Awards.

4.7.1 Observation

SFJ Awards believes that direct observation in the workplace by an assessor or testimony from an expert witness is preferable as it allows for authenticated, valid and reliable evidence. Where learners demonstrate their competence in a real work situation, this must be done without the intervention from a tutor, supervisor or colleague.

However SFJ Awards recognises that alternative sources of evidence and assessment methods may have to be used where direct observation is not possible or practical.

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[4] Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015, www.gov.uk/government/publications/qualification-and-component-levels

4.7.2   Testimony of witnesses and expert witnesses

Witness testimonies are an accepted form of evidence by learners when compiling portfolios. Witness testimonies can be generated by peers, line managers and other individuals working closely with the learner. Witnesses are defined as being those people who are occupationally expert in their role.

Testimony can also be provided by expert witnesses who are occupationally competent **and** familiar with the qualification unit(s). Assessors will not need to spend as long assessing expert witness testimony as they would a witness testimony from a non-expert. Therefore if expert witnesses are involved in the assessment strategy for a qualification a greater number of learners can be managed by a smaller number of assessors.
The assessor is however responsible for making the final judgement in terms of the learner meeting the evidence requirements for the qualification unit(s).

4.7.3   Work outputs (product evidence)

Examples of work outputs include plans, reports, budgets, photographs, videos or notes of an event. Assessors can use work outputs in conjunction with other assessment methods, such as observation and discussion, to confirm competence and assure authenticity of the evidence presented.

4.7.4   Professional discussion

Discussions allow the learner to describe and reflect on their performance and knowledge in relation to the standards. Assessors can use discussions to test the authenticity, validity and reliability of a learner's evidence. Written/audio records of discussions must be maintained.

4.7.5   Questioning the learner

Questioning can be carried out orally or in written form and used to cover any gaps in assessment or corroborate other forms of evidence. Written/audio records of all questioning must be maintained.

4.7.6   Simulations

Simulations may take place either in a non-operational environment which is not the learner's workplace, for example a training centre, or in the workplace. Proposed simulations must be reviewed to ensure they are fit for purpose as part of the IQA's pre-delivery activity.

Simulations can be used when:

- the employer or assessor consider that evidence in the workplace will not be demonstrated within a reasonable timeframe
- there are limited opportunities to demonstrate competence in the workplace against all the assessment criteria
- there are health and safety implications due to the high risk nature of the work activity

- the work activity is non-routine and assessment cannot easily be planned for
- assessment is required in more difficult circumstances than is likely to happen day to day.

Simulations must follow the principles below:

1. The nature of the contingency and the physical environment for the simulation must be realistic
2. Learners should be given no indication as to exactly what contingencies they may come across in the simulation
3. The demands on the learner during the simulation should be no more or less than they would be in a real work situation
4. Simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans
5. There should be a range of simulations to cover the same aspect of a unit and they should be rotated regularly.

4.8   Assessing Knowledge and Understanding

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at the different qualification levels are defined in Ofqual's level descriptors.[5] Further information on qualification levels is included in the SFJ Awards Assessment Guide which is available in the centre area of our website http://sfjawards.com/approved-centres/, or on request from SFJ Awards.

Assessments must be:

- Fair
- Robust
- Rigorous
- Authentic
- Sufficient
- Transparent
- Appropriate.

Good practice when assessing knowledge includes use of a combination of assessment methods to ensure that as well as being able to recall information, the learner has a broader understanding of its application in the workplace. This ensures that qualifications are a valid measure of a learner's knowledge and understanding.

A proportion of any summative assessment may be conducted in controlled environments to ensure conditions are the same for all learners. This could include use of:

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[5] Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015 www.gov.uk/government/publications/qualification-and-component-levels

- Closed book conditions, where learners are not allowed access to reference materials
- Time bound conditions
- Invigilation.

4.9   Methods for Assessing Knowledge and Understanding

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that knowledge-based learning outcomes and assessment criteria have been met. Evidence of assessment, examples listed below, can be included in a portfolio of evidence.

a)   Written tests in a controlled environment
b)   Multiple choice questions
c)   Evidenced question and answer sessions with assessors
d)   Evidenced professional discussions
e)   Written assignments (including scenario-based written assignments).

Where written assessments are used centres must maintain a sufficient bank of assignments which are changed regularly.

4.10   Assessment Planning

Planning assessment allows a holistic approach to be taken, which focuses on assessment of the learner's work activity as a whole. This means that the assessment:

- reflects the skills requirements of the workplace
- saves time
- streamlines processes
- makes the most of naturally occurring evidence opportunities.

Planning assessment enables assessors to track learners' progress and incorporate feedback into the learning process; assessors can therefore be sure that learners have had sufficient opportunity to acquire the skills and knowledge to perform competently and consistently to the standards before being assessed. The assessment is therefore a more efficient, cost effective process which minimises the burden on learners, assessors and employers.

4.11   Standardisation

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time.

4.11.1 Internal standardisation

IQAs should facilitate internal standardisation events for assessors to attend and participate, in order to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient.

4.11.2 External standardisation

SFJ Awards will enable access to external standardisation opportunities for centres and EQAs over time.

Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Policy, available in the centre area of our website http://sfjawards.com/approved-centres/ and the SFJ Awards Standardisation Policy, available on our website http://sfjawards.com/policies/. All policies are available on request from SFJ Awards.

4.12   Recognition of Prior Learning (RPL)

'Recognition of prior learning (RPL) is the process of recognising previous formal, informal or experiential learning so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation has decided to attribute credit to a qualification)'.[6]

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards supports the use of RPL and centres must work to the principles included in Section 6 Assessment and Quality Assurance of the SFJ Awards Centre Handbook, available in the centre area of our website http://sfjawards.com/approved-centres/, and outlined in SFJ Awards Recognition of Prior Learning Policy, available on our website http://sfjawards.com/policies/. All policies are available on request from SFJ Awards.

4.13   Equality and Diversity

Centres must comply with legislation and the requirements of the RQF relating to equality and diversity. There should be no barriers to achieving a qualification based on:
- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity

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[6] After the QCF: A New Qualifications Framework, Ofqual 2015
https://www.gov.uk/government/consultations/after-the-qcf-a-new-qualifications-framework

- Race
- Religion and belief
- Sexual orientation

Reasonable adjustments are made to ensure that learners who are disabled are not disadvantaged in any way. Learners must declare their needs prior to the assessment and all necessary reasonable adjustment arrangements must have been approved by SFJ Awards and implemented before the time of their assessment.

Further information is available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy, which are available on our website http://sfjawards.com/policies/ or on request from SFJ Awards.

4.14   Health and Safety

SFJ Awards is committed to safeguarding and promoting the welfare of learners, employees and volunteers and expect everyone to share this commitment.

SFJ Awards fosters an open and supportive culture to encourage the safety and well-being of employees, learners and partner organisations to enable:

- learners to thrive and achieve
- employees, volunteers and visitors to feel secure
- everyone to feel assured that their welfare is a high priority.

Assessment of competence based qualifications in the justice sector can carry a high risk level due to the nature of some roles. Centres must therefore ensure that due regard is taken to assess and manage risk and have procedures in place to ensure that:

- qualifications can be delivered safely with risks to learners and those involved in the assessment process minimised as far as possible
- working environments meet relevant health and safety requirements.

5   The Units

Title	Promote equality and value diversity
Level	3
Credit Value	6
GLH	30

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 benefits of a culture which promotes equality and values diversity 1.2 Describe good practice in promoting equality and valuing diversity 1.3 Explain forms of inequality and discrimination and their impact on individuals, communities and society 1.4 Identify and outline the relevant legislation, employment regulations, policies and codes of practice relevant to the promotion of equality and valuing of diversity
2. Understand the importance of promoting equality and valuing 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 the importance to the sector of valuing the diversity of individuals 2.3 Explain good practice in providing individuals with information
3. Be able to demonstrate behaviour appropriate to the promotion of equality and valuing of diversity	3.1 Use methods of communication and behaviour which support equality and diversity 3.2 Promote equality and diversity as a component of the organisation's culture when working with individuals

4. Be able to support others in the promotion of equality and valuing of diversity	4.1 Challenge behaviour which is contrary to the organisation's equality and diversity policy
	4.2 Contribute to reviewing practice in line with agency policy
	4.3 Contribute to strategies for dealing with systems and structures which do not promote equality and diversity
Additional information about the unit	
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.

