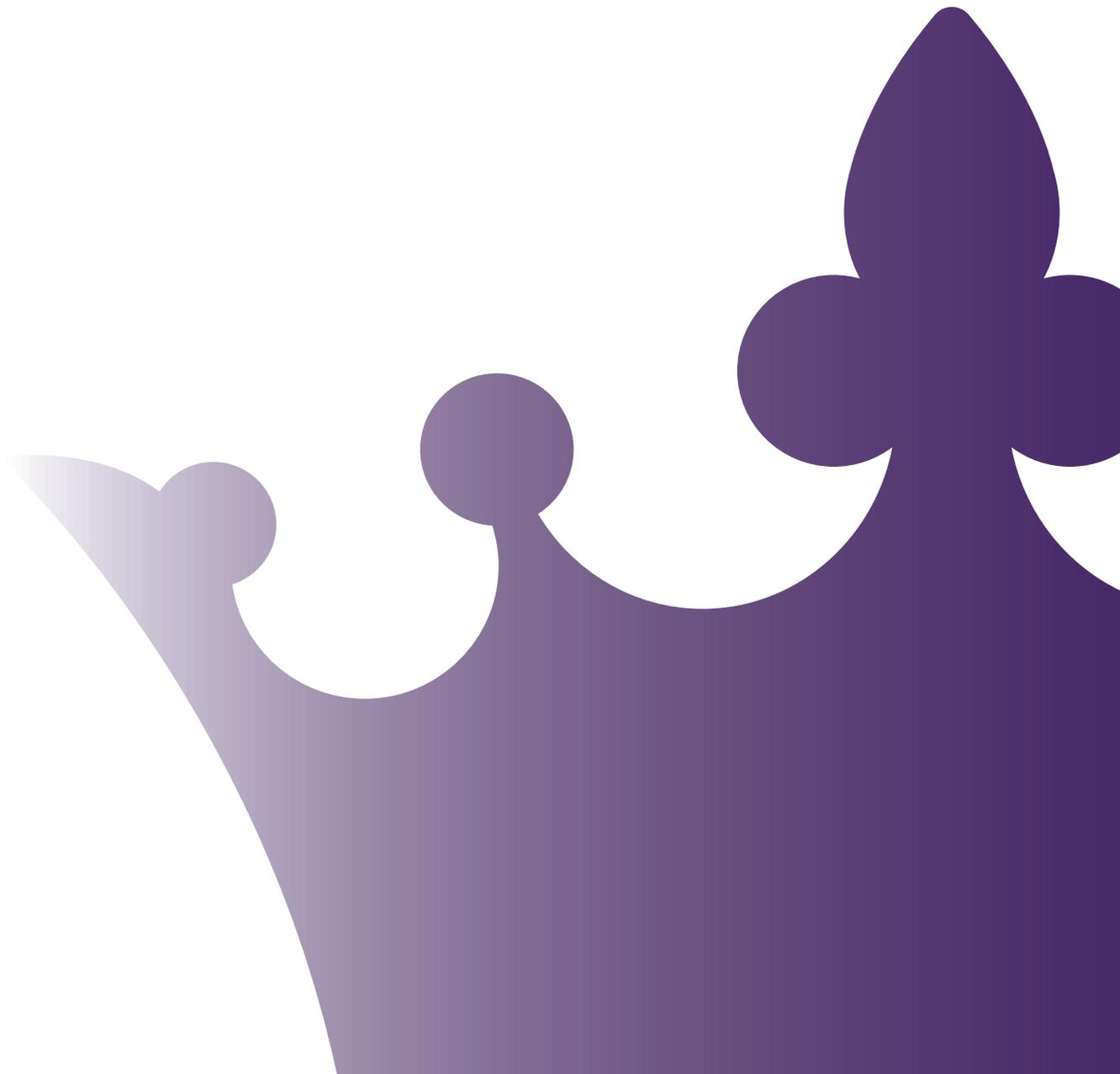




# **Qualification Handbook**

## **Level 5 Diploma in Probation Practice**



# Qualification Handbook

## SFJ Awards Level 5 Diploma in Probation Practice

Qualification Number: 601/8688/4

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# 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 Community Justice, Policing, Community Safety, Legal and Armed Forces 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 Charter

Our Customer Service Charter is published on SFJ Awards website giving the minimum level of service that Centres can expect. The Charter 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  
1st Floor, Unit C  
Meadowcourt Business Park  
4 Hayland Street  
Sheffield  
S9 1BY

Tel: 0114 284 1970  
Fax: 0114 284 1978

E-mail: [info@sfjawards.com](mailto:info@sfjawards.com)  
Website: [www.sfjawards.com](http://www.sfjawards.com)

# 2 The Qualification

## 2.1 Overall Objective for the Qualification

This handbook relates to the following qualification:

- SFJ Awards Level 5 Diploma in Probation Practice

The main objective of this qualification is to allow Probation Services Officers to develop the skills required for the role of Probation Officer.

This qualification has been developed with National Probation Service (NPS), Community Rehabilitation Companies (CRCs), Skills for Justice and other stakeholders in Probation Practice. The qualification is included in Community Justice Learning, which replaces the Probation Qualifications Framework. The units have been produced through working group discussions, expert correspondence, consultation and reference to the units in the current Level 5 Diploma in Probation Practice. The units have been written to apply to practitioners working for NPS, as well as those working for CRCs. They are largely performance based, but also include reference to the application of knowledge and understanding in the work place.

