
Overview

This standard is about the assessment of an individual based on their identified needs in order to plan agreed activities. The activities might be as part of an intervention plan designed to address aspects of an individual's offending behaviour, and may also be part of a programme entered into voluntarily by the individual. Activities also include those aimed at the development of the individual, at raising self awareness, and/or with a therapeutic purpose.

In working with offenders you are expected to consistently display the skills of pro-social modelling, offender engagement and professional judgment to encourage offenders to desist from their offending behaviour and to reduce the risk of re-offending.

There are two elements

- 1 Contribute to the assessment of individuals' abilities and needs
- 2 Plan agreed development activities for individuals

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Assess individuals' needs and plan agreed activities

Performance criteria

Contribute to the assessment of individuals' abilities and needs

You must be able to:

- P1 obtain relevant information for the assessment from the appropriate source
- P2 collect and prepare the necessary resources for the assessment, appropriate to the individual's age, sensory and general abilities, and which build upon the individual's strengths and interests
- P3 encourage individuals to participate at a level appropriate to their abilities
- P4 communicate in a manner, level and pace appropriate to the individual
- P5 identify prioritised goals for the individual that are clear and realistic
- P6 specify how the success of the activity is to be evaluated, in terms of addressing the individual's identified needs
- P7 encourage individuals to ask questions and seek clarification and support when they need it
- P8 minimise distractions and disturbances
- P9 carry out the assessment in accordance with organisational requirements
- P10 seek advice from an appropriate person where there are any concerns regarding the assessment method
- P11 make records of the assessment which are accurate, legible and complete
- P12 pass records of the assessment to the appropriate person

Plan agreed activities for individuals

You must be able to:

- P13 identify development activities that address the factors contributing to the individual's offending behaviour and which are consistent with their abilities, learning styles and needs
- P14 encourage individuals to participate at a level appropriate to their abilities and incorporate the individual's interests and preferences in the plan
- P15 communicate in a manner, level and pace, appropriate to the individual
- P16 plan development activities that are:
 - P16.1 skills based
 - P16.2 address problem solving
 - P16.3 appropriate to the individual's age, sensory and general abilities
 - P16.4 build upon the individual's strengths and interests
- P17 identify goals which are clear and realistic, listed in order of priority and achievable within set timescales
- P18 specify in the plan how the success of the activity is to be evaluated and by whom

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Knowledge and understanding

You need to know and understand:

- K1 the importance of learning to take place in a context that is meaningful to the individual
- K2 the importance of clear links between the individual's needs and the level and intensity of activities planned
- K3 the importance of clear, prioritised objectives, and why development objectives should be constantly evaluated and reviewed
- K4 why individuals should be encouraged to participate in planning, and why the individual's views on the effectiveness of the activity are of particular significance
- K5 where the individual's consent to the activities should be established and the relationship of this to the promotion of individual rights
- K6 why the individual and their families, relatives and friends should be actively encouraged to become involved, and methods of achieving this
- K7 the reasons why individuals should be given time and space to develop the skills they possess and to comment constructively on their progress
- K8 why difficulties experienced by the individual or adverse reactions to the development activity should be reported to the appropriate person
- K9 the purpose and methods of evaluating programmes for individuals
- K10 why advice should be sought and acted on as soon as there is doubt about particular programmes for individuals
- K11 the type and form of activities which are suitable for particular individuals and the manner in which activities can be used to increase potential and effectiveness, self-development and personal responsibility
- K12 methods for adapting environments to meet the needs of individuals and groups
- K13 normal patterns of development and the likely progress which individuals will make to the achievement of goals
- K14 the difference between positive and constructive feedback and how this can assist the individual's development
- K15 methods of providing feedback to individuals in a manner which will assist their development and provide support to individuals when they experience difficulties or react adversely
- K16 the importance of acting as a role model for the individual

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Developed by	Skills for Justice
Version number	2
Date approved	January 2013
Indicative review date	January 2018
Validity	Current
Status	Original
Originating organisation	Skills for Justice
Original URN	SFJ EC6
Relevant occupations	Probation Officers; Probation Support Officers
Suite	Community Justice
Key words	Develop; programme; learn; assessment; offender engagement; desistance