Qualifications Handbook

Level 3 Probation Practice

Qualifications Handbook

SFJ Awards Level 3 Certificate in Probation Practice

Qualification Number: 603/1231/2

SFJ Awards Level 3 Diploma in Probation Practice

Qualification Number: 603/1234/8

Operational Start Date: 1 April 2017

Version	Date of issue	Amendment(s)	Page
V3	05.05.17	Remove section on barred unit combination	6
V2	26.04.17	Update Assessment Criteria numbering	35, 47
V1	29.03.17	N/A	

Contents

1   Introduction

1.1   About us

SFJ Awards is part of the Skills for Health and Justice Group. For over 10 years Skills for Justice and Skills for Health 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 Skills for Justice and Skills for Health have earned an enviable reputation for their knowledge of the 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, Armed Forces and Health 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

2.1   Overall Objective for the Qualifications

This handbook relates to the following qualifications:

- SFJ Awards Level 3 Certificate in Probation Practice
- SFJ Awards Level 3 Diploma in Probation Practice

Level 3 Certificate in Probation Practice

The main objective of the qualification is to provide the underpinning knowledge and skills required by those working in the probation sector. It provides career development to staff who have some contact with service users but whose role does not cover all the competences of the Level 3 Diploma in Probation Practice.

The qualification consists of the mandatory units from the Level 3 Diploma in Probation Practice, which allows learners to use Recognition of Prior Learning (RPL) to facilitate their progression into the Probation Services Officer role. It is envisaged that this qualification will be suitable for a range of roles across the National Probation Service and Community Rehabilitation Companies, for example Probation Case Administration, Community Payback or Approved Premises night wardens.

Level 3 Diploma in Probation Practice

This qualification enables Probation Services Officers to develop their knowledge and skills and demonstrate they are competent within their role. It will usually be completed within 12 months of appointment. It also supports Probation Services Officers to become Probation Officers via the Level 5 Diploma in Probation Practice.

2.2   Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete the Level 3 Certificate in Probation Practice but learners must be working in a role which allows them to evidence the learning outcomes.

Learners must be working in the probation sector in order to achieve the Level 3 Diploma in Probation Practice.

2.3   Units and Rules of Combination

2.3.1   Level 3 Certificate in Probation Practice

This qualification is made up of three mandatory units as shown in the following table.

Mandatory Group (learners must achieve all three units)				
Unit Number	Odyssey Reference	Title	Level	GLH
1	1237	Professional ethics, values and practices	3	16
2	1238	Safeguard individuals	3	8
3	1239	Working with own and other organisations	3	8

2.3.2 Level 3 Diploma in Probation Practice

This qualification consists of 12 units which have been designed to encapsulate the knowledge and skills required for roles within probation practice. To be awarded this qualification the learner must achieve three mandatory units and three optional units. Learners must achieve one unit from Optional Group One and two units from Optional Group Two.

Although there are no prescribed combinations of optional units, there are units which are applicable to specific roles within the probation sector. Organisations will therefore select unit combinations which reflect the roles of, and are achievable by, their staff.

Mandatory Group (learners must achieve all three units)				
Unit Number	Odyssey Reference	Title	Level	GLH
1	1237	Professional ethics, values and practices	3	16
2	1238	Safeguard individuals	3	8
3	1239	Working with own and other organisations	3	8

Optional Group 1 (learners must achieve one unit)				
Unit Number	Odyssey Reference	Title	Level	GLH
4	1240	Assess the risk, needs and strengths of offenders	3	16
5	1241	Assess the risks to, and needs of, victims	3	12

Optional Group 2 (learners must achieve two units)				
Unit Number	Odyssey Reference	Title	Level	GLH
6	1242	Engage and motivate offenders to promote change	3	16
7	1243	Manage risk of harm	3	18
8	1244	Produce and present formal reports	3	8
9	1245	Deliver rehabilitation programmes	3	12
10	1246	Represent the organisation at formal meetings	3	8
11	1247	Support victims throughout the custody and release of offenders	3	16
12	1248	Support offenders with resettlement into the community	3	12

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.

The Total Qualification Time and Guided Learning Hours for these qualifications are as follows:

Qualification Title	TQT	GLH
Level 3 Certificate in Probation Practice	170	32
Level 3 Diploma in Probation Practice	390	60 – 82

2.5   Age Restriction

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

2.6   Opportunities for Progression

The Level 3 Certificate in Probation Practice offers a progression route to the SFJ Awards Level 3 Diploma in Probation Practice and the role of Probation Services Officer.

The Level 3 Diploma in Probation Practice offers progression from, and into, other probation practice related qualifications including the SFJ Awards Level 5 Diploma in Probation Practice.

2.7   Use of Languages

SFJ Awards conducts its business activities in English and the qualifications handbook for these qualifications is provided in English. The SFJ Awards policy on the use of languages (Welsh and Irish) is available on the website.