Evidence will be produced from working with offenders based in the community and/or in custody, and the units have been written to apply broadly across both these contexts. Evidence for the qualification will come from working with diverse behaviours such as domestic abuse, sex offending, extremism, violence and substance abuse; and a wide range of offenders including those with mental health and personality disorders. However, it will not be necessary to obtain evidence for working with all these groups.

Performance evidence for working with victims, and safeguarding children and vulnerable adults will also need to be included for the relevant units in accordance with organisational requirements.

## 2.2 Pre-entry Requirements

Learners are likely to be working as Probation Services Officers or in equivalent roles in order to be suitably experienced for this qualification.

## 2.3 Units and Rules of Combination

### Level 5 Diploma in Probation Practice

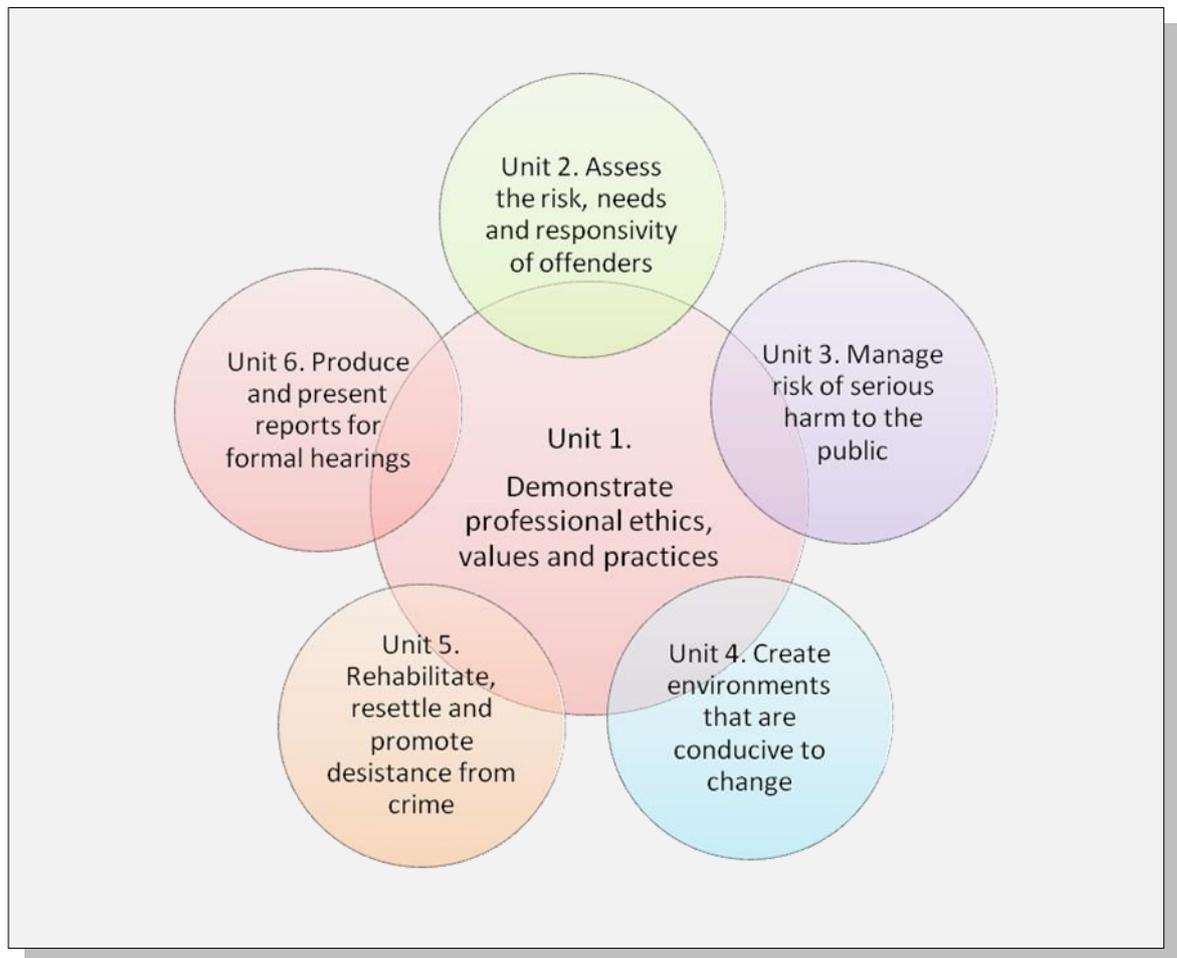
This qualification is made up of a total of 6 mandatory units. To be awarded this qualification the learner must achieve all mandatory units as shown in the following table.

Mandatory Units				
Unit Number	Ofqual Reference	Unit Title	Level	GLH
1	L/508/3273	Demonstrate professional ethics, values and practices	5	20
2	R/508/3274	Assess the risk, needs and responsivity of offenders	6	20
3	Y/508/3275	Manage risk of serious harm to the public	6	15
4	D/508/3276	Create environments that are conducive to change	5	15
5	H/508/3277	Rehabilitate, resettle and promote desistance from crime	5	15
6	K/508/3278	Produce and present reports for formal hearings	5	13

## 2.4 The Qualification Units

Figure One on the following page shows the relationship of the units to each other. Unit 1 'Demonstrate professional ethics, values and practices' underpins all the other units in the suite and therefore the assessment of this unit is likely to take place alongside other units. For example, probation work in relation to 'reducing re-offending' which is referenced in Unit 5 'Rehabilitate, resettle and promote desistance from crime' would require learners to 'maintain professional boundaries', which is covered in Unit 1. Assessment will need to take place in a holistic way and performance evidence for the qualification is likely to be relevant across several units.

