

BTEC Professional Award in Casework Supervision in Neighbourhood Nuisance & Anti Social Behaviour.

Short Answer Pre Course Assignment (8 hours learning)

Introduction

Short-answer questions

Some assignments have questions that are broken down into parts that each requires a brief answer. These are called Short-answer questions

Short-answer questions require concise answers so it is essential to read the question carefully and to take account of the process words. It is all too easy to go off track and overshoot word limits by including irrelevant information.

Write like a professional

Writing good assignments involves building a well-structured argument with logical progression, using supporting evidence. Supporting evidence means using

- Quotes
- Paraphrasing
- Referencing.

Including these types of supporting material demonstrates that your work is rigorous – you show that you have read the relevant books and articles and that you can back up the assertions made in your argument. You do this by directly quoting what another academic has said (in a book or article), or by mentioning that academic's work but putting it in your own words, that is by paraphrasing.

General checks

It can help to ask a friend to check your assignment before you send it in. You can ask them if the essay was easy to understand. Were there any unclear or ambiguous parts? Could they guess the question by reading the answer without looking at the title?

However, don't ask another student on the course to check your assignment and, unless it has been specifically agreed, it's also not appropriate to send your tutor a draft of your assignment for checking.

Understanding the question

Before you start your assignment, look carefully at the question. Make sure that you understand what it is asking you to do. This will help you stay focused and

- Decide on appropriate content and how to tackle it
- Choose the correct writing style for your assignment
- Set out your content in a sensible and coherent way.

Part 1

Instructions

Look at your local partnership Information & Data Exchange protocol that covers Section 115 Crime & Disorder Act 1998.

If you can not find or do not have a protocol for sharing information and data around crime and disorder download and use the 'Home Office Protocol Template', which can be found in your student learning zone.

Answer the following short questions.

Question: Explain and give examples of how the core elements of the protocols purpose statement are being delivered locally?

Answer: (No more than 250 words)

Question: In regard to your organisation what type of information can you disclose using the protocol?

Answer: (No more than 250 words)

Tip: Think about the Tools and Powers available and the action that is being considered when requesting or disclosing information

Question: Describe the process for actually requesting & disclosing information under your protocol.

Answer: (No more than 250 words)

Tip: Think about what documents, people and timescales that may be required to assist the process

Question: As the Primary Designated Officer or Manager of your organisation please write a procedure for dealing with complaints between partners and breaches of the protocol.

Answer: (No more than 500 words)

Procedure for Complaints and Breaches of the Protocol

Part 2

Instruction

This exercise is about assessing your teams initial contact and support that is provided to individuals affected by offending or anti-social behaviour (victims and witnesses).

The support that is provided at this stage will depend on the needs and wishes of the individual, but is likely to include both practical support (for example relating to safety and security, help with insurance or compensation claims and other paperwork) and emotional support, most often through listening and reassuring.

This initial contact and support may be all that some individuals need. Others may need further support over time, for example if a case is to come to court or if they have been more severely affected by their experience or if they are particularly vulnerable, for example children and young people, people experiencing racially-motivated crime.

Part of the worker's role, therefore, is to assess with the individual the further support that they or their family may need, and identify and discuss the possible sources of such support. The worker's actions should be guided by the needs and wishes of the individual, within available resources. However, circumstances may arise where the worker needs to balance the rights of the individual to make their own decisions with any risk of harm to the individual and others.

It may be necessary to seek advice and support from colleagues. If the individual affected by crime or anti-social behaviour is a child, those with parental responsibility should be involved.

In this exercise the terms 'victims and witnesses' have been used to refer to the people to whom the worker is providing support, and may include the family and friends of a victim, especially in the case of bereaved families.

The support provided, or the assessed needs, may include

- Information
- Practical Assistance
- Empathy, Reassurance, Understanding And Emotional Support
- Help With Media Attention.
- Access To Medical Help
- Counselling
- Safety And Protection

When making your assessments of competence can the individuals show evidence of this by being able to;

Communicate with individuals in a manner, and at a level and pace, which are appropriate to them, their level of understanding and their preferred form of communication.

Encourage individuals, through the creation of an appropriate environment, to express their own views about their immediate needs.

Minimises any constraints to effective communication is empathic, genuine and respectful.

Encourage individuals to communicate through using appropriate body language, position, tone of voice and active listening.

Explain clearly the agency's policy in respect of:

- Confidentiality
- Who Will Have Access To Information Provided By Individuals
- How The Information Will Be Recorded And Store

Workforce Planning Exercise

Allocate a Person Number to each member of your team (including yourself) but remember this is not a staff appraisal exercise and you should not share it with colleagues unless you have assessed all HR implications.

Against each member enter if they are **competent** to carry out the activity described in the statement on the left by **inserting C** in the relevant box.

Against each statement indicate which team members are **accountable** for the activity by **inserting A** in the relevant box.

Indicate the team members **involved** in the activity by **inserting I** in the relevant box.

In the **Number Required** box and based on your team workload enter a number to represent how many staff you feel you actually need to meet the statement requirement.

	Based on National Occupational Standards	Team Members									
Working with victims and witnesses Who consistently shows effective and considered planning and activity to meet the requirements of the below statements?	Number Required	Person 1 Me	Person 2	Person 3	Person 4	Person 5	Person 6	Person 7	Person 8	Person 9	
experiencing hate-based crime, women experiencing violence and abuse, children and young people.											
Understanding repeat victimisation and its implications. Involving those with parental responsibility where children are the main perpetrators or who have been involved in crime or anti-social behaviour.											
Using legislation, guidelines of good practice, charters and service standards to benefit and protect victims and witnesses.											
The role of your organisation and its services un dealing ASB and how they relate to other agencies and services in the wider community justice sector.											
Implementing the organisations policy and procedures regarding confidentiality of information and the disclosure of information to third parties and the specific circumstances under which disclosure may be made.											
Understanding own role and responsibilities and displaying they obtain appropriate assistance and advice and when it should be sought if they are unsure.											
How they have applied the principles of equality, diversity and											



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	anti-discriminatory practice to their work										

Important

You must bring both completed parts of this pre-course work with you for assessment on your first classroom-training day.