SFJ Awards Level 4 Certificate in Community Rehabilitation

Qualification Handbook

SFJ Awards Level 4 Certificate in Community Rehabilitation

Qualification Number: 601/5723/9

Version	Date of issue	Amendment(s)	Page
V3	15.09.16	Update Section 1 Introduction	4
		Add TQT to Section 5	6-7
		Update Use of Languages, now Section 2.10	7
		Update Section 3 Centre Requirements (no change to requirements)	10
		Update Section 4 Assessment (no change to requirements, additional information provided)	11-20
		Add new branding and copyright information	Various
V2	18.01.16	Update SFJ Awards contact details	4
		Add SFJ Awards unit numbering	Various
		Remove references to QCF	Various
V1	20.03.15		

Contents

1   Introduction

1.1   About us

SFJ Awards is part of the Skills for Justice Group. For the last 10 years Skills for Justice has 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 has earned an enviable reputation for its knowledge of the sector and its proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers it represents.

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 Probation 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 Qualification

2.1　Overall Objective for the Qualification

This handbook relates to the following qualification:

- SFJ Awards Level 4 Certificate in Community Rehabilitation

The main objective of this qualification is to address the skills requirements and core tasks required of a flexible and dynamic workforce involved in *transforming rehabilitation*.

Transforming rehabilitation is a reform programme which is changing the way offenders are managed in the community. The programme aims to bring down reoffending rates while continuing to protect the public. This is changing the way rehabilitation services are provided and is reflected in a range of different operating models, including the formation of Community Rehabilitation Companies (CRCs). The SFJ Awards Level 4 Certificate in Community Rehabilitation addresses associated developments in practice relating to:

- developing strong and engaging relationships to motivate crime-free lives
- assessing, communicating and managing fluctuations in risk
- work that is based in communities and neighbourhoods and alongside partners

2.2　Who the qualification is aimed at

The knowledge and skills covered in this qualification are aimed at Responsible Officers working at the current Probation Services Officer (PSO) grade. Responsible Officers may be employed by CRCs or by partner organisations. The knowledge unit, the emphasis on strong and engaging relationships and the enhanced nature of risk-informed practice represent the up-skilling of this group of staff and are positioned at Level 4. The remainder of the units are at Level 3. It is important to understand that qualification levels do not equate to pay bands in the sector.

The qualification does not include optional specialist units although there are signposts to the learning and skills required by those working with specific groups, for example young offenders.

2.3　Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete this qualification.

2.4   Units and Rules of Combination

SFJ Awards Level 4 Certificate in Community Rehabilitation

The SFJ Awards Level 4 Certificate in Community Rehabilitation is made up of a total of 5 mandatory units. To be awarded this qualification the learner must achieve a total of 27 credits as shown in the table below.

To achieve the SFJ Awards Level 4 Certificate in Community Rehabilitation learners must complete all 5 mandatory units.

Unit Number	Ofqual Reference	Unit Title	Level	Credit Value
L4-CR-01	K/507/0630	Understanding rehabilitation in the community	4	12
L4-CR-02	L/507/0636	Engage individuals in their rehabilitation journey	4	5
L4-CR-03	R/507/0637	Provide continuity of services for individuals from custody into the community	3	3
L4-CR-04	D/507/0639	Assess and manage risk of harm	4	5
L4-CR-05	D/507/0642	Work with partners to promote community rehabilitation	3	2

2.5   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.

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

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 4 Certificate in Community Rehabilitation	270	139

2.6 Age Restriction

This qualification is available to learners aged 18 years and over.

2.7 Opportunities for Progression

This qualification creates a number of opportunities for progression into further related study, for example criminology, police studies, community justice or criminal justice, or employment in areas such as the National Probation Service and criminal justice sector.

2.8 Exemption

No exemptions have been identified.

2.9 Credit Transfer

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

2.10 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.