Figure One: The relationship of the units to each other



## 2.5 Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.<sup>1</sup>

- (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 for this qualification is **460** hours, of which **98** hours are Guided Learning.

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

## **2.6 Age Restriction**

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

## **2.7 Opportunities for Progression**

The Level 5 Diploma in Probation Practice is included in Community Justice Learning, the probation qualification programme. The qualification comprises the vocational element of the Professional Qualification in Probation (PQiP) and therefore supports learners to become qualified Probation Officers. Further information on Community Justice Learning is available on the National Probation website [www.traintobeaprobationofficer.com](http://www.traintobeaprobationofficer.com).

## **2.8 Use of Languages**

SFJ Awards conducts its business activities in English and the qualification handbook for this qualification 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.

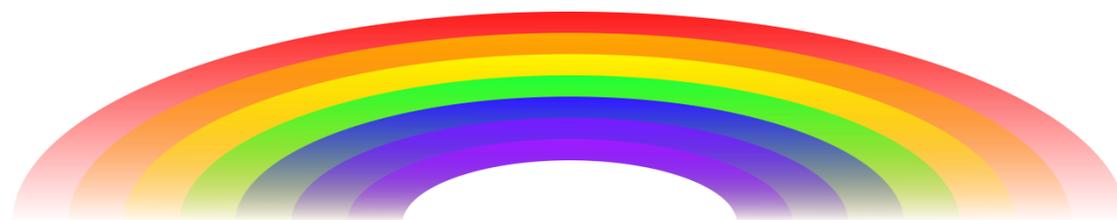
For vocational qualifications SFJ Awards will support the assessment of Learners in Irish or Welsh provided that sufficient notice is given to ensure that an assessment in a language other than English is comparable.

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.

## **2.9 Probation Qualification Delivery Model**



A 'Rainbow Model' has been proposed to represent the delivery model for the Probation Qualifications.

Six of the seven colours are the unit areas for the vocational qualification and the seventh area is the Gateway to Practice induction. The delivery model aims to incorporate the vocational qualification, in-service learning and development, assigned work experiences, performance and progression expectations and the higher education provision, all of which will relate to these seven areas. A rainbow represents: valuing difference, building bridges and ladders to progression across the sector, and a holistic approach in which units merge into each other as do the colours of the rainbow.

# 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](http://www.sfjawards.com).

# 4 Assessment

## 4.1 Assessors

### 4.1.1 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.

### 4.1.2 Occupational Knowledge

Where assessors are assessing knowledge-based qualifications, they must be occupationally knowledgeable.

### 4.1.3 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.

### 4.1.4 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<sup>2</sup>.

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.

### 4.1.5 Continuing Professional Development

Assessors must actively engage in continuous professional development activities to maintain:

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<sup>2</sup> National Occupational Standards for Learning and Development, LLUK 2010

- 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.

## **4.2 Internal Quality Assurers**

### **4.2.1 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.

### **4.2.2 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.

### **4.2.3 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<sup>3</sup>.

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.

#### **4.2.4 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.

### **4.3 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 are 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.

#### **4.3.1 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.

#### **4.3.2 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.

### **4.4 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.

#### **4.4.1 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.

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<sup>3</sup> National Occupational Standards for Learning and Development, LLUK 2010

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.

#### **4.4.2 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.

#### **4.5 Assessing Competence**

The Level 5 Diploma in Probation Practice is primarily a competence based qualification which focuses on demonstrating professional ethics, values and good practice in the workplace. For this reason a high proportion of evidence for the qualification will come from the workplace and will include performance evidence, as well as evidence of the application of knowledge and understanding in the workplace.

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable.

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.<sup>4</sup> Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Assessment should be integrated into everyday work to make the most of opportunities that arise naturally within the workplace.

#### **4.6 Methods for Assessing Competence**

The qualification may be assessed using any method, or combination of methods, 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 expect assessors to use a combination of different assessment methods to make a decision about an individual's occupational competence. Assessment methods for the units in this qualification are likely to include:

- Observation
- Professional discussion

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<sup>4</sup> 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](http://www.gov.uk/government/publications/qualification-and-component-levels)

- Witness testimony
- Work outputs
- Reflective log
- Simulations, where work based performance evidence is not available

However these are included for guidance only and there may be other methods which are suitable. Further information on assessment methods is included in the SFJ Awards Assessment Policy.

#### **4.6.1 Observation**

SFJ Awards believe 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 recognise that alternative sources of evidence and assessment methods may have to be used where direct observation is not possible or practical.

#### **4.6.2 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).

#### **4.6.3 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.

#### **4.6.4 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.

#### **4.6.5 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.

#### **4.6.6 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. The qualification handbook will specify whether simulations are allowed for the qualification and/or units within it. 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.

#### **4.7 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.<sup>5</sup> Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Assessments must be:

- Fair
- Robust
- Rigorous
- Authentic

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<sup>5</sup> 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](http://www.gov.uk/government/publications/qualification-and-component-levels)

- 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:

- Closed book conditions, where learners are not allowed access to reference materials
- Time bound conditions
- Invigilation.

#### **4.8 Methods for Assessing Knowledge**

SFJ Awards expect assessors to use a variety of different assessment methods to make a decision about an individual's knowledge and understanding, which are likely to include a combination of the following:

- Written tests in a controlled environment
- Multiple choice questions
- Evidenced question and answer sessions with assessors
- Evidenced professional discussions
- Written assignments (including scenario-based written assignments).