Title	Communicate effectively with people whilst maintaining the security of information
Level	3
Credit Value	3
GLH	15

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand how to communicate with people	1.1 Identify the 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)
1. Understand how to maintain the security of information in communications with people	2.1 Identify the legislation, organisational policies and procedures that apply to the security and management of information 2.2 Identify types of information that might be sensitive and/or confidential 2.3 Describe the appropriate precautions to be taken when communicating confidential and/or sensitive information 2.4 Explain the reasons for alerting an appropriate person when issues arise about the handling of/misuse of information
2. Be able to communicate with people	3.1 Use different methods of communication which meet the different needs of people 3.2 Use different methods to reduce any barriers to effective communication 3.3 Apply precautions necessary when communicating sensitive and/or confidential information in accordance with organisational procedure 3.4 Access support available to overcome difficulties in communicating

Additional information about the unit	
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence.

Title	Safeguarding Adults
Level	4
Credit Value	5
GLH	20

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand the context of safeguarding for vulnerable adults	1.1 Define safeguarding 1.2 Explain the legislation that relates to the protection of vulnerable adults 1.3 Review recent policy developments on approaches to safeguarding vulnerable adults
2. Be able to review policies and procedures for safeguarding of adults within a specific service setting	2.1 Describe the policies and procedures for the safeguarding of adults in a chosen service setting 2.2 Evaluate the policies/procedures in terms of fitness for purpose and legislative requirements 2.3 Produce recommendations for improvements to safeguarding of adults 2.4 Develop an action plan for organisational improvements in safeguarding vulnerable adults
3. Understand multi-agency approaches to safeguarding	3.1 Explain the rationale for joint work between agencies 3.2 Review guidelines for good practice and service standards applicable to joint working between agencies 3.3 Describe methods of promoting joint working 3.4 Evaluate methods of evaluating joint working
Additional information about the unit	
Assessment requirements specified by a sector or regulatory body (if appropriate)	An individual assignment supported by a series of presentations linked to a chosen service setting

Title	Provide initial support to victims and witnesses
Level	3
Credit value	3
GLH	15

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. 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 Summarise the range of needs that victims and witnesses may have
	1.4 Summarise ways of addressing the needs of victims and witnesses
	1.5 Explain why it is important to involve those with parental responsibility when working with children affected by crime or anti-social behaviour
	1.6 Describe how to use legislation, guidelines of good practice, charters and service standards to benefit and protect victims and witnesses
	1.7 Identify appropriate sources of advice and support to assist meeting victims' and witnesses' need for support
2. Be able to communicate effectively with victims and witnesses	2.1 Communicate with victims and witnesses appropriately taking account of: • pace • their level of understanding • their preferred form of communication
	2.2 Encourage victims and witnesses to express their own views about their immediate needs by: • creating an appropriate environment • actively listening • using appropriate body language • tone of voice

	2.3 Explain to victims and witnesses your organisation's policy in respect of:
	• confidentiality
	• who will have access to information provided by victims and witnesses
	• how the information will be recorded and stored
3. Be able to provide initial support to victims and witnesses	3.1 Explain to victims and witnesses the range of services available from the organisation
	3.2 Provide information on how to access these services and those of other relevant organisations
	3.3 Make accurate records of:
	• the victims' and witnesses' immediate needs
	• the initial support provided to them
4. Be able to assess the needs and wishes of victims and witnesses for further support	4.1 Discuss with victims and witnesses the nature and extent of their needs
	4.2 Help victims and witnesses to prioritise how their needs will be addressed
	4.3 Explain to victims and witnesses how support services are delivered by the organisation and others offering services
	4.4 Make accurate records of:
	• the victims' and witnesses' needs and wishes
	• the agreements reached with them
	• the resulting actions taken
Additional information about the unit	
Assessment requirements specified by a sector or regulatory body (if appropriate)	**Knowledge Element** Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace **Workplace Assessment** Competence must be practically demonstrated on two occasions in the workplace.

Title	Contribute to the effectiveness of team working
Level	3
Credit value	3
GLH	15

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. 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
	2.3 Contribute to effective team working by: • communicating effectively • maintaining good working relationships • offering support • dealing constructively with any issues that arise
	2.4 Review and evaluate the team's work in conjunction with other team members

3. Be able to contribute to the development of team working	3.1 Identify ways in which own work and that of the team can be improved
	3.2 Inform the relevant people about any issues affecting team working and service effectiveness
	3.3 Identify, in discussion with the team, any changes that need to be made and how these will be done
	3.4 Make changes to own work within an agreed timescale
	3.5 Seek appropriate support when unsure about how to change own practice

Additional information about the unit	
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence.

Title	Develop effective working with staff from other agencies
Level	3
Credit value	3
GLH	15

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand relevant legal and organisational requirements when working with other agencies	1.1 Identify the legislation, organisational policies and procedures that relate to joint working 1.2 Explain how relevant legislation, organisational policies and procedures affect working with other agencies
2. Understand the principles of effective working relationships with other agencies	2.1 Identify the roles and functions of the main agencies within the sector 2.2 Describe the broad structures, methods of communication and decision making processes of main agencies within the sector 2.3 Explain the principles of joint working arrangements between agencies
3. Be able to develop effective working relationships with staff in other agencies	3.1 Implement agreed processes for management and sharing of information with staff from other agencies 3.2 Interact with staff from other agencies in ways which are consistent with the policies and procedures of the organisation 3.3 Seek appropriate support when problems arise in working effectively with staff in other agencies
Additional information about the unit	
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence.

Title	Develop own knowledge, skills and competence
Level	3
Credit value	3
GLH	15

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 within the organisation on 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 2.3 Evaluate methods of learning to suit own learning style 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	
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence.

Title	Ensure your own actions reduce risks to health and safety
Level	3
Credit Value	2
GLH	6

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand legal and organisational requirements in relation to health and safety	1.1 describe the key features of the legislation, policies, procedures, codes of practice and guidelines in relation to duties for health and safety in the workplace
	1.2 explain the reasons why it is important to take action to reduce risks to health and safety in accordance with relevant legal and organisational requirements
	1.3 identify the risks to health and safety that may arise in the workplace, and describe the actions required to deal with them
	1.4 identify the 'responsible persons' to whom health and safety matters should be reported
	1.5 explain the importance of personal conduct and personal presentation in maintaining own health and safety and that of others
2. Be able to identify hazards and evaluate risks in the workplace	2.1 identify aspects of the workplace and working practices which pose potential risks to self and others
	2.2 evaluate potentially harmful working practices identifying those which present the highest risk to self or others
	2.3 report high risk hazards to the 'responsible person'
3. Be able to reduce risks to health and safety in the workplace	3.1 take action to deal with health and safety issues
	3.2 make suggestions for reducing risks to health and safety to the 'responsible persons'
Additional information about the unit	
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence

Title	Assist victims, witnesses and survivors to manage the effects of their experience
Level	4
Credit value	3
GLH	15

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. 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 of 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 victims, witnesses and survivors to explore their experience and the effects of their experience
	2.2 Help victims, witnesses and survivors to identify the factors that might influence their ability to cope with the effects of their experience
	2.3 Assist victims, witnesses and survivors to identify and prioritise those aspects of the experience where they need support from others
	2.4 Explain the options for support and other services available to them

3. Be able to support victims, witnesses and survivors to manage their experience of crime or anti-social behaviour	3.1 Assess, with victims, witnesses and survivors, their progress in managing their experience and its effects
	3.2 Assess, with victims, witnesses and survivors, the extent to which the support and other services they chose are meeting their needs
	3.3 Identify, with victims, witnesses and survivors, whether there is a need to modify or stop the support or other services they receive
	3.4 Agree with victims, witnesses and survivors the steps that will be taken and when these will be reviewed
Additional information about the unit	
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.

Title	Enable individuals to access services and facilities
Level	3
Credit value	3
GLH	15

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1 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 Summarise the typical characteristics of individuals that suggest individuals need to access services and facilities
	1.3 Summarise the services and facilities available to individuals
	1.4 Identify ways of supporting individuals to overcome barriers to accessing services and facilities
	1.5 Describe techniques of facilitating individuals to develop their 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 recognise their strengths in relation to services and facilities
	2.2 Provide help and support to individuals who need to find out about services and facilities
	2.3 Assist individuals to access information about services and facilities relevant to them
	2.4 Clarify individuals' understanding of information received
	2.5 Respond to aggressive or distressed reactions from individuals in accordance with organisational policy

3	Be able to provide help to individuals to use services and facilities	3.1	Discuss and agree with individuals the types of assistance they require in order to use services and facilities
		3.2	Explore with individuals ways to overcome any barriers in their use of services and facilities
		3.3	Facilitate individuals to develop their independence and self-efficacy
		3.4	Arrange appropriate support from others when individuals need it

Additional information about the unit	
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.