2.11 Attitudes and Behaviours: Their importance in shaping and improving practice

A strong value-base and sense of justice motivates the rehabilitation workforce and should be visible in all aspects of the work. The task of reducing reoffending and improving the lives of both victims and those who have offended demands a professional approach that reflects the attitudes and behaviours valued in our communities.

Rehabilitation practice should be open to the scrutiny of all those served by the sector and so we have set out not only the knowledge and performance required but the attitudes and behaviour that professionalise the work.

A range of organisations and individuals* have identified the personal attributes that support successful rehabilitation outcomes. They are listed here and we encourage individuals to use them to develop self-efficacy and organisations to use them to inform cultural direction.

1. Professionally curious and investigates intuition
2. Transmitter of hope and energy, raises aspiration
3. Reliable, fulfils commitments and is visible
4. Gains trust, builds self-esteem and confidence in others
5. Coordinates practical help to mitigate stress
6. Advocates and 'smoothes the way', providing connections into basic support services
7. Turns crisis management into purposeful activity
8. Listens with interest and intent
9. Communicates confidently and with purpose
10. Understands that individuals want to achieve and want self-respect
11. Speaks with credibility and is humble
12. Involves families and friends and is outward facing
13. Confidently challenges
14. Resilient and resourceful
15. Positively engaged and fearless

*Thank you to private, public and VCSE organisations, to practitioners, volunteers, managers and service-users.

2.12 Frequently Asked Questions

Is the qualification mandatory for all new staff?

Whilst qualification is not mandated for staff in the CRCs, there are good business reasons to ensure a qualified workforce. The qualification:

➤ provides evidence that staff are suitably knowledgeable and skilled to perform their role
➤ validates a job well done and increases motivation and pride in the work
➤ increases the confidence of all stakeholders in the efficacy of rehabilitation solutions

It is critical to select a qualification route that covers core functions, concentrating on knowledge and skills that are aligned with new approaches to rehabilitation and is appropriately sized to manage both commitment and cost.

How does the qualification look different from the current Probation Qualifications Framework (PQF)?

The SFJ Awards Level 4 Certificate in Community Rehabilitation is different in both its format and content, refocusing core probation skills on aspects of delivery signposted by new and innovative operating models. These include greater community based work; a shift in emphasis to partnering locally based services in the supply chain and attention to the new constituency of offenders to be released from custody under supervision/licence. It also recognises the enhancement of skills in assessing/managing risk and engaging perpetrators of domestic abuse, for example.

Will staff that have the Level 3 Diploma in Probation Practice be required to undertake this new qualification?

There is no requirement for staff with the existing qualification to also undertake this new one. New providers will make this decision. The Level 3 Diploma in Probation Practice is a respected qualification and remains valid. However, the SFJ Awards Level 4 Certificate in Community Rehabilitation has refocused core probation skills to better match new operating environments.

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 the SFJ Awards Level 4 Certificate in Community Rehabilitation are as follows:

- Portfolio of Evidence (including for example records of professional discussions, question and answer sessions, reflective accounts)
- Practical Demonstration / Assignment

4.2　Assessors

4.2.1　Occupational Competence

Due to the risk-critical nature of the work, particularly when assessing in the probation and community rehabilitation 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 probation and community rehabilitation 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.

4.3.3 Internal Quality Assurer Competence

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

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

- 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:

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

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

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.