Where written assessments are used centres must maintain a sufficient bank of assignments which are changed regularly.

#### **4.9 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.

Unit 1 'Demonstrate professional ethics, values and practices' underpins all the other units in the qualification and therefore the assessment of this unit is likely to take place alongside other units. Assessment will need to take place in a holistic way and performance evidence for the qualification is likely to be relevant across several units.

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.

#### **4.10 Standardisation**

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time.

##### **4.10.1 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.

##### **4.10.2 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.

#### **4.11 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)'.<sup>6</sup>

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards support 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.

#### **4.12 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

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<sup>6</sup> After the QCF: A New Qualifications Framework, Ofqual 2015  
<https://www.gov.uk/government/consultations/after-the-qcf-a-new-qualifications-framework>

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.

#### **4.13 Health and Safety**

SFJ Awards are committed to safeguarding and promoting the welfare of learners, employees and volunteers and expect everyone to share this commitment.

SFJ Awards foster 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

<b>Title</b>	Unit 1: Demonstrate professional ethics, values and practices	
<b>Level</b>	5	
<b>Summary</b>	This unit is about demonstrating professional ethics, values and practices in probation practice. This unit underpins all the other units in the Level 5 Diploma in Probation Practice. Learners must be able to make professional judgements concerning the ethics, values and evidence based practice that underpins all of their work.	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance</b>
1. Understand professional ethics, values and practices	1.1 Analyse the implications of relevant legislation, regulations, professional ethics and values upon practice 1.2 Analyse how to promote professional ethics and values 1.3 Analyse how to promote equality, diversity and inclusion	In AC1.1 'implications' also covers tensions. In AC1.3 the analysis should include consideration of unconscious bias.
2. Promote professional ethics and values	2.1 Respond to individuals' differences to promote engagement 2.2 Integrate professional values into practice 2.3 Make professional evidence based judgements 2.4 Act with integrity, objectivity and impartiality 2.5 Help others to overcome barriers to change	This learning outcome will be achieved alongside all other work activities.

	<p>2.6 Maintain professional boundaries</p> <p>2.7 Maintain lines of accountability</p>	
<p>3. Promote equality, diversity and inclusion</p>	<p>3.1 Promote communication and behaviours that reinforce equality, diversity and inclusion</p> <p>3.2 Analyse own behaviour in relation to equality, diversity and inclusion</p> <p>3.3 Analyse power differences within professional relationships</p> <p>3.4 Analyse behaviours that do not promote equality, diversity and inclusion</p> <p>3.5 Promote equality, diversity and inclusion through work with own and other organisations</p>	<p>This learning outcome will be achieved alongside all other work activities.</p>
<p>4. Maintain and develop own knowledge, skills and competence</p>	<p>4.1 Seek feedback from others in order to assess own knowledge, skills and competence</p> <p>4.2 Review own practice to identify development needs and specify priority areas for development</p> <p>4.3 Evaluate methods of learning to stretch the boundaries of own learning styles and job requirements</p> <p>4.4 Apply new knowledge, skills and competence to improve own work role</p>	<p>For NPS learners the NPS Quality Framework will provide a relevant mechanism for reviewing and developing practice.</p>

5. Plan and manage own workload to meet organisational requirements	<p>5.1 Plan and manage work to meet objectives and deadlines</p> <p>5.2 Demonstrate resilience in the management of workload</p> <p>5.3 Review and reflect on progress to improve future management of workload</p>	<p>In AC5.1 considerations will relate to time requirements, constraints, resources etc</p> <p>In AC5.2 the use of the word 'resilience' means adapting and bouncing back in what may be at times demanding circumstances. It also includes seeking assistance through appropriate channels when help is required.</p>
6. Work as part of a team	<p>6.1 Work with members of the team to achieve objectives</p> <p>6.2 Participate in team meetings</p> <p>6.3 Communicate information to relevant team members</p> <p>6.4 Respond to requests for information from team members</p>	<p>In AC6.2 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.</p>
7. Manage data and information to support delivery	<p>7.1 Manage record keeping to support delivery</p> <p>7.2 Use data and information to support delivery</p> <p>7.3 Maintain the confidentiality of data and information</p>	
<b>Additional information about the unit</b>		
Link to existing units in Level 5 Diploma in Probation Practice	<p>Unit 406 Promote equality and value diversity (Credit Value 6, GLH 30)</p> <p>Unit 501 Develop effective working relationships with staff from other agencies (Credit Value 3, GLH 15)</p> <p>Unit 502 Communicate effectively with people (Credit Value 3, GLH 25)</p> <p>Unit 509 Develop own knowledge, skills and competences (Credit Value 3, GLH 15)</p>	

Estimated Learning Time	90 hours
Guided Learning Hours (GLH)	20 hours

<b>Title</b>	Unit 2: Assess the risk, needs and responsivity of offenders	
<b>Level</b>	6	
<b>Summary</b>	This unit is about assessing the risk, needs and responsivity of offenders, including those who present a risk of serious harm to others. The learner must be able to critically analyse and interpret complex information to make accurate and defensible decisions, professional judgements and risk assessments.	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance</b>
1. Understand how to assess the risk, needs and responsivity of offenders	1.1 Analyse the practice implications of legal and organisational requirements for risk led assessments of offending behaviour 1.2 Evaluate approaches to risk assessment 1.3 Analyse how offenders respond differently to various approaches	Learners will need to consider criminogenic needs and desistance from crime.
2. Analyse information for assessments	2.1 Make a professional judgement concerning the information needed for assessments 2.2 Manage arrangements for obtaining information required for assessments 2.3 Evaluate the reliability, validity, currency and sufficiency of information obtained for assessments 2.4 Analyse information to inform assessments 2.5 Analyse offenders' perceptions of their circumstances and behaviours	This learning outcome covers the analysis of complex information for assessments of risk, needs and responsivity of offenders, including those who present a risk of serious harm to others.  Information may relate to a wide range of areas and may also include victim impact assessments.