Title	Facilitate learning and development in groups
Level	3
Credit value	6
GLH	25

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1 Understand principles and practices of learning and development in groups	1.1 Explain purposes of group learning and development
	1.2 Explain why delivery of learning and development must reflect group dynamics
	1.3 Evaluate methods for facilitating learning and development to meet the needs of groups
	1.4 Explain how to manage risks and safeguard individuals when facilitating learning and development in groups
	1.5 Explain how to overcome barriers to learning in groups
	1.6 Explain how to monitor individual learner progress within group learning and development activities
	1.7 Explain how to adapt delivery based on feedback from learners in groups
2 Be able to facilitate learning and development in groups	2.1 Clarify facilitation methods with group members to meet group and individual learning objectives
	2.2 Implement learning and development activities to meet learning objectives
	2.3 Manage risks to group and individual learning and development
3 Be able to assist groups to apply new knowledge and skills in practical contexts	3.1 Develop opportunities for individuals to apply new knowledge and skills in practical contexts
	3.2 Provide feedback to improve the application of learning

4 Be able to assist learners to reflect on their learning and development undertaken in groups	4.1 Support self-evaluation by learners
	4.2 Review individual responses to learning and development in groups
	4.3 Assist learners to identify their future learning and development needs

Additional information the unit	
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed.

Title	Facilitate learning and development for individuals
Level	3
Credit value	6
GLH	25

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1 Understand principles and practices of one to one learning and development	1.1 Explain purposes of one to one learning and development 1.2 Explain factors to be considered when facilitating learning and development to meet individual needs 1.3 Evaluate methods for facilitating learning and development to meet the needs of individuals 1.4 Explain how to manage risks and safeguard individuals when facilitating one to one learning and development 1.5 Explain how to overcome individual barriers to learning 1.6 Explain how to monitor individual learner progress 1.7 Explain how to adapt delivery to meet individual learner needs
2 Be able to facilitate one to one learning and development	2.1 Clarify facilitation methods with individuals to meet their learning and/or development objectives 2.2 Implement activities to meet learning and/or development objectives 2.3 Manage risks and safeguard learners participating in one to one learning and/or development
3 Be able to assist individual learners in applying new knowledge and skills in practical contexts	3.1 Develop opportunities for individuals to apply their new knowledge and learning in practical contexts 3.2 Explain benefits to individuals of applying new knowledge and skills

4 Be able to assist individual learners in reflecting on their learning and/or development	4.1 Explain benefits of self-evaluation to individuals
	4.2 Review individual responses to one to one learning and/or development
	4.3 Assist individual learners to identify their future learning and/or development needs

Additional information the unit	
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed.

Title	Assist witnesses and their associates to prepare for judicial and legal processes
Level	3
Credit Value	5
GLH	20

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*

1. Understand the impact legislative, regulatory and organisational requirements have on own area of operations	1.1 explain legal and organisational requirements which relate to assisting victims, survivors and witnesses
	
	1.2 explain impact of legislation, policies and procedures relating to:
	
	    • data protection
	
	    • health and safety
	
	    • diversity
	
	1.3 describe the role of own organisation including:
	
	    • services it provides in supporting victims, survivors and witnesses
	
	1.4 explain own organisation's procedures relating to confidentiality of information including:
	
	    • disclosure of information to third parties
	
	    • specific circumstances under which disclosure can be made
	
	1.5 describe the organisational requirements for allowing others to be present in discussions with victims/survivors/witnesses including:
	
	    • benefits this can create
	
	    • disadvantages this can create
	
	1.6 explain own limits of authority including:
	
	    • the actions to take if these are exceeded
	
	1.7 describe the impact of crime on victims,

	survivors and witnesses including the need for: • protection • respect • recognition • information • confidentiality
2. Understand factors affecting victims, survivors and witnesses	2.1 describe needs of those who have experienced crime 2.2 describe needs of those who may be particularly vulnerable 2.3 explain how to assess needs 2.4 determine type of services that are necessary to meet needs
3. Understand the roles and responsibilities of the court	3.1 describe procedures for listing trials at court, including: • court facilities and conventions • dress code • behaviour • communication 3.2 describe the typical layout of a courtroom, including: • roles and responsibilities of those in the courtroom 3.3 describe the impact that appearances at court can have on witnesses and their associates, including: • how the individuals' need for support may differ 3.4 explain availability and use of special measures to assist vulnerable and intimidated witnesses, and: • who to contact to make a request

4. Understand the importance of relationships with witnesses and associates	4.1 describe the importance of developing relationships with witnesses and their associates, including: • methods of maintaining professional boundaries
5. Understand the roles and responsibilities of witnesses and associates	5.1 describe the role that all persons accompanying the victims/survivors/witnesses will undertake
6. Be able to provide witnesses and associates with information on the services offered by own organisation	6.1 research information concerning cases before contacting individuals 6.2 introduce own self whilst welcoming individuals and encouraging witnesses to be at ease 6.3 interact with individuals explaining nature of services own organisation can offer as well as any: • support • assistance they may require 6.4 communicate in a way that suits needs of the victims/survivors/witnesses whilst: • listening actively • responding constructively to the points made 6.5 organise a list of contact details for individuals for: • own self • own organisation • any other organisations from which witnesses can seek support 6.6 explain relationships between own organisation and other organisations in the criminal justice system
7. Be able to seek advice when needed	7.1 seek advice from appropriate people when unsure about what action should be taken, especially: • in cases when individuals decline support but are clearly in need of help

8. Be able to offer support to witnesses and associates to meet their needs	8.1 agree support for individuals for own organisation and others
	8.2 illustrate options for supporting witnesses and associates, including:
	• reasoning processes used in determining the most appropriate options for individuals concerned
	8.3 support individuals to identify what they feel able to manage themselves and where they need further assistance
	8.4 interact with individuals to discuss how needs can be supported with resources available
	8.5 agree an action plan with individuals which:
	• best supports needs
	• includes the support you can provide
	• includes the support others will provide
	• identifies whose responsibility it is for seeking support from others (i.e. individual or you)
9. Be able to familiarise witnesses and associates with the courtroom prior to trial	9.1 support individuals by offering them the opportunity to visit an empty courtroom to familiarise themselves with its layout
	9.2 utilise materials appropriate to individuals helping to familiarise themselves with the layout of a court where it is not possible to visit an empty courtroom
	9.3 explain to individuals:
	• layout of the courtroom
	• roles and responsibilities of the key people in the court
	• where they will sit
	• likely process in the courtroom
10. Be able to familiarise witnesses and associates with the court processes prior to trial	10.1 explain to individuals the role and responsibilities of witnesses, and:
	• who will be asking them questions
	• what they should do if they do not understand a question
	• what help they may need whilst giving

	evidence
	10.2 explain to individuals the facilities available at the court, and: • any relevant administrative arrangements • court conventions regarding dress • behaviour • court rules about communication between individuals and own self
	10.3 agree any special measures that have been put in place to assist individuals including: • how long they are likely to have to wait before giving evidence • what they will be able to see • who will be able to see them whilst they are giving evidence
11. Be able to support individuals to communicate with the court	11.1 support individuals by encouraging them to ask questions, and; • clarify any points raised • referring any unanswered questions to an appropriate person where this is within your role 11.2 support individuals to discuss their concerns, and: • any special needs • take appropriate steps to address concerns and needs (where consent is given)
12. Be able to maintain up to date records	12.1 maintain accurate and up to date records of: • points raised • agreements reached • resulting actions taken • individual's needs for support and preferences

Additional information about the unit	
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.