SFJ Awards will provide assessment materials and qualification handbooks expressed in English. If there is sufficient demand; in Wales materials will be provided in English and Welsh or Welsh. In Northern Ireland assessment materials will be provided in English and Irish.

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

For vocational qualifications SFJ Awards will support the assessment of Learners in Irish or Welsh provided that sufficient notice is given to ensure that an assessment in a language other than English is comparable.

SFJ Awards carries out its business activities in English and may employ the services of a translator for quality assurance purposes.

Reasonable adjustments may be made by carrying out the assessment in British or Irish Sign Language. The qualification handbook for this qualification is currently available in English.

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 Policy and the SFJ Awards Quality Assurance (Internal and External) Policy. All policies are available on the website www.sfjawards.com or on request from SFJ Awards.

4 Assessment

4.1 Qualification Assessment Methods

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

- Coursework
- E-assessment
- Multiple Choice Examination
- Portfolio of Evidence (this can include for example records of professional discussions, questions and answer sessions, witness testimonies or records of workplace observations)
- 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.

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

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.

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.

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

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:

- 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 Policy.

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 Policy.

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 Policy.

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

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 and the SFJ Awards Standardisation Policy.

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 and outlined in SFJ Awards Recognition of Prior Learning Policy.

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
- 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.

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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

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   Qualification Units

Mandatory Units

Title	Unit 1: Professional ethics, values and practices	
Level	3	
Guided Learning Hours (GLH)	16	
Summary	This unit aims to provide learners with an understanding of professional ethics, values and practices, and to develop their skills to put this knowledge into practice in their role. The unit includes knowledge of equality, diversity and inclusion, desistance from crime, and including the victim's perspective. Learners will also learn about the impact of relevant legislation, professional ethics and values upon their practice. They will develop skills in promoting the professional ethics and values of the sector; maintaining and developing their own knowledge and skills; planning and managing their own workload; and maintaining information to support delivery.	
Learning Outcomes *The learner will:*	**Assessment Criteria** *The learner can:*	**Guidance**
1. Understand professional ethics, values and practices	1.1 Explain the implications of relevant legislation, professional ethics and values upon practice 1.2 Explain how to promote professional ethics and values 1.3 Explain how to promote equality, diversity and inclusion 1.4 Explain theories of desistance and their implications for effective practice	In AC1.1 'implications' also covers tensions. In AC1.1 'relevant legislation' will be that which applies to the learner's role. In AC1.3 the explanation should include consideration of unconscious bias.

	1.5	Explain how to include the victim perspective in working practices	
2. Promote professional ethics and values	2.1	Respond to individuals' differences to promote engagement	
	2.2	Integrate professional values into practice	
	2.3	Act with integrity, objectivity and impartiality	
	2.4	Maintain professional boundaries	
	2.5	Maintain lines of accountability	
3. Promote equality, diversity and inclusion	3.1	Explain own behaviour in relation to equality, diversity and inclusion	
	3.2	Explain power differences within professional relationships	
	3.3	Identify behaviours that do not promote equality, diversity and inclusion	
	3.4	Promote communication and behaviours that reinforce equality, diversity and inclusion	
	3.5	Promote equality, diversity and inclusion through work with own and other organisations	
4. Maintain and develop own knowledge, skills and competence	4.1	Seek feedback from others in order to assess own knowledge, skills and competence	For NPS learners the NPS Quality Framework will provide a relevant mechanism for reviewing and developing practice. CRCs and other relevant organisations will have their own equivalent Frameworks.
	4.2	Review own practice to identify development needs and specify priority areas for development	

5. Plan and manage own workload	5.1	Plan and manage work to meet objectives	In AC5.1 'objectives' may include: time requirements, deadlines, constraints, resources, targets etc
	5.2	Demonstrate resilience in the management of workload	In AC5.2 the use of the word 'resilience' means adapting and bouncing back in what will be at times demanding circumstances. It also includes seeking assistance through appropriate channels when help is required.
	5.3	Review personal progress to improve management of workload	
6. Maintain information to support delivery	6.1	Maintain records to support delivery	The term 'support delivery' applies to everything that an individual will carry out for the role.
	6.2	Use information to support delivery	
	6.3	Maintain the security and confidentiality of information	

Title	Unit 2: Safeguard individuals
Level	3
Guided Learning Hours (GLH)	8
Summary	This unit aims to provide learners with an understanding of the principles of safeguarding, how the likelihood of abuse can be reduced and what to do if abuse is suspected. It also develops learners' skills to enable them to organise their own work in a way that promotes safeguarding and to be able to review the outcomes of their own work to identify improvements to safeguarding practices.