	2.6 Challenge offenders' perceptions of their circumstances and capacity to change where this can lead to improvements	
3. Assess the criminogenic needs and strengths of offenders	<p>3.1 Assess individual needs related to offending and the likelihood of further offending</p> <p>3.2 Assess offenders' strengths which can be built on to promote change</p> <p>3.3 Apply assessment tools to inform decision making</p> <p>3.4 Make a professional judgement concerning the criminogenic needs and strengths of offenders</p> <p>3.5 Justify the conclusions of the needs and strengths assessment</p>	This learning outcome relates to assessing the criminogenic needs of offenders. It does not cover risk assessment.
4. Assess the responsivity of offenders	<p>4.1 Assess responsivity of offenders including:</p> <ul style="list-style-type: none"> <li>• level of motivation</li> <li>• learning style</li> <li>• level of basic skills</li> <li>• protected characteristics</li> </ul> <p>4.2 Analyse the impact of factors that might help reduce or prevent offending behaviour</p> <p>4.3 Make a professional judgement concerning the responsivity of offenders</p> <p>4.4 Justify the conclusions of the responsivity assessment</p>	This learning outcome relates to assessing the responsivity of offenders. It does not cover risk assessment.

<p>5. Assess the risk of harm presented by offenders</p>	<p>5.1 Determine potential risk factors that may lead offenders to harm themselves</p> <p>5.2 Determine potential risk factors that may lead offenders to harm others and reoffend</p> <p>5.3 Analyse the significance of risk factors and their likely outcome(s) in order to identify priority areas for intervention</p> <p>5.4 Evaluate other professional assessments and information regarding the circumstances and behaviours of offenders</p> <p>5.5 Make a professional judgement concerning the relative significance of the risk factors</p> <p>5.6 Make a professional judgement concerning the risk level involved</p> <p>5.7 Justify the conclusions of the risk of harm assessment</p>	<p>Safeguarding of children and vulnerable adults will also be an important aspect of the assessment taking place in this learning outcome.</p>
<p>6. Analyse areas of risk and associated factors to be addressed by offenders</p>	<p>6.1 Engage with offenders during the risk assessment process and review of the conclusions</p> <p>6.2 Analyse the risk and protective factors associated with offenders' situations and behaviours</p> <p>6.3 Work with offenders to explore:</p> <ul style="list-style-type: none"> <li>• the triggers of their offending behaviour</li> <li>• the actions that will help address the triggers</li> </ul>	

	<p>6.4 Work with offenders to evaluate:</p> <ul style="list-style-type: none"> <li>• areas of risk to be targeted</li> <li>• objectives to be addressed</li> <li>• options towards addressing the risk factors identified</li> <li>• ways of maintaining and supporting the individual's motivation for change</li> </ul>	
7. Record assessments of risk, needs and responsivity of offenders	7.1 Record assessments of risk, needs and responsivity of offenders in accordance with organisational and professional requirements	
<b>Additional information about the unit</b>		
Link to existing units in Level 5 Diploma in Probation Practice	<p>Unit 510 Obtain information relating to individual's offending behaviour (Credit Value 4, GLH 20)</p> <p>Unit 601 Develop risk management plans that address high risk of serious harm posed by individuals (learning outcomes that relate to assessment) (Credit Value 5, GLH 25)</p> <p>Unit 602 Assess individuals' offending behaviour to develop sentence proposals (learning outcomes that relate to assessment) (Credit Value 5, GLH 25)</p>	
Estimated Learning Time	80 hours	
Guided Learning Hours (GLH)	20 hours	

<b>Title</b>	Unit 3: Manage risk of serious harm to the public	
<b>Level</b>	6	
<b>Summary</b>	This unit is about managing risk of serious harm to the public. Practitioners will need to be confident to work effectively, efficiently and excellently to safeguard children and vulnerable adults, as well as potential victims of serious offending, for example, sexual offending, domestic abuse, extremism and hate crime.	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance</b>
1. Understand how to manage risk of serious harm to the public	1.1 Analyse the implications of legislation and regulation in relation to managing risk of serious harm 1.2 Analyse the roles and responsibilities of agencies involved in public protection and multi-agency arrangements 1.3 Evaluate the contribution of key protective factors to risk management 1.4 Analyse the ways in which the promotion of equality and diversity can protect people from risk of harm 1.5 Analyse the needs of victims and the responsibilities of the service to meet them	