Title	Develop a trusting relationship with individuals
Level	3
Credit value	6
GLH	20

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Understand legislative, regulatory and organisational requirements for own area of operations	1.1 explain legal and organisational requirements for working with individuals, including; • young people • the impact of communicating with young people 1.2 explain the impact of legislation, policies and procedures for own area of operations relating to; • data protection • health and safety • diversity 1.3 describe own organisation's procedures for maintaining records for working with individuals
2. Understand own job role and responsibilities within own area of operations	2.1 explain limits of own authority and responsibility, including; • actions to take if these are exceeded 2.2 describe the importance of being aware of own values and beliefs, including; • the impact of own ability to challenge discriminatory or potentially damaging attitudes and behaviour 2.3 describe limits of confidentiality within own job role, including; • circumstances when necessary to go against individuals expressed wishes in

	their best interests
	• in such cases, the importance of ensuring individuals understand what is happening and why
	2.4 describe potential risks to own personal safety, including;
	• ways of addressing these
3. Understand communication methods used for different individuals within own area of operations	3.1 explain different styles and appropriate forms of communication including; • importance of building trust and empathy with individuals • methods of achieving trust and empathy 3.2 explain the importance of non-verbal communication, including; • how different cultures use and interpret body language in different ways 3.3 describe possible barriers to communication, including; • causes • ways to overcome barriers
4. Understand how to establish boundaries within relationships	4.1 describe the importance of building trust and rapport with individuals, and; • methods for achieving this for different individuals 4.2 explain the importance of establishing boundaries of own relationship with individuals, including; • ways to reach agreement about rules within relationships 4.3 describe what the boundaries of relationships could be, including; • ethical aspects • personal aspects

	• professional aspects
	• contextual aspects
	4.4 describe ways in which boundaries of relationships can be maintained
	4.5 explain the importance of checking understanding and;
	• how to avoid assumptions
5. Understand issues individuals may face within own area of operations	5.1 describe typical issues to individuals, including;
	• concerns
	• activities of relevance
	5.2 explain prejudice and associated barriers that might be faced by individuals, and;
	• methods for addressing these
6. Be able to set up meetings with individuals which are appropriate to their needs	6.1 agree suitable locations and environments for making contact with individuals
	6.2 agree appropriate time for contacting individuals
7. Be able to communicate with individuals in a manner suitable to their needs	7.1 use appropriate forms and styles of communication suited to individuals needs and abilities
	7.2 communicate clearly with individuals whilst encouraging questions and;
	• check for understanding
8. Be able to address concerns individuals may have within own area of operations	8.1 respond positively to any concerns from individuals
	8.2 support individuals and take a positive interest in their concerns and areas of activity
9. Be able to support individuals to choose best solutions to meet their own circumstances	9.1 identify individuals needs, including;
	• what motivates them
	• what they seek to achieve

	9.2 support individuals to assess different courses of action, and; • explore potential consequences of each 9.3 involve individuals in decisions affecting them whilst considering their abilities and circumstances
10. Be able to support individuals to understand the types of information that may need to be shared with other parties	10.1 explain clearly to individuals what information may have to be shared with others and why 10.2 gain consent from individuals for sharing information with others
11. Be able to show individuals appropriate ways to behave towards others	11.1 treat individuals with respect, and show; • integrity • fairness • consistency 11.2 model behaviour which shows respect, including; • helpfulness • cooperation
12. Be able to deal with individuals within the limits of own authority	12.1 take action to safeguard own welfare and others 12.2 maintain appropriate ethical, legal and contractual requirements when dealing with individuals
Additional information about the unit	
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.

Title	Provide support and review achievements through mentoring and befriending
Level	3
Credit Value	6
GLH	25

Learning Outcomes	Assessment Criteria
The learner will:	*The learner can:*
1. Understand legislative, regulatory and organisational requirements	1.1 explain legal and organisational requirements impacting upon provision of mentoring and befriending services, and:
	• the impact for providing and evaluating mentoring and befriending relationships
	1.2 explain legislation, policies and procedures relating to:
	• data protection
	• health and safety
	• diversity
	1.3 explain impact on own area of operations with regard to:
	• data protection
	• health and safety
	• diversity
	1.4 describe the role of own organisation and services relating to mentoring and befriending, including:
	• how they relate to those of other organisations and relevant services
	1.5 describe own organisation's procedures for maintaining records relating to mentoring and befriending relationships
	1.6 explain organisation's policies relating to disclosure of abuse, and:
	• the procedures to follow to deal promptly with allegations and instances of abuse

2. Understand how to maintain effective mentor/befriender relationships	2.1 describe the role of a mentor and befriender, including: • the limits of own authority and responsibility • the actions to take if these are exceeded 2.2 explain importance of maintaining appropriate roles and boundaries within a mentoring and befriending relationship, and how to do this 2.3 explain the importance of establishing rapport with individuals, and methods for achieving this 2.4 describe ways to maintain effective working relationships, including how to negotiate and resolve points of disagreement 2.5 explain how to provide individuals with information, advice or guidance, and ways to affirm understanding of information provided 2.6 describe the importance of displaying role model behaviours, and how to do this 2.7 describe effective time management techniques
3. Understand potential barriers in mentoring/befriending relationships	3.1 describe signs of conflict within a mentoring and befriending relationship, including: • when individuals being mentored and befriended are exerting undue influence upon the mentor and befriender • how to recognise signs of conflict • how to deal with conflict situations 3.2 explain prejudice and associated barriers that might be faced by those being mentored and befriended, including: • methods for addressing these and for providing appropriate support 3.3 describe ways to confirm that mentoring and befriending takes place in appropriate locations, including:

	• accessibility
	• suitability
	• safety
4. Understand how to evaluate progress of action plans	4.1 describe effective methods for monitoring and evaluating progress of action plans including:
	• realising aims of individuals
	• how often progress and achievements should be reviewed
	• what types of progress review should take place
	4.2 describe the importance of recognising and celebrating achievement in motivating individuals, including methods for doing this
5. Understand how to support individuals to make own decisions	5.1 describe ways to encourage individuals to express ideas and concerns
	5.2 describe ways to enable individuals to make decisions
	5.3 describe ways to support individuals towards:
	• improving decision-making skills,
	• developing confidence and self-esteem
	5.4 describe the importance of individuals taking responsibility for developing skills, including different ways to promote decision-making
	5.5 explain what opportunities there might be for individuals to gain experience, including different ways opportunities can be accessed
	5.6 describe techniques for providing effective and constructive feedback
6. Understand how to support individuals when signs of health issues are recognised	6.1 describe common indicators that show individuals may have mental health issues which are impacting adversely upon behaviour, including:
	• appropriate actions to be taken where indicators are observed within mentoring and befriending relationships

	6.2 describe agencies where individuals might be referred for help and support with mental health issues, and the procedures for progressing such referrals
7. Understand how to communicate with individuals	7.1 explain different styles and forms of communication, including: • importance of building trust and empathy with individuals • methods of achieving this 7.2 explain the importance of non-verbal communication, including how different cultures use and interpret body language differently 7.3 describe possible barriers to communication, including: • causes • ways to overcome them • feelings and reactions individuals may have that could hinder the ability to discuss personal circumstances 7.4 explain the importance of being aware of own values and beliefs, including the impact on own ability to challenge discriminatory or potentially damaging attitudes and behavior 7.5 describe limits of confidentiality applying to own job role, and: • circumstances where it is necessary to go against the wishes of individuals • in such cases, the importance of ensuring that individuals understand what is happening and why
8. Be able to explore opportunities with individuals towards own development	8.1 allocate sufficient time for interactions with individuals 8.2 support individuals towards realising their aims 8.3 support individuals to identify opportunities to gain experiences to help self-development 8.4 support individuals to take responsibility for developing skills and achieving

	developmental goals
	8.5 identify opportunities with individuals to develop skills appropriate to implementing plans and to realise aims
	8.6 support individuals to build networks
9. Be able to support individuals to address any obstacles affecting own development	9.1 support individuals to discuss issues or problems affecting own development, including: • any ideas or suggestions to address these • helping them to address problems objectively and constructively 9.2 support individuals to look at issues from an unbiased point of view that will help them make informed choices 9.3 identify with individuals the effects of planned actions upon others and confirm that agreed actions fulfil legal, regulatory and ethical considerations
10. Be able to identify further support needed with individuals	10.1 support individuals to understand any resource limitations of mentoring and befriending relationships 10.2 agree with individuals what further support they need 10.3 plan with individuals how further support can be accessed
11. Be able to communicate with individuals to address any barriers towards effective mentoring/befriending relationships	11.1 resolve any points of disagreement with individuals to maintain effective working relationships 11.2 confirm any barriers that influence the effectiveness of mentoring and befriending relationships, and: • take appropriate actions to address these in line with organisational procedures 11.3 identify with individuals: • strengths or weaknesses in the mentoring and befriending relationship, and;

	• any changes needed to improve effectiveness
	11.4 communicate ensuring that the medium, manner, level and pace are appropriate to individuals:
	• abilities
	• personal beliefs
	• preferences
	• circumstances
12. Be able to conduct reviews with individuals	12.1 conduct reviews of mentoring and befriending relationships at agreed times
	12.2 offer individuals honest, timely and constructive feedback in a positive manner
	12.3 create opportunities for individuals to reflect upon and learn from experiences, and explore how they can apply such learning to progress own aims
13. Be able to review progress of action plans with individuals	13.1 review with individuals progress of action plans, and:
	• include any achievements
	• ensure that mentoring and befriending relationships remains of assistance to them
	13.2 agree with individuals objectives and outcomes that:
	• have been achieved
	• have not been achieved
	13.3 celebrate individuals' achievements and support them in dealing with any perceived setbacks
	13.4 identify issues with individuals faced during implementation and action to be taken, including how this might be addressed

14. Be able to agree next steps with individuals	14.1 confirm likely future scenarios based upon a realistic analysis of current circumstances
	14.2 agree individuals next steps and actions to progress towards agreed goals
15. Be able to maintain up to date records	15.1 maintain accurate and up-to-date records of progress reviews and interactions, including: next steps and actions which have been agreed, in line with own organisation's requirements

Additional information about the unit	
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.

