

SFJ ED9

Monitor and evaluate the impact of interventions for individuals



Overview

This standard is about working with individuals and with those involved in the delivery of interventions to monitor and evaluate the impact of interventions upon desistance from offending/reoffending by the individual. It includes ensuring that risk assessments are up to date.

The assessment of 'risk' includes the risk of:

- 1 an individual offending/reoffending
- 2 harm to self, to others and from others

There are two elements

- 1 Monitor the impact of interventions for the individual
- 2 Liaise with others to enhance the effectiveness of interventions

Target group

This standard is applicable to those whose responsibilities include monitoring and evaluating the impact of interventions upon particular individuals.

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Performance criteria

Monitor the impact of interventions for the individual

You must be able to:

- P1 identify the objectives established for the interventions
- P2 determine criteria to evaluate the outcomes and the methods to monitor progress
- P3 monitor the progress of interventions and support provided for the individual, identify any issues arising and address these correctly within required timescales
- P4 explore the individual's perception of the interventions, their impact upon behaviour, and the objectives agreed
- P5 facilitate colleagues and other stakeholders involved with the individual and the delivery of the interventions to provide constructive feedback upon the progress being made against the objectives agreed
- P6 undertake risk assessments in accordance with the level of risk identified and report any difficulties encountered to the relevant people within required timescales
- P7 identify the outcomes of risk assessments, noting any changes and the events and/or circumstances identified as a cause of the variance
- P8 arrange required changes to existing interventions or the introduction of new interventions, in response to changes in an individual's risk classification as per organisational requirements and within required timescales
- P9 identify and address any instances of prejudice or discrimination directly and within organisational requirements

Liaise with others to enhance the effectiveness of interventions

You must be able to:

- P10 review the programme and the outcomes achieved with colleagues and relevant stakeholders involved in delivering the interventions
- P11 compare the outcomes achieved against the objectives for the intervention programme and the agreed evaluation criteria
- P12 identify the successes and highlight the lessons to be learnt
- P13 identify any obstacles which hindered the progress of interventions, and determine how these might be addressed
- P14 use evaluation information to agree with relevant others how future intervention programmes might be enhanced
- P15 communicate with others, recognising their areas of expertise and their role as partners
- P16 provide information about interventions that were effective in reducing offending/reoffending to appropriate parties, setting out the nature of the interventions and reasons why they achieved their objectives
- P17 maintain accurate records of the findings, conclusions and recommendations agreed in line with organisational requirements
- P18 make relevant information available to the appropriate parties, and

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maintain confidentiality in line with organisational and statutory requirements

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Knowledge and understanding

You need to know and understand:

- K1 legislation, organisational requirements and guides relevant to monitoring interventions, and for undertaking risk-led assessments, including their local, social and political context
- K2 the relevant assessment tool(s) and who undertakes assessments
- K3 the information required to make an assessment of individuals appropriate to the management of their risk of offending/reoffending
- K4 the principles of risk-led practice based on specific descriptions of risk in terms of behaviour and circumstances
- K5 approaches to risk assessment, and their relative advantages and disadvantages
- K6 how to set objectives and criteria to evaluate the success of interventions
- K7 sources of relevant information for monitoring intervention programmes, how to access these and how to verify and corroborate the information required
- K8 how to distinguish between directly observed evidence, evidence from reliable sources and hearsay
- K9 how to distinguish between prejudice and opinions that are backed by evidence
- K10 the meaning of harm, including the different types and their indicators, and factors that influence the harming of individuals
- K11 the circumstances that require additional assessments and how to arrange these
- K12 the factors that affect the behaviour of individuals, including their physical, social, psychological and emotional development
- K13 the principles of effective equality, diversity and anti-discriminatory practice
- K14 how equality and inequality affects individuals
- K15 different ways to encourage individuals to recognise the need to change their behaviour and to develop their motivation to do so
- K16 the obstacles to change that may exist for individuals, and methods to overcome them
- K17 why it is important to help individuals to consider the effects of their choices on others and to have ownership of, and be responsible for, the decisions that they make
- K18 methods to disseminate effective practice to appropriate agencies
- K19 your role and responsibilities and who to seek assistance and advice from when necessary

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Additional Information

Glossary

Desistance

Desistance from crime refers to the long-term abstinence from criminal behaviour among those for whom offending had become a pattern of behaviour. Some see desistance as a permanent cessation of offending over several years, whilst others take an arguably more fluid definition of desistance, accepting that episodes of re-offending may occur.

(McNeill et al, 2012)

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