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Guidance
1. Understand the principles of safeguarding	1.1 Describe relevant legislation, local and national policies and procedures which relate to safeguarding 1.2 Explain the implications of safeguarding to own organisation 1.3 Explain own role and responsibilities in safeguarding individuals 1.4 Explain harm which can be caused as a result of different types of abuse 1.5 Explain why an individual may be vulnerable to harm or abuse 1.6 Describe possible indicators of abuse 1.7 Explain the importance of sharing information with the relevant agencies	The term 'safeguarding' applies especially to children and vulnerable adults.

2.	Understand how to reduce the likelihood of abuse	2.1	Explain the local arrangements for the implementation of safeguarding policies and procedures	
		2.2	Explain the ways in which the likelihood of abuse can be reduced by managing risk and focusing on prevention	
		2.3	Explain what to do if abuse is suspected, including how to raise concerns	
3.	Work in a way that promotes safeguarding	3.1	Organise own work in a way that promotes safeguarding	
		3.2	Review the outcomes of own work to identify improvements to safeguarding practices	

Title	Unit 3: Working with own and other organisations
Level	3
Guided Learning Hours (GLH)	8
Summary	This unit aims to provide learners with an understanding of how to work with staff in their own and other organisations. Learners will develop their skills to put this knowledge into practice to build and sustain working relationships with staff in own and other organisations. This includes dealing with information, communicating effectively and looking at how to overcome identified difficulties in working relationships.

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Guidance
1. Understand how to work with own and other organisations	1.1 Explain effective team working 1.2 Explain how to build and sustain effective working relationships with staff in own and other organisations	
2. Work as part of a team	2.1 Work with members of the team to achieve objectives 2.2 Participate in team meetings 2.3 Communicate information to relevant team members 2.4 Respond to requests for information from team members	In AC2.1 achieving objectives will include meeting deadlines, timelines, work outcomes etc In AC2.2 the use of the word 'participate' means that learners are able to contribute to meetings in a constructive way, sharing ideas and knowledge with colleagues and others.

3. Build and sustain working relationships with staff in own and other organisations	3.1 Share appropriate information with staff in own and other organisations	In AC3.1 sharing of information could be for example documents, meetings, email correspondence for a range of purposes including case work, safeguarding and service data.
	3.2 Communicate effectively with staff in own and other organisations	
	3.3 Recognise difficulties in working relationships with staff in own and other organisations	Where AC3.3 is not naturally occurring in the work setting, assessment methods could include professional discussion, reflective practice and role plays for example.
	3.4 Identify ways of overcoming difficulties in working relationships with staff in own and other organisations	

Optional Group 1

Title	Unit 4: Assess the risk, needs and strengths of offenders
Level	3
Guided Learning Hours (GLH)	16
Summary	This unit aims to provide learners with the skills to assess the risk, needs and strengths of offenders. This includes the underpinning knowledge of legislation, procedures and assessment approaches to support the development of these skills. Learners will develop competences in the use of information for offender assessments; assessing the criminogenic needs, strengths and responsivity of offenders, together with the risk of harm posed by offenders; and recording and presenting the outcomes of assessments. Learners will also develop skills in engaging with offenders to evaluate risks to be addressed and to plan their supervision in custody and the community.

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Guidance
1. Understand how to assess the risk, needs and strengths of offenders	1.1 Explain the legislation and procedures for use of risk led assessment 1.2 Explain approaches to risk assessment 1.3 Explain approaches to assessing the needs and strengths of offenders 1.4 Explain how offenders may respond differently to various approaches	

2. Obtain, evaluate and present information for assessments	2.1	Identify the information needed for assessments	Information may relate to a wide range of areas and may also include victim impact assessments.
	2.2	Obtain information required for assessments	In AC2.3 the evaluation will consider the reliability, validity, currency and sufficiency of the information.
	2.3	Evaluate information obtained for assessments	
	2.4	Present information to inform assessments	In AC2.4, the presentation of information may be oral, electronic or paper based for example.
	2.5	Evaluate offenders' perceptions of their circumstances and behaviours	In AC2.5 the evaluation will be in the context of gathering information for assessments (as per the learning outcome).
3. Assess the criminogenic needs of offenders	3.1	Assess offender needs related to offending and the likelihood of further offending	
	3.2	Apply assessment tools to inform decision making	
4. Assess the strengths and responsivity of offenders	4.1	Assess strengths and responsivity of offenders including: • level of motivation • learning style • level of basic skills • protective factors • protected characteristics	
	4.2	Evaluate the impact of factors that might help reduce or prevent offending behaviour	