Title	Support victims and survivors of domestic and sexual abuse and violence
Level	3
Credit Value	5
GLH	20

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand legislative, regulatory and organisational procedures for own area of operations	1.1 explain legal and organisational requirements for communicating and engaging with victims, of domestic and sexual abuse, and: • the impact for own area of operations 1.2 explain the impact to own area of operations of legislation, policies and procedures relating to: • data protection • health and safety • diversity
2. Understand organisational procedures relating to domestic or sexual abuse	2.1 describe the role of own organisation and services relating to tackling domestic and sexual abuse, including: • the provision of support to victims and survivors 2.2 describe organisational procedures for having others present in discussions with victims and survivors, and: • the benefits presence of others can create • the disadvantage presence of others can create

3. Understand impact of own role within the organisation	3.1 describe limits of own authority and responsibility, including what action to take if these are exceeded
	3.2 explain the importance of being aware of own values and beliefs, including impact upon own ability to challenge discriminatory or potentially damaging attitudes and behaviour
	3.3 describe limits of confidentiality within own role, including: • circumstances when it is necessary to go against victims and survivors expressed wishes • in such cases, the importance of ensuring they understand what is happening and why
4. Understand what domestic and sexual abuse is	4.1 explain what constitutes domestic and sexual abuse and violence, including its prevalence in the community
	4.2 describe signs of abuse and: • methods used by abusers to gain power and control
	4.3 describe what action should be taken where the disclosure of abuse is identified
5. Understand the impact domestic and sexual abuse can have on others	5.1 explain the impact upon all of those affected by domestic and sexual abuse, including: • victims and survivors • children
	5.2 describe how children may be used by abusers as part of their abuse
	5.3 describe how cultural, social and gender related aspects impact upon domestic and sexual abuse
6. Understand the supportive role performed by other agencies when dealing with victims and survivors of domestic and sexual abuse	6.1 explain types of information and areas of support sought by those affected by domestic and sexual abuse and sources of information available to them
	6.2 explain the role of principal external agencies and stakeholders who provide

	referrals and related support to victims and survivors of domestic and sexual abuse in own area of operations
7. Understand when to use different forms of communication when dealing with victims and survivors of domestic and sexual abuse	7.1 describe different styles and forms of communication that may be appropriate, and: • the importance of building trust and empathy with victims and survivors • methods of achieving this 7.2 explain the importance of non-verbal communication, and how different cultures use and interpret body language in different ways 7.3 explain possible barriers to communication, including: • causes • ways to overcome them • feelings and reactions which victims and survivors may have that hinder their ability to discuss abuse
8. Be able to review information about victims/survivors in line with organisational procedures	8.1 review the information available with regard to victims and survivors, including: • personal circumstances • age • gender • any known risk factors • reasons for their introduction to own organisation
9. Be able to arrange a meeting with victims/survivors in line with organisational procedures	9.1 contact victims and survivors using preferred means of communication, and take into account: • their circumstances • associated risk to their welfare and safety 9.2 introduce own self and organization clearly, and: • state the reason for the call, in line with

	own organisational procedures
	• maintain own safety
	9.3 agree with victims and survivors when they prefer another person with them for support
	9.4 agree a date, time and venue to meet with victims and survivors, whilst considering risks to health and safety for own self and victims and survivors
	9.5 confirm that victims and survivors are comfortable with proposed arrangements
10. Be able to prepare for meetings with victims/survivors	10.1 prepare meeting room in advance, whilst considering the physical and emotional needs of individuals
	10.2 provide victims and survivors with relevant sources of information regarding domestic and sexual abuse, including services which own organisation offers
11. Be able to provide information to victims/survivors on own organisational services	11.1 introduce self and take relevant actions towards welcoming victims and survivors, and encourage them to be at ease
	11.2 explain own organisations policy relating to confidentiality
	11.3 provide information on range of services which own organisation can offer
	11.4 agree roles with persons accompanying victims and survivors
12. Be able to communicate with victims/survivors in line with organisational procedures	12.1 explore personal circumstances with victims and survivors to establish the relationship with the abuser and nature of the abuse suffered, where relevant and appropriate
	12.2 respond constructively and with empathy to points made and communicate in a manner which suits the needs and ability of victims and survivors
	12.3 treat victims and survivors with dignity and respect, and:
	• accept what they are saying
	• avoid being judgemental

	12.4 progress at victims and survivors own pace and: • create opportunities for those in distress to disclose abuse 12.5 respond appropriately to any initial disclosure of abuse
13. Be able to explore how own organisation can help victims/survivors	13.1 identify what problems victims and survivors believe the abuse is causing, or has created, for them 13.2 identify areas where victims and survivors would welcome help 13.3 agree with victims and survivors possible services available which address their needs, including: • immediate welfare and safety • welfare and safety of any dependents
14. Be able to agree with victims/witnesses the proposed course of action in line with organisational procedures	14.1 work quickly to safeguard victims and survivors immediate safety and wellbeing where this is under immediate threat 14.2 seek consent of victims and survivors to agreed courses of action 14.3 explain clearly to victims and survivors, what information may have to be shared with others, including: • reasons why • agreed course of action being progressed
15. Be able to agree next steps with victims/survivors in line with organisational procedures	15.1 agree future contact arrangements with victims and survivors and ensure consistency is maintained in terms of those talking with victims and survivors, in line with their needs and own organisational procedures 15.2 identify whether services available from own organisation may not fulfil victims and survivors needs, and refer them to appropriate agency with sensitivity and in line with own organisational procedures

| 16. Be able to maintain records in line with organisational procedures | 16.1 maintain accurate and up to date records of points discussed and outcomes of own discussions |
| | 16.2 maintain confidentiality in line with own organisational procedures |

Additional information about the unit	
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.

Title	Develop a culture and systems that promote equality and value diversity
Level	4
Credit Value	6
GLH	12

Learning Outcomes	Assessment Criteria
The learner will:	*The learner can:*
1. Know how to develop a culture and systems that promote equality and value diversity	1.1 identify legislation and employment regulations that apply to the promotion of equality and the valuing of diversity
	1.2 explain the duty of care under legislation and employment regulations
	1.3 explain the importance of promoting equality and valuing of diversity in the justice sector
	1.4 explain how inequality and discrimination affect individuals, groups and communities and society as a whole
	1.5 explain the concept of organizational culture and its impact on groups and individuals within the workforce
	1.6 provide examples of how the promotion of equality and valuing of diversity can be built into the culture and systems of their organisation
	1.7 explain how leadership roles and styles can be used in the promotion of equality and diversity and in challenging individual discrimination and institutional discrimination
	1.8 explain the role of complaints and grievance processes in tackling discrimination and oppression
	1.9 examine own development potential in relation to promoting equality and valuing diversity
	1.10 describe the responsibilities and inter-dependencies of those involved in

			promoting equality and valuing diversity
		1.11	describe effective methods of evaluating the effectiveness of equality and diversity policies and procedures
		1.12	provide examples of developing and implementing good and best practice in relation to equality and diversity
2.	Be able to develop a culture and systems that promote equality and value diversity	2.1	evaluate, formally and informally, the effectiveness of their organisation's systems, policies, procedures and guidelines in promoting equality and valuing diversity
		2.2	ensure that their organisation's systems, policies, procedures and guidelines do promote equality and value diversity
		2.3	promote equality and value diversity by: • profiling the workforce and promoting a diverse workforce • acting as a mentor/role model for people in relation to equality and diversity • involving diverse groups in different pieces of work • setting objectives for own team to promote equality and value diversity • ensuring that the organisational processes that they are responsible for are fair (e.g. recruitment and selection) • regularly seeking the views of under-represented groups on their experiences (in the organisation and the local population) and acting on them • communicating the importance of equality and diversity at every opportunity linking it to the wider work of the organisation
		2.4	behave in a manner which promotes equality and values diversity
		2.5	review their organisation's systems and processes and improve them to address

		issues related to unfair and discriminatory practice
	2.6	support individuals whose rights have been compromised in having their complaints appropriately addressed
	2.7	challenge the discriminatory behaviour of individuals and institutional discrimination
Additional information about the unit		
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A	