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

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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

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

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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

- 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, 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   Qualification Units

Unit Number	L4-CR-01
Title	Understanding rehabilitation in the community
Level	4
Credit Value	12
GLH	72

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Guidance Notes
1. Understand the legislative and organisational policy contexts of community rehabilitation work	1.1 Summarise legislation relating to rehabilitation practice 1.2 Explain ways of keeping own knowledge of legislation current 1.3 Analyse how legislation relating to rehabilitation practice is translated into organisational policy 1.4 Explain how, with reference to examples, organisational policy links to own practice	AC 1.3 – learners should be aware of the value of evidence-based policy
2. Understand how to engage communities, neighbourhoods and families in supporting community rehabilitation	2.1 Explain the benefits for individuals of making contact with different people, communities and groups 2.2 Evaluate the contribution of community resources to reducing reoffending	AC 2.2 – Resources should include Government initiatives, for example *Understanding Troubled Families*, Department for Communities and

	2.3	Explain how to encourage individuals to make use of support networks whilst recognising their right to make choices about their involvement	Local Government (July 2014)
	2.4	Explain different cultures and beliefs in the community	
	2.5	Analyse how different cultures and beliefs can impact on neighbourhood feeling and behaviour	AC 2.6 – Includes the concept of remote team working
	2.6	Explain agency policy on: • home visiting • remote working • lone working	
	2.7	Explain how to prepare for a home visit	AC 2.7 – Preparations should include: • what to be vigilant for • follow up arrangements
	2.8	Explain how to handle confidential and sensitive information	AC 2.8 – Learners should be clear about organisational requirements for keeping information secure
3. Understand how to develop trusting relationships with individuals and motivate lives free from crime	3.1	Explain the importance of building trust and empathy with individuals whilst maintaining professional boundaries	Includes the recognition of the diversity of individuals who use the service
	3.2	Provide examples of techniques for building trust and rapport with different types of individuals	
	3.3	Summarise the causes and impact of typical barriers to communication	

	3.4 Describe with examples techniques to overcome barriers to communication	
	3.5 Explain approaches to communication in differing cultures	
	3.6 Explain the importance of ensuring understanding and of avoiding assumptions	
	3.7 Identify principles of motivational working	
	3.8 Summarise key principles of desistance	AC 3.8 should include key desistance factors
	3.9 Identify key aspects of cognitive behavioural work	
	3.10 Explain how to maintain engagement of individuals in working towards reduction of harm	
	3.11 Explain the principles of promoting equality, valuing diversity and anti-discriminatory practice in working with individuals engaged in rehabilitation	

4. Understand how to manage groupwork activity	4.1	Analyse the function of groupwork as an intervention	Group work knowledge is included to support effective engagement in different contexts. Groups may be families or peers of individuals under supervision.
	4.2	Summarise the stages that groups undergo	
	4.3	Explain the roles individuals adopt within a group	
	4.4	Clarify how to lead and manage a group of diverse participants	
	4.5	Describe the elements of effective co-working	
	4.6	Explain how to engage the group in the task required	
	4.7	Give examples of how to motivate individuals to apply knowledge gained in the group to their own lives	
	4.8	Explain, using examples, how to manage risk within a group	
	4.9	Describe how to deal with difficult participants without disengaging them	
	4.10	Detail how to actively incorporate equality and diversity factors	
	4.11	Identify appropriate partners with whom information should be shared	

5. Understand domestic abuse in the context of rehabilitation	5.1 Summarise the different types of domestic abuse and contributory factors 5.2 Summarise current research in relation to domestic abuse 5.3 Explain the indicators of domestic abuse 5.4 Explain how intervention is designed to reduce the harm of domestic abuse 5.5 Analyse the impact and the potential of harm on victims of domestic abuse 5.6 Explain how to assess the risk of domestic abuse from individuals engaging in rehabilitation 5.7 Explain how to motivate perpetrators of domestic abuse to desist from reoffending 5.8 Explain the role of partnership working in managing domestic abuse	AC 5.1 – Types of abuse must include: • intimate partner domestic abuse • female genital mutilation • forced marriage • honour based violence
6. Understand how to support women in the criminal justice system	6.1 Explain why women are treated differently to men in service provision 6.2 Summarise the differing needs of women who offend/have offended 6.3 Explain different models for enabling women to lead crime-free lives 6.4 Summarise the diversity considerations when working with women service users	AC 6.1 should include an understanding of: • the *Corston Report*, Home Office (March 2007) • House of Commons Justice Committee – *Women Offenders: after the Corston Report* 2013-14 • double deviance AC 6.2 would include issues relating to: • safeguarding