5. Assess the risk of harm presented by offenders	5.1	Identify potential risk factors that may lead offenders to harm themselves	
	5.2	Identify potential risk factors that may lead offenders to harm others	
	5.3	Evaluate the significance of risk factors and their likely outcome(s) in order to identify priority areas for intervention	
	5.4	Evaluate other professional assessments and information regarding the circumstances and behaviours of offenders	
	5.5	Determine the relative significance of the risk factors	
6. Evaluate areas of risk and associated factors to be addressed by offenders	6.1	Engage with offenders during the risk assessment process and review conclusions	
	6.2	Evaluate the risk and protective factors associated with offenders' situations and behaviours	
	6.3	Explore with offenders: • the triggers to their offending behaviour • the actions that will help address the triggers	
	6.4	Identify with offenders: • areas of risk to be targeted • objectives to be addressed • options for addressing risk factors • ways of maintaining and supporting	

		motivation for change	
7. Record, conclude and present assessments of risk, needs and strengths of offenders	7.1	Conclude assessments in the appropriate timeframe	In AC7.3 conclusions of assessments can be presented orally or electronically/in writing.
	7.2	Record assessments in accordance with organisational requirements	
	7.3	Present the conclusions of assessments	
8. Plan the supervision of offenders in custody and the community	8.1	Use collaborative assessment and goal setting approaches with offenders	Whether within the community or custody, a holistic approach should be taken with the offender having a voice throughout the process.
	8.2	Discuss with offenders the options available that meet the needs of the sentence	
	8.3	Select options that are consistent with the objectives of the sentence	

Title	Unit 5: Assess the risks to, and needs of, victims
Level	3
Guided Learning Hours (GLH)	12
Summary	This unit aims to provide learners with the skills to assess the risks to, and the needs of, victims. This includes the underpinning knowledge of assessment approaches and methods, the practice implications of legal and organisational requirements for assessments, and how victims respond to various assessment approaches. Learners will develop competences in the use of information for assessments and in contributing to the assessment of risk posed by offenders to protect victims. Learners will also develop skills in working with victims to assess risks to them, determine and prioritise their needs and record and present the outcomes of these assessments.

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Guidance
1. Understand how to assess the risks to, and needs of, victims	1.1 Explain the practice implications of legal and organisational requirements for risk led assessments 1.2 Describe approaches to risk assessment 1.3 Critically compare methods of assessing needs of victims 1.4 Explain how victims respond differently to various assessment approaches	
2. Obtain, evaluate and present information for assessments	2.1 Identify the information needed for assessments 2.2 Obtain information required for assessments 2.3 Evaluate information obtained for assessments	Information may relate to a wide range of areas and will include victim impact assessments. In AC2.3 the evaluation will consider the reliability, validity, currency and sufficiency of the information.

	2.4	Present information to inform assessments	In AC2.4, the presentation of information may be oral, electronic or paper based for example.
3. Contribute to the assessment of risk presented by offenders to protect victims	3.1	Identify potential risk factors that may lead offenders to harm victims	
	3.2	Contribute to the evaluation of the significance of risk factors and their likely outcome(s) to allow the identification of priority areas for intervention	
	3.3	Contribute to professional assessments regarding the circumstances and behaviours of offenders	
4. Assess the risks to, and needs of, victims	4.1	Assess the risks to victims	
	4.2	Refer changes or escalation in risk to colleagues and other agencies in line with organisational procedures	
	4.3	Work with victims to determine the nature and extent of their needs	
	4.4	Assess the needs of victims to prioritise how their needs will be met	
5. Record and present assessments of risks to, and needs of, victims	5.1	Record assessments in accordance with organisational and professional requirements	
	5.2	Present the conclusions of assessments	

Optional Group 2

Title	Unit 6: Engage and motivate offenders to promote change
Level	3
Guided Learning Hours (GLH)	16
Summary	This unit aims to provide learners with the skills to engage and motivate offenders. To support the development of these skills, the unit includes the knowledge of how organisational polices/practices support engagement, motivational techniques, pro-social behaviours and processes to promote change. Learners will develop skills in engaging with and motivating offenders to promote change and supporting their desistance from crime. This will include encouraging and supporting offenders to overcome issues and barriers, whilst challenging unacceptable behaviour and using legitimate authority. Learners will also develop competences in managing offenders serving sentences and reviewing the effectiveness of behaviour change with offenders.

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Guidance
1. Understand engagement, motivation and change	1.1 Explain how organisational policies and practices support engagement and motivation of offenders to promote change 1.2 Explain how to engage with, and include, offenders 1.3 Explain motivational techniques 1.4 Explain the application of pro-social behaviours 1.5 Explain processes to promote change	

2. Engage with offenders to promote change	2.1	Engage with offenders to explore the effects of their behaviour on themselves and others	This learning outcome may apply to working with individuals and/or groups.
	2.2	Encourage offenders to take responsibility for their own behaviour	In AC2.5 'legitimate authority' is about setting limits, being consistent and fair.
	2.3	Challenge attitudes and behaviours which are anti-social, aggressive or discriminatory	
	2.4	Explain the consequence of non-compliance to offenders	
	2.5	Demonstrate the use of legitimate authority	
3. Motivate offenders to achieve change	3.1	Establish appropriate goals with offenders	AC3.1 involves the appropriate use of motivational interviewing. Motivational interviewing includes responding to an individual's level of motivation, reflective listening, gaining empathy, the use of open questions and reflection of inconsistencies to promote change.
	3.2	Use motivational skills to promote engagement and change, with the aim of desistance	
	3.3	Explore with offenders the factors likely to impact on their ability to sustain compliance and desistance from crime	
	3.4	Evaluate offenders' existing strengths and protective factors to support desistance	
4. Support offenders continued desistance from crime	4.1	Encourage offenders to make choices which are consistent with continued desistance from crime	In AC4.4 support may be available from family, networks, community and resources etc to improve social capital.
	4.2	Encourage offenders to resolve issues associated with attitudes and behaviours that are non-productive	
	4.3	Support offenders to overcome barriers to change	

	4.4	Encourage offenders to improve their social capital by seeking support	
	4.5	Affirm and feedback positive changes in attitudes and behaviour	
5. Manage offenders serving sentences in custody and the community	5.1	Develop clear, comprehensive and agreed plans for the work to be undertaken with offenders	In AC5.3 'structured supervision' involves two elements: (1) structure within individual sessions and (2) structure within the supervision period as a whole. The focus should be on long term goals, factors that support desistance and engagement in offending behaviour programmes where applicable.
	5.2	Contribute to the management of offenders in accordance with the plan	
	5.3	Use structured supervision sessions to support desistance	
	5.4	Provide individuals with advice about additional sources of support which might be appropriate to them	
	5.5	Manage challenging behaviour in a safe and effective manner	
6. Review the effectiveness of behaviour change with offenders	6.1	Review goals and achievements with offenders	
	6.2	Encourage offenders to identify options for overcoming barriers to their progress	
	6.3	Explain how to conclude the relationship	
	6.4	Record the outcomes of reviews in accordance with organisational requirements	

Title	Unit 7: Manage risk of harm
Level	3
Guided Learning Hours (GLH)	18
Summary	This unit aims to provide learners with the skills to manage risk of harm posed by offenders. This includes the underpinning knowledge of agencies involved in public protection, the role of equality and diversity and protective factors in preventing harm, and the needs of victims. Learners will develop skills in working with offenders to develop plans and interventions to manage risk of harm; implement plans; and review and revise plans to meet altered needs. The unit also includes monitoring and reviewing offenders' progress against sentence plans, and enforcing court orders and statutory licences.

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Guidance
1. Understand how to manage risk of harm	1.1 Explain the implications of legislation in relation to managing risk of harm	AC1.4 should address notions of inclusion and unconscious bias.
	1.2 Explain the roles and responsibilities of agencies involved in public protection and multi-agency arrangements	
	1.3 Describe the contribution of key protective factors to managing risk of harm	
	1.4 Explain the ways in which the promotion of equality and diversity can protect people from risk of harm	
	1.5 Describe the needs of victims and the responsibilities of the organisation to meet them	

2. Develop plans to manage risk of harm	2.1	Explain to offenders that plans to manage risk of harm will take account of both their views and those of other people	Work should involve liaison with victim support organisations.
	2.2	Work with offenders and stakeholders to identify:	In AC2.3 'organisations' may also involve those that provide specialist assistance to provide appropriate interventions.
		• the risk factors that need to be addressed	In AC2.4 'actions' may include interventions and specialist assistance.
		• the protective factors that need to be promoted	In AC2.5 'the level of risk identified' may include escalation or de-escalation considerations.
		• the actions for plans to manage risk of harm	
	2.3	Engage with organisations who can contribute to plans to manage risk of harm	In AC2.8 'robust and realistic' plans will reflect evidence based practice.
	2.4	Determine actions to be taken which are capable of managing risk of harm	
	2.5	Reach defensible decisions on procedures to review:	
		• the level of risk identified	
		• the need for changes to the assessment	
		• the need for changes to actions	
	2.6	Assess the imminence of harm occurring	
	2.7	Produce a clear and realistic contingency plan	
	2.8	Produce a robust and realistic plan to manage risk of harm within the required timeframe	

3. Plan interventions for offenders	3.1	Engage with offenders to promote the purpose and benefits of the interventions available	Interventions are actions taken that are intended to prevent future offending. They may include controls and restrictions, as well as group work.
	3.2	Enable offenders to explore their needs and expectations in relation to proposed interventions	
	3.3	Encourage offenders to play an active role in planning interventions	
	3.4	Evaluate the suitability of interventions	
	3.5	Provide relevant organisations with accurate and complete information on roles and responsibilities	
	3.6	Record decisions concerning the interventions in line with organisational requirements	
4. Implement and review plans to manage risk of harm	4.1	Engage with offenders and relevant organisations to: • implement plans to manage risk of harm • support the implementation of interventions • review protective factors • review the effectiveness of interventions	Interventions are actions taken that are intended to prevent future offending. They may include controls and restrictions.
	4.2	Agree changes to the interventions to meet altered needs	
	4.3	Record decisions concerning the interventions in line with organisational requirements	

5. Monitor and review the progress of offenders	5.1	Monitor progress of offenders against the objectives of their sentence plan	
	5.2	Collaboratively review sentence plans and objectives in line with risk, needs and responsivity	
	5.3	Collaboratively evaluate the effect of any changes in the offender's personal circumstances or context which may have influenced their behaviour and motivation	
	5.4	Encourage offenders to review the effectiveness of the strategies they have chosen	
	5.5	Provide offenders with feedback on their progress	
	5.6	Agree with offenders any required amendments to goals, objectives, strategies and/or support provided	
	5.7	Work with offenders to re-engage following breach or recall, recognising perceived unfairness and barriers to progression	
	5.8	Communicate details of changes to people who are authorised to have them	
6. Enforce court orders and statutory licences	6.1	Investigate cases of apparent non-compliance	In AC6.3 'enforcement actions' may include putting in place breach actions, recalls and any reporting procedures.
	6.2	Evaluate all possible alternatives to enforcement action	
	6.3	Take appropriate enforcement actions consistent with organisational policy and statutory requirements	

Title	Unit 8: Produce and present formal reports
Level	3
Guided Learning Hours (GLH)	8
Summary	This unit aims to provide learners with the skills to evaluate information, develop recommendations and present formal reports. The unit includes the knowledge of the legislation, principles, procedures and evidence base for producing and presenting reports. Learners will develop the skills to evaluate information for formal reports, identify options and develop recommendations. They will then prepare, produce and present formal reports based on the recommendations.

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Guidance
1. Understand how to produce and present formal reports	1.1 Explain the legislation, principles and procedures underpinning the production and presentation of formal reports 1.2 Review the evidence base for recommendations within reports	Reports can be oral as well as written. However, in most cases they are likely to be written.
2. Evaluate information for formal reports	2.1 Identify the type of formal report required 2.2 Provide an evaluation of the: • context and seriousness of the offence • offender's personal circumstances • factors contributing to their offending behaviour • history of their offending • level of risk	In the NPS, the evaluation will need to cover sentencing and release decisions. In AC2.3, 'offending' includes responses to prior offending as well as current behaviours. In AC2.4 'factors associated with offending' may include: • previous behaviours • mental health • current attitude

	2.3	Evaluate offenders' progress with regard to addressing their offending	
	2.4	Evaluate the risk of harm and the likelihood of further offending based on a review of factors associated with offending	
	2.5	Evaluate risk of the likelihood of further offending and serious harm to possible victims	
3. Develop recommendations	3.1	Review the options available for recommendations	In the NPS, the learner will need to cover sentencing and release decisions.
	3.2	Discuss options with offenders	In AC3.1 the review of options should also be consistent with:
	3.3	Assess and encourage offenders' motivation to engage with identified options	• the assessment of the offender
	3.4	Explore options with relevant stakeholders who may be:	• their offending behaviour
		• affected by the recommendations	• mental health issues
		• involved in implementing the recommendations	• risks posed by the offender
	3.5	Identify options which are intended to:	• impact on victims
		• manage risk of harm	
		• reduce the likelihood of further offending	
		• meet the concerns of victims	
	3.6	Develop recommendations which are suitable for offenders given their history	

| 4. Prepare and present formal reports | 4.1 | Work in collaboration with representatives from own and other organisations to prepare suitable reports | Reports can be oral as well as written. However, in most cases they are likely to be written. |
| | 4.2 | Produce and present reports that meet organisational needs | |

Title	Unit 9: Deliver rehabilitation programmes
Level	3
Guided Learning Hours (GLH)	12
Summary	This unit aims to provide learners with the skills to deliver rehabilitation programmes. The unit includes the knowledge of the principles underpinning the delivery of rehabilitation programmes in order to support the development of these skills. Learners will develop the competences to prepare for the delivery of, deliver and contribute to the monitoring and evaluation of rehabilitation programmes. This will include engaging offenders through the use of motivational and pro-social modelling skills, and maintaining control and safety in programme delivery.