Title	Promote multi-agency working at agencies' meetings
Level	4
Credit value	6
GLH	20

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Understand the nature of own role and principal agencies within the justice sector	1.1 describe the nature of own area of operations including; • roles, functions and structures of the principal agencies • methods of communication • decision making processes 1.2 outline nature, extent and boundaries of own work role and; • relationship of own role with others
2. Understand specific legislation and guidelines you need to work to	2.1 explain specific legislation and guidelines of good practice which relate to the work being undertaken and; • impact of this on own work 2.2 explain principles of equality, diversity and anti-discriminatory practice
3. Understand the benefits of effective working relationships	3.1 explain how own work and work role interacts with others in related agencies 3.2 explain the benefits of working collaboratively across; • agencies • disciplines 3.3 define how teams and collaborative work evolve over time including; • impact of this on relationships • impact on effective working 3.4 explain value of networking informally around meetings

		3.5	explain correct procedure to follow when it is statutorily necessary to share information with other agencies
4.	Understand the key functions, procedures, resources and forms used in meetings	4.1	explain functions, procedures and resources used in different meetings
		4.2	describe forms of report required for meetings
		4.3	explain importance of effective preparation for meetings
		4.4	give examples of how to identify and address problems with information
5.	Understand how to communicate effectively with others	5.1	describe why it is necessary to alter communication styles when working with; • different individuals • representatives of different agencies
		5.2	explain the importance of effectively providing feedback relevant to colleagues on outcomes from meetings
		5.3	explain how to present own case at meetings when this may not be high on others' agenda
		5.4	explain clearly nature of and rationale for own organisation's policies and practices
6.	Be able to prepare for meetings with agencies	6.1	verify purpose of meeting ensuring it is relevant to own agency's work
		6.2	prepare in advance; • information required for meeting • materials needed for meeting • information to be gathered from meeting
		6.3	confirm input required from own agency in advance of meeting
7.	Be able to communicate effectively during meetings with agencies	7.1	communicate clearly to encourage an open exchange of views and information
		7.2	ask relevant questions to check understanding and to explore particular aspects further
		7.3	challenge contributions from others in a

	professional manner
	7.4 acknowledge views of others, even if they differ from own perspective
	7.5 explain any abbreviations used which may be unclear to others
8. Be able to present information during meetings with agencies	8.1 present information clearly, accurately and succinctly, consistent with the formality and nature of the meeting
	8.2 present facts and judgements clearly and objectively
	8.3 identify relevant information during the process of meeting recording it accurately, legibly and completely
9. Be able to provide feedback to others	9.1 provide feedback to others in own organisation on the meeting
	9.2 agree with others any further action to be taken

Additional information about the unit	
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.

Title	Support vulnerable or intimidated witnesses during judicial and legal processes
Level	3
Credit value	4
GLH	15

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Understand legislative, regulatory and organisational requirements	1.1 explain legal and organisational requirements relating to providing support to vulnerable or intimidated witnesses during judicial and legal processes, and; • the impact on own area of operations 1.2 explain legislation, policies and procedures relating to data protection, health and safety and diversity, and; • the impact for own area of operations
2. Understand organisational roles and responsibilities	2.1 describe the role of own organisation and services it provides to support vulnerable or intimidated witnesses during judicial and legal processes 2.2 describe own organisation's policies and procedures regarding confidentiality of information, including; • disclosure of information to third parties • specific circumstances under which disclosure may be made 2.3 describe organisational requirements for allowing others to be present in discussions with victims/survivors/witnesses, including; • the benefits and disadvantages that presence of others can create 2.4 explain limits of own responsibility, and; • actions to take if these are exceeded 2.5 explain role of own organisation and

	services, including;
	• how they relate to other organisations and services in community justice sector
	2.6 explain own role and responsibilities including;
	• where to seek advice if unsure
3. Understand the needs of victims, survivors and witnesses	3.1 describe impact of crime on victims, survivors and witnesses and the need for; • protection • respect • recognition • information and confidentiality 3.2 describe how to assess needs, and; • confirm type of services necessary to meet needs 3.3 describe the needs of those who have experienced crime and who may be particularly vulnerable
4. Understand the roles and procedures of the court	4.1 describe procedures for listing trials at court, including; • court facilities and conventions • dress • behaviour • communication 4.2 describe typical layout of courtrooms, including; • roles and responsibilities of those in courtrooms 4.3 explain the impact that appearances at court can have on witnesses and associates, including; • how individuals' needs for support may differ 4.4 describe availability and use of special measures to assist vulnerable and intimidated witnesses, and;

	• who to contact to make a request
5. Understand limitations of relationships with witnesses and associates	5.1 describe different ways that witnesses may feel and behave before, during and after giving evidence
	5.2 describe different ways witnesses might interact with workers and;
	• gauge which is the most appropriate way of interacting with witnesses
	5.3 explain the best course of action to take when information is provided which could prejudice legal proceedings
	5.4 describe limits on information that can be offered to witnesses, including what must not discussed, and;
	• purpose of these limits
	• what to do if these limits are breached
	5.5 explain the importance of developing relationships with vulnerable or intimidated witnesses and associates whilst maintaining professional boundaries, and;
	• methods for doing this
	5.6 describe methods of handling situations where there might be conflict between needs and wishes of witnesses and associates
	5.7 describe options for supporting vulnerable witnesses and associates, including;
	• reasoning processes used in determining most appropriate options for individuals
6. Be able to clarify effective working relationships with vulnerable or intimidated witnesses and associates	6.1 research information about cases before making contact with individuals
	6.2 make introductions and take relevant actions when welcoming individuals and;
	• encourage them to be at ease
	6.3 explain to individuals the organisation's policy relating to confidentiality, and;
	• disclosure of information to third parties

	6.4 explain to individuals the nature of services, support and assistance which own organisation offers, including;
	• services offered by other organisations
	6.5 help individuals make contact with relevant services
	6.6 explain any special measures already in place to help witnesses give evidence, including;
	• how they work
	• what they need to do when are required to give evidence
	6.7 confirm all persons accompanying the victim/survivor/witness understand the role they will play
7. Be able to provide support to witnesses that meets individuals needs and abilities	7.1 listen to points made by witnesses, and;
	• communicate in a manner which suits the needs and ability of witnesses
	7.2 support individuals to identify what they feel able to manage themselves and where they need help from others
	7.3 agree action plans with individuals which best supports needs, and;
	• includes the support available from own organisation
	• includes the support others will provide
	• identifies whether own organisation or individuals are responsible for seeking support from others
	7.4 support individuals to ask questions and clarify points raised
	7.5 refer any unanswered questions promptly to an appropriate person
8. Be able to assess individuals in line with organisational procedures	8.1 assess individuals' needs for support, including;
	• the extent to which special measures will help witnesses give the best evidence whilst minimising the risk of physical and emotional harm to

	witnesses
	8.2 provide assessment and recommendations for special measures promptly to relevant parties
	8.3 observe individuals' behaviour for signs which indicate distress and; • take appropriate steps to help them manage any distress
9. Be able to maintain accurate records in line with organisational procedures	9.1 maintain accurate and up to date records of discussions with individuals
	9.2 maintain accurate and up to date records of agreements reached
	9.3 obtain consent to forward records to relevant others, in line with own organisation's requirements
10. Be able to familiarise witnesses and associates with courtroom procedures prior to trial	10.1 offer individuals opportunity to visit an empty courtroom to become familiar with layout and atmosphere
	10.2 select materials appropriate to individuals to help them become familiar with the court layout, where it is not possible to visit an empty courtroom
	10.3 explain to individuals the layout of the courtroom, including; • roles and responsibilities of key people in the court • special measures that have been put into place to assist them
	10.4 confirm individuals roles and responsibilities as witnesses, including; • who will be asking them questions • what they should do if they don't understand a question or need help whilst giving evidence
	10.5 explain to individuals the facilities available at court and; • any relevant administrative arrangements • court conventions regarding dress and

	behaviour
	• court rules about communication between individuals and own role
	10.6 confirm the process in the courtroom, including;
	• any words used in legal proceedings
	10.7 support witnesses to discuss concerns about processes and;
	• respond in a reassuring manner suggesting realistic ways to address concerns
11. Be able to raise concerns to appropriate persons about communications between witnesses and others	11.1 monitor communications between witnesses and others
	11.2 report any concerns about content of communications to appropriate others
	11.3 report concerns witnesses have to appropriate people when they can't be addressed by own self
12. Be able to support individuals to communicate with the court	12.1 explain questions to witnesses accurately and completely where directed to do so by the court
	12.2 support witnesses in ways designed to reassure, and that are consistent with;
	• earlier agreements
	• court conventions and avoid influencing their evidence
	12.3 observe the emotional and physical well-being of witnesses whilst they are giving evidence, and report to appropriate person immediately;
	• any indications that witnesses are becoming distressed
	• any indications that witnesses are at risk of harm
	12.4 support witnesses on leaving the courtroom to allow them time alone and;
	• offer practical support and access to facilities where appropriate
	• offer the opportunity to ask questions

	and talk about their experience of giving evidence
Additional information about the unit	
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.