<p>2. Develop risk management plans for offenders who present a risk of serious harm to others</p>	<p>2.1 Explain to offenders that risk management plans will take account of both their views and those of other people</p> <p>2.2 Work with offenders and stakeholders to reach a professional judgement about:</p> <ul style="list-style-type: none"> <li>• the risk factors that need to be addressed</li> <li>• the protective factors that need to be promoted</li> <li>• the actions for the risk management plan</li> </ul> <p>2.3 Engage with organisations who can contribute to risk management plans for offenders who present a risk of serious harm to others</p> <p>2.4 Reach defensible decisions on actions to be taken which are capable of managing risk of serious harm</p> <p>2.5 Reach defensible decisions on procedures to review:</p> <ul style="list-style-type: none"> <li>• the level of risk identified</li> <li>• the need for changes to the assessment</li> <li>• the need for changes to actions</li> </ul> <p>2.6 Assess the imminence of serious harm occurring</p> <p>2.7 Produce a clear and realistic contingency plan</p> <p>2.8 Produce a robust and realistic risk management plan within the required timeframes</p>	<p>Risk management plans are different to sentence plans and are produced through a collaborative process.</p> <p>Work should involve liaison with victim support organisations.</p> <p>In AC2.3 ‘organisations’ may also involve those that provide specialist assistance to provide appropriate interventions.</p> <p>In AC2.4 ‘actions’ may include interventions and specialist assistance.</p> <p>In AC2.5 ‘the level of risk identified’ may include escalation or de-escalation considerations.</p> <p>In AC2.8 ‘robust and realistic’ plans will reflect evidence based practice.</p>
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<p>3. Plan interventions for offenders who present a risk of serious harm to others</p>	<p>3.1 Engage with offenders to promote the purpose and benefits of the interventions available</p> <p>3.2 Enable offenders to explore their needs and expectations in relation to proposed interventions</p> <p>3.3 Enable offenders to play an active role in planning interventions</p> <p>3.4 Evaluate the suitability of interventions</p> <p>3.5 Provide organisations with accurate and complete information on roles and responsibilities</p> <p>3.6 Make a professional judgement concerning interventions which aim to protect the public and meet offenders' needs</p> <p>3.7 Record decisions concerning the interventions which aim to protect the public and meet offenders' needs</p>	<p>Interventions are actions taken that are intended to prevent future offending. They may include controls and restrictions.</p>
<p>4. Implement and review the risk management plan</p>	<p>4.1 Engage with offenders and relevant organisations to:</p> <ul style="list-style-type: none"> <li>• implement the risk management plan</li> <li>• manage the implementation of interventions</li> <li>• review protective factors</li> <li>• review the effectiveness of interventions</li> </ul>	<p>This work will take place in a multi-agency context.</p> <p>Interventions are actions taken that are intended to prevent future offending. They may include controls and restrictions.</p>

	<p>4.2 Make a professional judgement concerning options for change where planned objectives are not being met</p> <p>4.3 Negotiate and agree changes to the intervention and support plan to meet altered needs</p> <p>4.4 Record decisions concerning the interventions which aim to protect the public and meet offenders' needs</p>	
<b>Additional information about the unit</b>		
Link to existing units in Level 5 Diploma in Probation Practice	<p>Unit 601 Develop risk management plans that address high risk of serious harm posed by individuals (learning outcome that relates to risk management plans) (Credit Value 5, GLH 25)</p> <p>Unit 512 Manage integrated interventions and support to address the offending behaviour of individuals (Credit Value 4, GLH 20)</p>	
Estimated Learning Time	80 hours	
Guided Learning Hours (GLH)	15 hours	

<b>Title</b>	Unit 4: Create environments that are conducive to change	
<b>Level</b>	5	
<b>Summary</b>	This unit is about creating environments that are conducive to change. Learners must be able to demonstrate high levels of engagement and inclusion skills with offenders. They will require a high level of emotional intelligence, knowledge of social and criminological psychology, and motivational interviewing. They will also need the ability to respond to the different needs and backgrounds of offenders, including race, gender, age, sexuality, religion, mental and physical health, personality disorders, substance abuse, disability, different abilities, different learning and communication styles and different stages of motivation.	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance</b>
1. Understand how to create environments that are conducive to change	1.1 Analyse how organisational policies and practices create a climate conducive to change 1.2 Explain how to engage and motivate offenders to effect change 1.3 Evaluate own practice in creating environments conducive to change	
2. Build and sustain working relationships with staff in own and other organisations	2.1 Manage the sharing of information with staff in own and other organisations 2.2 Interact with staff in own and other organisations in ways which are consistent with protecting the public and managing risk of serious harm to others 2.3 Manage difficulties in working relationships with staff in own and other organisations	Sharing of information could be for example documents, meetings, email correspondence for a range of purposes including case work, safeguarding and service data.  Where AC2.3 is not naturally occurring in the work setting, assessment methods could include professional discussion, reflective practice and role plays for example.

<p>3. Communicate with individuals in complex situations and contexts</p>	<p>3.1 Communicate effectively with individuals in complex situations and contexts</p> <p>3.2 Overcome barriers to communication in a manner which promotes professional working relationships</p> <p>3.3 Enable others to overcome difficulties in communication</p>	<p>This learning outcome relates to advanced communication with a wide range of individuals, groups, offenders, colleagues and other staff in complex situations and contexts.</p> <p>‘Complex situations’ are commonly occurring in probation practice and may involve, for example, conflicting demands, emotionally charged discussions, multiple personal and business agendas.</p>
<p>4. Engage with, and motivate, offenders to promote change</p>	<p>4.1 Engage with offenders to explore the effects of their behaviour on themselves and others</p> <p>4.2 Encourage offenders to take responsibility for their own behaviour</p> <p>4.3 Encourage offenders to resolve issues associated with attitudes and behaviours that are non-productive</p> <p>4.4 Use motivational interviewing to promote rehabilitation and resettlement, with the aim of desistance</p> <p>4.5 Use pro-social behaviours to assist offenders to recognise and put into practice positive behaviours</p> <p>4.6 Demonstrate examples and benefits of positive changes in behaviour with offenders</p> <p>4.7 Establish goals with offenders to demonstrate positive changes in behaviours</p> <p>4.8 Challenge attitudes and behaviours which are anti-social, aggressive or discriminatory</p>	<p>This learning outcome may apply to working with individuals and/or groups.</p> <p>AC4.4 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.</p>