| | | | • trauma |
			• abuse
7. Understand the impact of substance misuse on the risk of reoffending	7.1	Explain the effects of substance misuse on the individual	Substance misuse can include alcohol and/or drugs
	7.2	Summarise the factors that may contribute to substance misuse and indicate risk to self and others	
	7.3	Summarise the different types of treatment options available	
	7.4	Explain how a court may order treatment options	
	7.5	Explain the impact of substance misuse issues on the individual's involvement in society and their community	
	7.6	Explain the impact of substance misuse on the risk of reoffending	
8. Understand the impact of mental health disorders on the risk of reoffending	8.1	Explain the myths and stereotypes associated with a mental disorder	
	8.2	Distinguish behaviour that indicates a mental health issue and the potential of risks to self and others	
	8.3	Summarise the range of services available to mentally disordered offenders	
	8.4	Explain the impact of mental health disorders on the risk of reoffending	

Unit Number	L4-CR-02
Title	Engage individuals in their rehabilitation journey
Level	4
Credit Value	5
GLH	20

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Guidance Notes
1. Be able to engage and motivate individuals in their rehabilitation journey	1.1 Engage individuals in their rehabilitation 1.2 Foster motivation to change in individuals 1.3 Support development of individuals' self-determination 1.4 Support individuals to build resilience and avoid dependency 1.5 Work with individuals to encourage compliance 1.6 Diagnose when re-engagement with individuals is necessary 1.7 Justify when to disengage with individuals 1.8 Adapt own practice to recognise individual diversity 1.9 Model appropriate use of authority	Special consideration should be given to young offenders transitioning from youth offending to adult services, with reference to: • *Youth to Adult Transitions Framework,* Youth Justice Board (2012) • *Taking Account of Maturity*, *a guide for probation practitioners*, T2A Alliance (July 2013)

2. Be able to guide individuals' rehabilitation journey and their desistance from offending	2.1 Work with individuals to facilitate their understanding of the: • conditions of their supervision • consequences of non-compliance 2.2 Challenge values, opinions or behaviour that are: • discriminatory • disruptive to progress 2.3 Explain to individuals the service they can expect from their responsible officer 2.4 Assess individuals': • risk • needs • personal strengths • social resources 2.5 Recognise positive potential in individuals 2.6 Develop professional relationships with individuals and the people that matter to them 2.7 Collaborate with individuals to develop personalized rehabilitation plans for their desistance from offending	AC 2.4 – Assessment of need should include any aspect of difference including: • learning difficulties and/or disabilities • physical health requirements • mental health requirements • personality disorders AC 2.6 – This should include a recognition of the part that others play in the individual's process of desistance

3.	Be able to drive the progress of individuals' rehabilitation plans	3.1	Work with individuals to develop their understanding of the impact of their offending on: • victims • the community • themselves • those who matter to them	AC 3.1 – This should include knowing when to signpost to restorative justice interventions
		3.2	Motivate individuals to sustain positive changes	
		3.3	Analyse the effectiveness of the rehabilitation plan	
		3.4	Seek feedback from individuals about what helps or hinders progress	
		3.5	Agree adaptations that respond to altering needs	
		3.6	Adapt own practice to support individuals' desistance from offending	
		3.7	Manage individuals' setbacks and lapses	
		3.8	Encourage individuals to reflect on their progress	
		3.9	Work with individuals to support their transition to providers in the supply chain or the community	AC 3.10 – Records should be accurate, timely and use appropriate media
		3.10	Keep records according to agency policy	

4.	Be able to work with individuals in developing community connections to support desistance from offending	4.1	Develop plans with individuals to encourage them to build positive networks in the community	AC 4.1 – Networks in the community will support:
		4.2	Praise individuals' positive contributions to the well-being of others	• continuing reintegration into society
		4.3	Implement actions to ensure individuals access community support and resources as a citizen, not an offender	• increase in social capital
		4.4	Seek individuals' feedback on how services in the community are meeting their needs	

Unit Number	L4-CR-03
Title	Provide continuity of services for individuals from custody into the community
Level	3
Credit Value	3
GLH	12

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Guidance Notes
1. Be able to assess individuals' circumstances in line with organisational procedures	1.1 Explain the procedures and requirements for individuals moving from custody into the community 1.2 Engage individuals in identifying and reviewing their circumstances 1.3 Use appropriate assessment tools to inform professional judgement 1.4 Maintain records of assessments 1.5 Explain the circumstances in which assistance with assessments should be sought	AC 1.1 – This will include the procedures and requirements for individuals moving between prisons/custodial environments and the home CRC, such as: • Home Detention Curfew (HDC) • Release on Temporary Licence (ROTL) • Licence conditions • Use of Approved Premises AC 1.4 – Reports and assessments should be clear, accurate and completed within the required timescales
2. Be able to facilitate the resettlement process	2.1 Collaborate with prison staff and partners to inform the resettlement plan 2.2 Share the plan with required colleagues, partners and agencies 2.3 Monitor progression of individual plans	AC 2.2 – This will include the home Community Rehabilitation Company (CRC) where appropriate

		2.4	Review resettlement plans	
3.	Be able to involve the families of individuals in the resettlement plan	3.1	Explain the benefits of involving families in individuals' resettlement plans	Except in cases where there are explicit contra indications for involving families
		3.2	Work to maintain or restore relationships during a period of custody and subsequent supervision in the community	
		3.3	Explain the mechanisms and timescales for reporting concerns	
		3.4	Contribute to professional support for families in agreement with all concerned	

Unit Number	L4-CR-04
Title	Assess and manage risk(s) of harm
Level	4
Credit Value	5
GLH	25

Learning Outcomes	Assessment Criteria	Guidance Notes
The learner will:	*The learner can:*	
1. Understand principles of risk assessment, risk factors and protective factors	1.1 Summarise principles of risk assessment 1.2 Critically compare static and dynamic risk factors 1.3 Explain protective factors in terms of: • strengths • resources • capacity to engage • external controls 1.4 Explain the role of protective factors in the limitation of risk of harm	The risk of harm should include that resulting from domestic abuse AC 1.2 – Risk factors should include: Static: ➢ Pre convictions ➢ Age etc Stable or chronic dynamic: ➢ Alcohol or drug use ➢ Mood swings ➢ Temper control Acute dynamic: ➢ Onset of depression ➢ Relationship breakdown ➢ Bereavement ➢ Disengagement with medication Rationale and situational: ➢ Relationship with offender and victim and vulnerability

		➢ Potential to inflict serious harm
		AC 1.3 – Protective factors should include:
		• Inner strengths – capacity to change, commitment to change, development of social skills etc
		• Resources from the outside world – rewarding relationships, high responsivity to interventions, good open professional relationship with the Responsible Officer
		• External controls – restrictions, use of other agencies e.g. drug testing, approved premises, stabilisation of risk factors.
		Learners should also make reference to Hazel Kemshall's '4 Pillars of Risk Management
2. Understand risk assessment in relation to public protection and safeguarding children and vulnerable adults	2.1 Summarise the indicators of child abuse 2.2 Explain how indicators of child abuse relate to the continuum of child needs 2.3 Summarise agency policy and procedures relating to: • child protection • safeguarding vulnerable adults 2.4 Explain the relationship between risk assessment, public protection and safeguarding 2.5 Evaluate how own practice contributes to: • protection of children	LO 2 – Learners should refer to: • *Working Together to Safeguard Children*, 2013 (applicable in England) • The Social Services and Well-being (Wales) Act 2014 • Latest version of the CRC Safeguarding Manual • Common Assessment Framework • Children in Need • Child protection cases • Section 17 of the Children's Act 1989 • Multi-agency approach • *Prevent Strategy*, June 2011 AC 2.5 – This should include:

	• safeguarding vulnerable adults 2.6 Clarify how to access advice and support on protection and safeguarding issues 2.7 Analyse the impact of equality and diversity issues on: • public protection • safeguarding	• Children impacted by issues of substance misuse, mental health and offending • Adults vulnerable to radicalisation
3. Be able to manage risk of harm	3.1 Work with individuals to formulate plans to manage risk of harm 3.2 Implement agency procedures to address concerns relating to: • child protection • safeguarding vulnerable adults • protecting potential victims 3.3 Demonstrate risk-informed practice through the application of key protective factors 3.4 Communicate risk assessment and management information, including contingencies, to relevant parties in line with own agency's risk policy 3.5 Review risk management plans in light of change 3.6 Keep records in accordance with agency policy	Risk management plan should include: ➢ Understanding of contingency planning ➢ A balance of rehabilitation and restrictive controls ➢ Stabilising risk ➢ Victim vulnerability ➢ Imminence ➢ The use of other agencies in maintaining and stabilising risks ➢ Target hardening ➢ Assessment of victim vulnerabilities ➢ Timescales ➢ External controls, curfew, licence conditions, approved premises AC 3.2 – Implementation of procedures should demonstrate: • a co-ordinated and consistent approach • appropriate use of case conferences, team work and line manager involvement

			AC 3.4 – Communication should include appropriate use of case conferences, team work and line manager involvement AC 3.6 – Records should be accurate, timely and use appropriate media
4. Be able to manage escalating risk of harm	4.1	Distinguish factors that indicate changes in risk of harm escalation	
	4.2	Explain actions to take to escalate concerns where imminence of harmful reoffending is heightened	
	4.3	Seek advice from the appropriate level of authority	
	4.4	Implement agency procedures for sharing with partners and colleagues information on escalating risk of harm	AC 4.4 – Implementation of procedures should demonstrate: • a co-ordinated and consistent approach • appropriate use of case conferences, team work and line manager involvement
	4.5	Activate enforcement procedures according to organisational policy	
	4.6	Make appropriate referrals with any required liaison with the National Probation Service	

Unit Number	L4-CR-05
Title	Work with partners to promote community rehabilitation
Level	3
Credit Value	2
GLH	10

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Guidance Notes
1. Understand how to work with partners to promote community rehabilitation	1.1 Explain the role of partners involved in community rehabilitation 1.2 Analyse the barriers to working with partners 1.3 Explain how barriers to working with partners can be overcome 1.4 Explain how practical help is provided holistically to individuals to promote a crime-free life	In the context of community rehabilitation, partners can include: • Specialist agencies • Community Safety Partnerships • Community groups • Organisations who provide volunteer support • Volunteer workers • Organisations/contractors in the supply chain • Health workers • Employment / Welfare to Work programmes • Housing associations AC 1.1 should include: • The value of working with partners • Reducing Reoffending Pathways

2. Be able to work with partners to promote community rehabilitation	2.1	Represent own organisation in work with partners	AC 2.1 – Work should be carried out in a professional manner
	2.2	Deliver interventions with partners and individuals	
	2.3	Agree sequencing of activities	
	2.4	Demonstrate involvement of partners in the delivery of individuals' rehabilitation plans	
	2.5	Demonstrate positive outcomes achieved through collaborative working with partners	
3. Be able to manage risk with partners in promoting community rehabilitation	3.1	Explain the role of information sharing in managing risk	
	3.2	Implement procedures to foster a culture of information sharing between partners	
	3.3	Summarise partners' role in reducing risk factors	
	3.4	Summarise partners' role in developing protective factors	
	3.5	Manage risk in co-operation with partners	

6　Indicative Bibliography

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