Title	Develop working relationships with colleagues and stakeholders
Level	4
Credit Value	4
GLH	20

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Know how to identify stakeholders and their relevance to an organisation	1.1 Identify an organisation's stakeholders. 1.2 Evaluate the roles, responsibilities, interests and concerns of stakeholders. 1.3 Assess the importance of identified stakeholders.
2. Understand how to establish working relationships with colleagues and stakeholders.	2.1 Clarify how to agree a common sense of purpose with colleagues and stakeholders. 2.2 Summarise how to create an environment of trust and mutual respect with colleagues and stakeholders.
3. Be able to create an environment of trust and mutual respect with colleagues and stakeholders.	3.1 Review and revise the needs and motivations of colleagues and stakeholders. 3.2 Demonstrate interaction with colleagues and stakeholders that allows respect for the views and actions of others.
Additional information about the unit	
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A

Title	Contribute to the development, implementation and evaluation of strategies and policies for recruiting and managing volunteers
Level	4
Credit value	6
GLH	25

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Understand how specific legislation can impact own role	1.1 explain how legislation and guidelines impact own area of responsibility 1.2 explain the principles of effective equality, diversity and anti-discriminatory practice
2. Understand the risks associated with volunteers working with the agency	2.1 discuss how own organisation involves volunteers in its work and; • benefits • risks 2.2 explain why it is necessary to consider the impact volunteers will have on the agency 2.3 discuss whether volunteers should have the same access to information as paid staff 2.4 describe methods to determine the level of risk to individuals working with volunteers and; • why it is important to consider this in relation to vulnerable groups 2.5 describe how to prevent or minimise the potential for volunteers to contribute to or be placed at risk
3. Understand how to deal with difficult situations involving volunteers	3.1 explain the values of own organisation in relation to the work of volunteers 3.2 describe how to address any conflicts that arise between organisational values and individuals' own values 3.3 explain how to handle difficulties with an

		individual volunteer's work including;
		• responsibilities that own organisation has to its volunteers
		• responsibilities to its staff
		• responsibilities to clients
		3.4 explain own role and responsibilities including where to seek assistance
4.	Understand how to gather information on potential volunteers	4.1 explain methods used to check and investigate potential volunteers' background and;
		• circumstances where these may be used
		4.2 explain what information is required about potential volunteers and;
		• methods used to obtain this information
		• interpret this information
		• check this information
		4.3 outline ways to assess and confirm the needs and wishes of potential volunteers including;
		• how to determine if they have a legitimate interest in the work of the organisation
		4.4 describe the different methods used to promote the value of volunteering and;
		• why it is important to consider these in terms of the different groups of people that these are likely to reach
5.	Understand how to identify the training and development needs of volunteers	5.1 explain how to identify and evaluate;
		• commitment of potential volunteers
		• experience of potential volunteers
		• skills and competence of potential volunteers
		5.2 explain how to assess the training and development needs essential to volunteers
		5.3 describe the criteria by which the effectiveness of volunteers' work is to be

		assessed
		5.4 explain how to appraise people's performance effectively including how this will be used for future management
		5.5 explain the range of training available that can be used to maximise the effectiveness of volunteers
6. Understand the principles used in recruitment, selection and management processes		6.1 describe the principles behind effective and fair recruitment and selection of volunteers
		6.2 explain why it is important to develop and use explicit criteria for the selection of volunteers
		6.3 describe the range of different motives for volunteering and;
		• why it is important to identify and consider these in recruitment, selection and management
		6.4 describe areas of work which are appropriate for volunteers
		6.5 describe what volunteers are expected to do in their area of work
7. Be able to make recommendations on strategies for recruiting and managing volunteers		7.1 agree realistic, clear and consistent criteria and processes that shows evidence of good practice for;
		• recruiting volunteers
		• selecting volunteers
		• managing volunteers
		7.2 develop suitable strategies and policies to make effective use of volunteers' diverse strengths and interests
		7.3 evaluate suitable strategies and policies to make effective use of volunteers' diverse strengths and interests
		7.4 check that strategies are consistent with current legislation and the aims and objectives of own organisation
		7.5 develop constructive recommendations for improving strategies and policies
		7.6 seek appropriate support and advice when

		experiencing difficulty in implementing strategies and policies
8.	Be able to establish the roles and responsibilities for volunteers	8.1 agree roles and responsibilities volunteers have in relation to the services provided by the organisation 8.2 establish how own agency can; • effectively use different individuals' motivation for volunteering • minimise any barriers for volunteers while still promoting the interests of the primary clients
9.	Be able to review the recruitment and selection process for volunteers	9.1 evaluate recruitment and selection process and offer constructive feedback on its strengths and weaknesses 9.2 agree, with volunteers, improvements to be made to processes covering; • recruitment • selection • management 9.3 make improvements to the design and operation of; • systems under own responsibility • structures under own responsibility 9.4 make justified recommendations for improving strategies and policies

10. Be able to manage volunteers according to your organisations policies	10.1 establish how to manage volunteers in ways that are consistent with organisation's policies
	10.2 maintain effective relationships with volunteers to support own agency's work
	10.3 challenge factors within the environment which directly affect volunteer management and motivation
	10.4 follow the process to be used to equip volunteers with skills and knowledge required for their role
	10.5 address any issues related to managing volunteers
	10.6 promote a culture acknowledging volunteers needs and values
Additional information about the unit	
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.

Title	Manage the performance of teams and individuals
Level	4
Credit Value	6
GLH	16

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*

1. Be able to set objectives and work plans with teams and individuals	1.1 Facilitate the development of SMART objectives and work plans with team members
	
	1.2 Confirm that the objectives, work plans and schedules meet:
	
	   a) equal opportunities legislation
	
	   b) team members' abilities and development needs
	
	   c) organisational objectives

2. Be able to communicate, manage and evaluate objectives and work plans	2.1 Present organisational objectives and work plans to team members 2.2 Complete documentation as required by an organisation 2.3 Confirm at appropriate intervals that team members understand and are committed to objectives and work plans 2.4 Provide advice to team members on how to achieve objectives 2.5 Evaluate objectives and work plans regularly, taking into account individual, team and organisational changes 2.6 Monitor objectives and work plans to give equality of opportunity to all team members
3. Be able to assess the performance of teams and individuals against objectives and work plans	3.1 Explain the purpose of monitoring and assessment of performance to teams and individuals 3.2 Give team members the opportunity to monitor and assess own performance against SMART objectives and work plans 3.3 Conduct assessments against agreed

	criteria at appropriate times
	3.4 Ensure that performance assessments take account of team members' personal circumstances in line with organisational constraints
4. Be able to provide feedback to teams and individuals on performance in line with organisational guidelines	4.1 Provide feedback to team members, giving individuals an opportunity to respond
	4.2 Manage poor performance and performance above expectation, in line with an organisation's guidelines
	4.3 Agree actions for improved performance with team members
5. Understand how to agree and set objectives and work plans with teams and individuals	5.1 Explain which factors to consider when developing objectives and work plans for the short, medium and long term which are realistic and achievable
	5.2 Describe the types of issues that teams and individuals may need advice and guidance on how to achieve objectives
	5.3 Identify methods that can be used to clearly communicate to team members
	5.4 Explain the importance of following legal and organisational policy relating to equal opportunities when agreeing objectives and work plans
	5.5 Explain the importance of consulting teams and individuals to encourage involvement in the development of their own objectives and work plans
	5.6 Explain how to match objectives and work plans to teams and individuals' abilities and development needs
	5.7 Identify organisational constraints that have an impact on objectives and work plans
	5.8 Explain the implications for work planning when managing teams and individuals outside own area of responsibility
	5.9 Explain the importance of accurately completing documentation and why copies should be retained