<p>5. Review the effectiveness of behaviour change with offenders</p>	<p>5.1 Review goals and achievements with offenders in relation to displaying positive behaviour at agreed intervals</p> <p>5.2 Use feedback to encourage offenders to sustain the changes in their behaviour</p> <p>5.3 Encourage offenders to identify options for overcoming barriers to their progress</p> <p>5.4 Explain how to conclude the relationship in a manner which encourages offenders to sustain their behaviour change</p> <p>5.5 Record the outcomes of reviews in accordance with organisational requirements</p>	
<p>6. Collaborate with others who are working with offenders</p>	<p>6.1 Enable offenders to access other sources of specialist help which meet their needs</p> <p>6.2 Provide others working with offenders with the information they need to address difficulties</p> <p>6.3 Confirm that information exchanged with others engaged in supporting offenders to address difficulties is accurate and recorded</p> <p>6.4 Review strategies and outcomes with offenders and those who are engaged in helping them</p> <p>6.5 Enable offenders to modify their plans and actions where necessary</p> <p>6.6 Encourage others involved in supporting offenders to provide constructive feedback</p>	

	6.7 Establish partnerships which develop offenders' motivation to deal with their difficulties	
<b>Additional information about the unit</b>		
Link to existing units in Level 5 Diploma in Probation Practice	Unit 503 Promote and reinforce pro-social behaviour during relationships with individuals (Credit Value 4, GLH 20) Unit 504 Enable individuals to understand and address their difficulties (Credit Value 3, GLH 15)	
Estimated Learning Time	80 hours	
Guided Learning Hours (GLH)	15 hours	

<b>Title</b>	Unit 5: Rehabilitate, resettle and promote desistance from crime	
<b>Level</b>	5	
<b>Summary</b>	This unit is about rehabilitating and resettling offenders and promoting desistance from crime. It includes sentence planning and the supervision of individuals in custody and in the community.	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance</b>
1. Understand what is effective in promoting rehabilitation, resettlement and desistance from crime	1.1 Analyse theories of desistance and their implications for effective practice 1.2 Explain the importance of collaborative assessment and goal setting approaches 1.3 Analyse current policy and practice around desistance from crime	The learner will need to cover risk of serious harm related offences.
2. Work towards developing a trusting working relationship with offenders to promote desistance	2.1 Identify the potential barriers to acknowledging offending behaviour 2.2 Demonstrate the use of legitimate authority 2.3 Create effective working relationships with offenders 2.4 Evaluate offenders' existing strengths and protective factors to support desistance	In AC2.2 'legitimate authority' is about setting limits, being consistent and fair, commanding respect and being able to impose penalties when rules are breached.
3. Plan the supervision of offenders serving sentences in custody and the community	3.1 Use collaborative assessment and goal setting approaches with offenders throughout	Whether within the community or custody, a holistic approach should be taken with the offender having a voice throughout the process.

	<p>3.2 Discuss with offenders the options available that meet the needs of the sentence being served</p> <p>3.3 Select options that are consistent with the objectives of the sentence being served</p> <p>3.4 Develop explicit and comprehensive sentence plan objectives</p> <p>3.5 Agree the plan and its implications fully with offenders and other relevant people</p> <p>3.6 Identify the information that may be made available to others as a result of planned work and inform the offender of this</p>	<p>Sentence planning for offenders in custody is crucial. Before an offender can undertake any offence focused work in custody an initial sentence plan with sequenced objectives must be completed. Successful assessments depend on collaborative working between the offender, Offender Supervisor and Offender Manager.</p>
<p>4. Supervise offenders serving sentences in custody and the community</p>	<p>4.1 Carry out the supervision of offenders in accordance with the sentence plan</p> <p>4.2 Use structured supervision sessions to support desistance</p> <p>4.3 Provide individuals with advice about additional sources of support which might be appropriate to them</p> <p>4.4 Manage challenging behaviour in a safe and effective manner</p>	<p>In AC4.2 '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.</p>
<p>5. Work with offenders to build and maintain motivation to support compliance and desistance from crime</p>	<p>5.1 Sustain the use of legitimate authority by clearly explaining the consequence of non-compliance</p> <p>5.2 Encourage offenders to make choices which are consistent with continued desistance from crime</p>	<p>This learning outcome may also be related to group work.</p> <p>In AC5.5 support may be available from family, networks, community and resources etc to improve social capital.</p>

	<p>5.3 Explore with offenders the factors likely to impact on their ability to sustain compliance</p> <p>5.4 Make appropriate arrangements for supporting offenders to engage with their sentence</p> <p>5.5 Encourage offenders to improve their social capital by seeking support</p> <p>5.6 Affirm and feed back positive changes in attitudes and behaviour</p>	
6. Enforce court orders and statutory licences	<p>6.1 Investigate cases of apparent non-compliance</p> <p>6.2 Establish reasons for non-compliance with offenders and with people who are working with offenders</p> <p>6.3 Evaluate all possible alternatives to enforcement action</p> <p>6.4 Take appropriate enforcement actions consistent with organisational policy and statutory requirements</p>	<p>In AC6.3 evaluation may involve a home visit to ascertain current circumstances, changing reporting frequency, reassessing offender circumstances that may be affecting compliance and engaging with partnership agencies for information sharing.</p> <p>In AC6.4 'enforcement actions' may include putting in place breach actions, recalls and any reporting procedures.</p>
7. Monitor and review the progress of offenders serving sentences in custody and the community	<p>7.1 Work with offenders to re-engage following breach or recall, recognising perceived unfairness and barriers to progression</p> <p>7.2 Collaboratively review sentence plans and objectives in line with risk, needs and responsivity</p> <p>7.3 Monitor progress of offenders against the objectives of their sentence</p>	

	<p>7.4 Collaboratively evaluate the effect of any changes in the offender’s personal circumstances or context which may have influenced their behaviour or motivation to change</p> <p>7.5 Encourage offenders to review the effectiveness of the strategies they have chosen</p> <p>7.6 Provide offenders with feedback on their progress</p> <p>7.7 Agree with offenders any required amendments to goals, objectives, strategies and/or support provided</p> <p>7.8 Communicate details of changes to people who are authorised to have them</p>	
<b>Additional information about the unit</b>		
Link to existing units in Level 5 Diploma in Probation Practice	Unit 603 Supervise sentences in the community (Credit Value 4, GLH 20)	
Estimated Learning Time	80 hours	
Guided Learning Hours (GLH)	15 hours	

<b>Title</b>	Unit 6: Produce and present reports for formal hearings	
<b>Level</b>	5	
<b>Summary</b>	<p>This unit is about producing well argued and presented reports for formal hearings such as court hearings, case conferences, oral hearings and parole boards.</p> <p>The reports will need to include a critical analysis of evidence, defensible decisions and evidence based options for achieving change in behaviour. Reports may include, for example: pre-sentence reports, parole reports, licence recall reports, child protection reports, Home Detention Curfew assessments, release on temporary licence reports and case conference reports.</p>	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance</b>
1. Understand how to produce reports for formal hearings	1.1 Explain the decision making powers of various formal hearings 1.2 Explain the legislation, principles and procedures underpinning the representation of own organisation at formal hearings 1.3 Analyse the evidence base for recommendations within reports	Formal hearings may include: court hearings, case conferences, oral hearings and parole boards.  Reports can be oral as well as written. However, in most cases they are likely to be written.
2. Analyse information for formal hearings	2.1 Provide an analysis of the: <ul style="list-style-type: none"> <li>• context and seriousness of the offence</li> <li>• individual's personal circumstances</li> <li>• factors contributing to their offending behaviour</li> <li>• history of their offending</li> <li>• level of risk</li> </ul>	In the NPS, the analysis will need to cover sentencing and release decisions.  In AC2.3 'factors associated with offending' may include: <ul style="list-style-type: none"> <li>• previous behaviours</li> <li>• mental health</li> <li>• current attitude</li> </ul>

	<p>2.2 Analyse offenders' progress with regard to addressing their offending</p> <p>2.3 Evaluate the risk of harm and the likelihood of further offending based on analysis of factors associated with offending</p> <p>2.4 Explain any identified risk of the likelihood of further offending and serious harm to possible victims</p>	
<p>3. Develop recommendations for formal hearings</p>	<p>3.1 Investigate the options available for formal hearings</p> <p>3.2 Discuss options with offenders</p> <p>3.3 Assess and encourage offenders' motivation to engage with identified options</p> <p>3.4 Explore options with all stakeholders who may be:</p> <ul style="list-style-type: none"> <li>• affected by the recommendations</li> <li>• involved in implementing the recommendations</li> </ul> <p>3.5 Make a professional judgement concerning options which are intended to:</p> <ul style="list-style-type: none"> <li>• manage risk of serious harm</li> <li>• reduce the likelihood of further offending</li> <li>• meet the concerns of victims</li> </ul> <p>3.6 Develop recommendations which are suitable for individuals given their history</p>	<p>In the NPS, the assessment criteria will need to cover sentencing and release decisions.</p> <p>In AC3.1 the analysis of options should also be consistent with:</p> <ul style="list-style-type: none"> <li>• the assessment of the offender</li> <li>• their offending behaviour</li> <li>• mental health issues</li> <li>• risks posed by the offender</li> <li>• impact on victims</li> </ul>

<p>4. Prepare reports for formal hearings</p>	<p>4.1 Explain the information needs of formal hearings</p> <p>4.2 Plan the collation of information for formal hearings</p> <p>4.3 Work in collaboration with representatives from own and other organisations to prepare suitable reports</p> <p>4.4 Evaluate the validity and authenticity of information and its sources</p> <p>4.5 Produce reports that meet the needs of the formal hearings</p>	<p>In AC4.1 the needs of the formal hearings may include information required, timescales and format</p> <p>In AC4.2 the information may be required for adversarial and inquisitorial situations</p> <p>Reports can be oral as well as written. However, in most cases they are likely to be written.</p>
<p>5. Present reports at formal hearings</p>	<p>5.1 Plan cases to ensure that quality information is being presented to meet the needs of formal hearings</p> <p>5.2 Present information at formal hearings in a manner which is consistent with the conventions of the hearing</p> <p>5.3 Interact with participants in formal hearings in a manner which promotes the organisation and profession</p> <p>5.4 Make appropriate interventions to clarify issues with the case being presented</p> <p>5.5 Manage the provision of requested information to those authorised to receive it</p>	

<b>Additional information about the unit</b>	
Link to existing units in Level 5 Diploma in Probation Practice	Unit 511 Represent the organisation at formal hearings (learning outcome on producing reports) (Credit Value 4, GLH 20) Unit 602 Assess individuals' offending behaviour to develop sentence proposals (Credit Value 5, GLH 25)
Estimated Learning Time	50 hours
Guided Learning Hours (GLH)	13 hours