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Guidance
1. Understand the principles that underpin the delivery of rehabilitation programmes	1.1 Describe how crime impacts on victims, survivors and witnesses 1.2 Explain the relationship between the factors that affect the behaviour of offenders and the specific problems they develop 1.3 Explain how rehabilitation programmes can help address the offending behaviour of offenders who pose a risk of re-offending 1.4 Explain how rehabilitation programmes are delivered 1.5 Describe how legislation, guidelines of good practice, charters and service standards impact on the delivery of rehabilitation programmes	

2. Prepare for the delivery of rehabilitation programmes	2.1	Collate information about the programme and the offenders allocated to it	
	2.2	Confirm programme arrangements with others involved	
	2.3	Carry out preparation tasks to meet the needs and timing of the programme	
	2.4	Provide offenders with clear and accurate information about the programme	
	2.5	Review the purpose and processes of the programme with offenders	
	2.6	Report any concerns about selection, participation or risk of harm to the appropriate person	
3. Implement the delivery of rehabilitation programmes	3.1	Prepare for each session in consultation with other team members	
	3.2	Apply motivational and pro-social modelling skills to engage offenders on the programme	
	3.3	Encourage offenders to adopt appropriate behaviour throughout programme activities	
	3.4	Encourage offenders to reflect on their participation and progress in the programme	
	3.5	Maintain discipline, control, calmness and safety throughout programme delivery	

4. Contribute to the monitoring and evaluation of rehabilitation programmes	4.1	Gather information and feedback from team members and offenders about the effectiveness of the programme	In AC4.4 'Contribute to' could involve for example: leading on the production of relevant reports, providing colleagues with feedback on reports or contributing to sections of reports.
	4.2	Assist other team members to reflect on their performance in the programme	
	4.3	Identify ways in which future programmes can be improved	
	4.4	Contribute to reports about programme delivery and evaluation	

Title	Unit 10: Represent the organisation at formal meetings
Level	3
Guided Learning Hours (GLH)	8
Summary	This unit aims to provide learners with the skills to represent their organisation at formal meetings. The unit includes the knowledge of the principles underpinning formal meetings in order to support the development of these skills. Learners will develop the competences to effectively exchange written information and represent their organisation at formal meetings. These could include different types of meetings, depending on the learner's role.

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Guidance
1. Understand the principles underpinning formal meetings	1.1 Explain the functions of formal meetings 1.2 Summarise the procedures to be followed at formal meetings 1.3 Explain the forms of reporting required by the formal meetings 1.4 Summarise relevant legislation, organisational policies and procedures in relation to representing the organisation at formal meetings 1.5 Explain why it is often necessary to alter communication approaches when working with representatives from different agencies 1.6 Explain requirements relating to the sharing of information at formal meetings	Formal meetings may include court hearings, case conferences, oral hearings, parole boards, tele-conferences and video conferencing. Reports can be oral as well as written. However, in most cases they are likely to be written. In AC1.6 information may be confidential, restricted or sensitive and requirements and the sharing of such information may be subject to organisational and legal requirements.

2.	Exchange written information at formal meetings	2.1	Obtain and verify information required from relevant people at formal meetings	
		2.2	Explain own role and authority to the people from whom information is requested	
		2.3	Provide written information to formal meetings in accordance with procedures	
3.	Represent the organisation at formal meetings	3.1	Present information, providing evidence to support the case	
		3.2	Represent the views of those consulted	
		3.3	Acknowledge other viewpoints presented at formal meetings	
		3.4	Identify issues that may have an impact on own organisation	
		3.5	Communicate in a way that promotes inclusion	
		3.6	Communicate information from the meeting to relevant colleagues in own organisation	

Title	Unit 11: Support victims throughout the custody and release of offenders
Level	3
Guided Learning Hours (GLH)	16
Summary	This unit aims to provide learners with the skills to support victims throughout the custody and release of offenders. This will include the knowledge of the principles that underpin supporting victims throughout the custody and release of offenders. The unit includes developing the communication skills required to work with victims so learners are able to communicate effectively according to victims' needs and promote a positive environment, whilst challenging anti-social, aggressive or discriminatory behaviour if required. Learners will also develop the competences needed to support victims throughout the custody and release of offenders and consult with them regarding the conditions of release of offenders.

Learning outcomes	Assessment criteria	Guidance
The learner will:	*The learner can:*	
1. Understand the principles that underpin supporting victims throughout the custody and release of offenders	1.1 Explain how crime impacts on victims 1.2 Summarise the needs that victims of crime may have 1.3 Explain ways of addressing the needs of victims 1.4 Explain why it is important to recognise and address the needs of victims, whilst managing expectations 1.5 Explain the importance of communicating with victims about the custody, progress and release of offenders	AC1.2 Victims needs would include, but may not be limited to: • information • confidentiality • recognition of their circumstances • protection AC1.6 • charging individuals • prosecuting individuals • courts

	1.6	Summarise sources of information and services through other agencies or organisations available to support victims	• custodial processes
	1.7	Summarise policies and procedures relating to:	
		• confidentiality	
		• recording and storing of information	
	1.8	Summarise criminal justice processes relevant to the custody and release of offenders	
	1.9	Summarise legislation, guidelines of good practice, charters and service standards which can be used to benefit and protect victims	
2. Communicate effectively with victims	2.1	Explain the communication skills required when working with victims	
	2.2	Communicate with victims at a level appropriate to them, using their preferred mode of communication	
	2.3	Demonstrate the use of appropriate:	
		• body language	
		• tone of voice	
		• pace of speech	
		• listening skills	
		when working with victims	

		2.4	Encourage victims to express their own views about their needs	
		2.5	Use pro-social behaviours to promote a positive environment when working with victims	
		2.6	Challenge attitudes and behaviours which are anti-social, aggressive or discriminatory	
3.	Be able to support victims throughout the custody and release of offenders	3.1	Explain to victims the range of services available to them	
		3.2	Provide information to victims on how to access services	
		3.3	Support victims to prioritise how their needs will be addressed	
		3.4	Maintain contact with victims in accordance with the arrangements agreed with them and organisational requirements	
		3.5	Provide victims with information about the sentencing, custody, release and licence period of offenders	
		3.6	Explain to victims their right to express their views regarding the conditions of release of the offender	
		3.7	Agree with victims the information that can be made available to those involved in offender management decisions	
		3.8	Explain to victims the organisation's policy regarding confidentiality and recording and	

		storing of information	
	3.9	Maintain records of victim liaison	
4. Consult with victims regarding the conditions of release of offenders	4.1	Provide victims with relevant information about the intended release of offenders	
	4.2	Encourage victims to contribute to proposed conditions attached to the offender's release	
	4.3	Agree with victims the information that can be made available to those involved in offender release decisions	
	4.4	Advise victims of any release conditions which are directly relevant to them and their family	

Title	Unit 12: Support offenders with resettlement into the community
Level	3
Guided Learning Hours (GLH)	12
Summary	This unit aims to provide learners with the skills to support offenders with resettlement into the community. The unit includes the knowledge of the requirements for supporting offenders with resettlement, in order to underpin the development of these skills. Learners will develop competences in planning activities and supporting offenders to prepare for resettlement. They will also learn how to monitor resettlement activities in the community.

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*		Guidance
1 Understand requirements for supporting offenders with resettlement	1.1	Summarise organisational policies and procedures for supporting offenders with resettlement	
	1.2	Explain how to prepare a risk assessment for resettlement related activities	
	1.3	Summarise constraints and opportunities affecting the provision of support for offenders	
	1.4	Describe sources and types of support that are available to offenders resettling in the community	

2	Understand how to work with offenders in the resettlement process	2.1	Describe needs of offenders preparing for resettlement	
		2.2	Summarise techniques for promoting and engaging with offenders to support resettlement	
		2.3	Describe relevant activities that are available to help prepare offenders for resettlement	
3	Plan activities to prepare offenders for resettlement	3.1	Obtain necessary information regarding the assessment of offenders' needs	
		3.2	Discuss with individuals their needs in preparation for resettlement	
		3.3	Agree appropriate activities in liaison with offenders and relevant stakeholders	
		3.4	Record and make available information on agreed activities for those authorised to receive it	
4	Support offenders preparing for resettlement	4.1	Provide offenders with information, advice, encouragement and resources to enable them to benefit from resettlement activities	
		4.2	Communicate with offenders at a level and pace which encourages their confidence and self-responsibility	
		4.3	Encourage offenders to attend appointments and interviews in preparation for resettlement	
		4.4	Monitor offenders progress accurately in preparing for resettlement	

		4.5	Inform all relevant parties on progress and outcomes in line with own organisation's requirements	
		4.6	Maintain records and provide reports in accordance with own organisation's policy and statutory requirements	
5	Monitor resettlement activities in the community	5.1	Confirm with offenders, and activity providers, the aims, objectives, outcomes and standards of behaviour expected	
		5.2	Take appropriate action in response to lack of compliance or unacceptable behaviour	
		5.3	Confirm that activities comply with health and safety requirements	
		5.4	Assess with offenders and activity providers, the extent to which the aims, objectives and outcomes of activities have been met	

6 Qualification Credit Values

Since the withdrawal of the QCF in September 2015 and the introduction of the Regulated Qualifications Framework (RQF) the use of credit values is optional.

Qualification size now has to be determined in terms of Total Qualification Time (TQT), expressed in hours, and Guided Learning hours (GL). This information is provided in Section 2.4 of the handbook.

However, the qualifications have also been allocated total credit values and these are provided below:

Qualification Number	Title	Total Hours	Credit Value
603/1231/2	SFJ Awards Level 3 Certificate in Probation Practice	170	17
603/1234/8	SFJ Awards Level 3 Diploma in Probation Practice	390	39