6. Understand how to assess the performance of teams and individuals	6.1 Explain why it is important to monitor and assess the on-going performance of team members
	6.2 Explain how to make fair and objective assessments when assessing team and individuals, taking into account their personal circumstances
	6.3 Evaluate different methods of monitoring and assessment
	6.4 Identify the key information needed to assess performance
	6.5 Identify the sources of obtaining key information, which can be validated for assessment purposes
	6.6 Explain how to enable team members to monitor and assess their own performance
7. Understand how to provide feedback to teams and individuals on performance	7.1 Evaluate methods for providing positive and negative feedback to teams and individuals
	7.2 Explain how to provide clear and accurate feedback in a way which demonstrates respect, confidentiality and acknowledges personal circumstances
	7.3 Evaluate methods to motivate team and individuals and gain their on-going commitment when providing feedback
	7.4 Explain the importance of providing constructive suggestions on how to improve performance giving teams and individuals the opportunity to suggest how they could improve their own performance
Additional information about the unit	
Assessment requirements specified by a sector or regulatory body (if appropriate)	Personal circumstances Such as those relating to culture, age, gender, health or background

Title	Establishing and maintaining client referral and information exchange systems
Level	4
Credit Value	5
GLH	30

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand the principles and procedures required to define and agree referral and information exchange procedures in own organisation and with others	1.1 Evaluate the strategic and operational principles and procedures that are required in own organisation to establish referral and information exchange with others
	1.2 Analyse the information about other agencies and the services they can provide
	1.3 Evaluate examples of good practice in the establishment and maintenance of referral and information exchange systems and procedures
	1.4 Analyse the legal, organisational and ethical requirements that must be considered in establishing referral and information exchange systems and procedures
	1.5 Evaluate the benefits to clients of establishing referral and information exchange systems and procedures
	1.6 Evaluate any issues or barriers to the establishment of client referral and information exchange systems and procedures
	1.7 Analyse way of negotiating with others to establish and maintain client referral and information exchange systems and procedures
2. Be able to set up and agree systems and procedures for client referral and information sharing with other agencies	2.1 Analyse feedback from others in own organisation on proposals for client referral and information exchange systems and procedures
	2.2 Set up processes for negotiating with other agencies on proposals for establishing and

	maintaining client referral systems and procedures
	2.3 Develop with others, joint referral and information exchange systems that are practical and compatible with own organisational procedures
	2.4 Incorporate all legal and ethical requirements into the proposals
	2.5 Incorporate agreed processes and procedures for monitoring the effectiveness of the client referral and information exchange systems and procedures
	2.6 Incorporate agreed criteria, processes and procedures for monitoring and improving interagency referrals and information sharing processes
3. Be able to monitor and evaluate the effectiveness of client referral and information sharing systems and procedures	3.1 Analyse information gathered on the effectiveness of the client referral and information exchange process
	3.2 Evaluate the effectiveness of the client referral and information exchange process
	3.3 Work with internal colleagues to amend and improve internal systems and processes for client referral and information sharing
	3.4 Work with colleagues in other agencies to amend and improve internal systems and processes for client referral and information sharing
	3.5 Follow all legal and ethical requirements relating to the set up and maintenance of systems and processes for client referral and information exchange
Additional information about the unit	
Assessment requirements specified by a sector or regulatory body (if appropriate)	The practical aspects of this unit must be assessed by direct observation

Title	Monitor compliance with quality systems
Level	5
Credit value	7
GLH	21

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Understand the policies and procedures for monitoring compliance with quality systems	1.1 identify the relevant structures, responsibilities and processes within the organisation
	1.2 identify the people within the organisation, with whom they must agree the scope, objectives and programme of audits
	1.3 identify the organisation's quality objectives, policy and procedures
	1.4 explain the organisation's requirements for reporting on compliance with quality systems
	1.5 explain the principles of quality auditing and how to conduct an audit investigation
	1.6 explain the principles, organisational policies, values and legal requirements affecting equal opportunities at work
	1.7 explain the importance of: • monitoring activities against plans • identifying significant variations • deciding on appropriate corrective action
	1.8 explain the importance of evaluating the results of quality audits against: • the organisation's quality objectives • relevant standards • statutory requirements • industry best practice

2.	Understand the requirements for monitoring compliance with quality systems	2.1 explain the importance of assessing the relative risks of non compliance with quality systems
		2.2 identify the principles and processes of effective communication and how to apply them
		2.3 explain the importance of presenting progress reports and findings effectively
		2.4 explain the importance of giving feedback in a way which enhances confidence and commitment
		2.5 explain the importance of agreeing the scope and objectives of quality audits
		2.6 explain the importance of assessing which of the organisation's processes are likely not to comply with quality systems
		2.7 identify the knowledge and skills required by those who will carry out the audits, and: • explain how to assess and develop this knowledge and skills
		2.8 explain the importance of assessing the performance of auditors
		2.9 explain the importance of assessing the appropriateness of corrective actions agreed
		2.10 explain the importance of allocating work to a team based on: • their expertise • their development needs • the need to provide equal opportunities for development to all competent people
		2.11 explain the importance of identifying and providing the support and advice people need in order to work effectively yet autonomously

3. Be able to plan to audit compliance with quality systems	3.1 agree the scope and objectives of the audits with relevant people
	3.2 identify processes in the organisation where non-compliance is most likely
	3.3 identify the relative risks to the organisation of non-compliance with quality systems in each of the agency's processes
	3.4 agree with relevant people a programme of audits which:
	• prioritises areas of greatest risk and likely non-compliance
	• complies with the organisation's quality policies and procedures
	3.5 develop a sufficient number of competent people to carry out the programme of audits
4. Be able to implement the audit plan	4.1 allocate audits to competent people, taking account of their expertise, development needs and the need to provide equal opportunities
	4.2 provide sufficient support and advice to auditors to allow them to work effectively yet autonomously
	4.3 monitor the progress of audit activity against the plan regularly, and:
	• take appropriate corrective action in the event of significant variations
	4.4 provide relevant people with regular reports of progress against the plan
5. Be able to report on compliance with quality systems	5.1 evaluate accurately the results of quality audits against the organisation's:
	• quality objectives
	• relevant standards
	• legal requirements
	• industry best practice
	5.2 assess fully the appropriateness of the corrective action agreed to deal with

		discrepancies found during audits
	5.3	advise relevant people, with the appropriate level of urgency, of the risks associated with non-compliance discovered during audits
	5.4	report the findings of their evaluation to relevant people in accordance with organisational requirements
	5.5	give feedback to those whose performance was audited in a way which enhances their confidence and commitment to quality
	5.6	assess accurately their auditors' performance and implement appropriate development activities
Additional information about the unit		
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A	

Title	Ensure compliance with legal, regulatory, ethical and social requirements
Level	4
Credit value	5
GLH	25

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Be able to monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements	1.1 Monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements
2. Be able to identify and make recommendations on areas of non-compliance with procedures for legal, regulatory, ethical and social requirements relating to own area of responsibility.	2.1 Identify areas of non-compliance with legal, regulatory, ethical and social procedures 2.2 Examine reasons for non-compliance with procedures 2.3 Make recommendations for corrections to ensure compliance with procedures
Additional information about the unit	
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A

Title	Develop own practice through reflection
Level	3
Credit value	4
GLH	30

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Understand the competence requirements of the role	1.1 describe what is required for competent, effective and safe practice 1.2 explain what is required to provide active support for individuals and key people
2. Be able to reflect on performance	2.1 review performance in the job role 2.2 use constructive feedback from individuals to develop practice 2.3 identify supervision and support required
3. Be able to implement plans to improve performance	3.1 identify any actions needed to improve practice 3.2 prioritise aspects of practice that need to be enhanced 3.3 prepare specific, measureable, agreed, realistic and time-bound (SMART) objectives using available resources 3.4 utilise development opportunities to improve own performance
4. Be able to evaluate the effectiveness of development plans	4.1 reflect on practice following implementation of plans 4.2 demonstrate improvement in practice 4.3 review impact of plans on working practice 4.4 implement identified development opportunities

5. Be able to comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	5.1 work in accordance with the standard operating procedures (SOPs) at all times
	5.2 demonstrate compliance with requirements including
	• legal
	• professional
	• organisational
	5.3 maintain up to date records of personal and professional development

Additional information about the unit	
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence.