

Level 3 Diploma in Probation Practice (5180- 03)

December 2013 Version 1.1



Qualification at a glance

Subject area	Probation Practice
City & Guilds number	5180
Age group approved	All
Entry requirements	Level 3
Assessment	By portfolio
Fast track	Automatic Approval
Support materials	Centre handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 3 Diploma in Probation Practice	5180-03	601/1255/4

Version and date	Change detail	Section
1.1 Dec 2013	Amend title	Front page
1.1 Dec 2013	Unit aim for 320	Units



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1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	It is for learners who as Probation Service Officers (PSOs) working in a variety of settings. It is also relevant for other Criminal Justice workers engaged in interactions with offenders.
What does the qualification cover?	It allows learners to learn, develop and practise the skills required for employment and/or career progression in the Probation Service/ Criminal Justice sector. It is a flexible qualification which recognises the wide diversity of interventions that are taking place by PSOs throughout the Probation Service and across other offender management agencies.
Who did we develop the qualification with?	It was developed in association with Skills for Justice (SfJ) who in turn consulted closely with the National Offender Management Service Training Section and representatives of Probation Trusts.
What opportunities for progression are there?	It allows learners to progress into employment in the Justice sector, particularly in roles involving offender supervision and interaction.

Structure

To achieve the **Level 3 Diploma in Probation Practice**, Learners must achieve 13 credits from mandatory units (301-303) and a minimum of 24 credits from optional units (304-315, 318-322, 333-340, 401-405, 407, 408) of which a minimum of 3 credits must come from (304-306) and 3 credits from (307-312). Learners cannot take more than 17 credits from the Level 4 optional units (401-405, 407, 408)

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Unit Level
Mandatory				
H/505/0313	Unit 301	Promote equality and value diversity	6	3
H/505/0439	Unit 302	Assess risk of harm and the need for intervention	4	3
K/505/0314	Unit 303	Communicate effectively with people maintaining the security of information	3	3
Optional				
F/505/0335	Unit 304	Contribute to the effectiveness of team working	3	3
A/505/0317	Unit 305	Develop effective working with staff from other agencies	3	3
Y/505/0468	Unit 306	Develop own knowledge, skills and competence	3	3
J/505/0434	Unit 307	Enable individuals to access services and facilities	3	3
A/505/0446	Unit 308	Recognise indications of substance misuse and refer individuals to specialists	3	3
L/505/0421	Unit 309	Help individuals address their offending behaviour	3	3

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Unit Level
K/505/0426	Unit 310	Reinforce positive behaviour during relationships with individuals	3	3
R/505/0436	Unit 311	Facilitate individuals to understand and address their difficulties	3	3
H/505/0344	Unit 312	Conduct an assessment of risk in the workplace	3	3
H/505/0456	Unit 313	Provide services to those affected by someone else's substance use	3	3
T/505/0462	Unit 314	Support individuals who are substance users	3	3
D/505/0424	Unit 315	Assess individuals' needs and plan activities to support positive behavioural change	4	3
J/505/0420	Unit 318	Supervise low to medium risk offenders serving sentences in the community	5	3
M/505/0427	Unit 319	Manage integrated interventions to address the offending behaviour of individuals	4	3
J/505/0465	Unit 320	Provide development activities for individuals	4	3
R/505/0369	Unit 321	Exchange information at formal hearings	3	3
D/505/0360	Unit 322	Provide initial support to victims and witnesses	3	3
J/505/0370	Unit 333	Maintain contact with victims throughout the custody and release of offenders	3	3

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Unit Level
J/505/0580	Unit 334	Determine the concerns and priorities of communities in relation to safety, social inclusion, and the prevention and reduction of crime and anti- social behaviour	3	3
D/505/0438	Unit 335	Contribute to the protection of individuals from abuse	3	3
Y/505/0440	Unit 336	Contribute to the prevention and management of abusive and aggressive behaviour	4	3
L/505/0371	Unit 337	Assess individuals' offending behaviour to plan provision	3	3
T/505/0364	Unit 338	Enable people to support victims, survivors and witnesses in managing the effects of their experience	3	3
L/505/0368	Unit 339	Deliver interventions towards supporting victims at risk of serious harm	4	3
A/505/0432	Unit 340	Support individuals towards their resettlement in the community from a custodial environment	2	3
T/505/0428	Unit 401	Deliver accredited programmes	6	4
H/505/0361	Unit 402	Assist victims, witnesses and survivors to manage the effects of their experience	3	4
H/602/1081	Unit 403	Prepare participants and agree an appropriate restorative process	8	4
K/602/1082	Unit 404	Facilitate participants' interaction within a restorative process	9	4

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Unit Level
T/602/1084	Unit 405	Implement and monitor agreed outcomes from a restorative process	4	4
R/505/0470	Unit 407	Obtain information relating to individuals' offending behaviour	3	4
F/505/0416	Unit 408	Develop proposals to inform sentencing	3	4



2 Centre requirements

Approval

If your Centre is approved to offer the qualification Level 3 Diploma in Probation Service (8436-30) you will get automatic approval for the new Level 3 Diploma in Probation Service (5180-03).

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual – Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Resource requirements

Physical resources and site agreements

The following information is taken from 'Assessment Strategy for Community Justice competence based qualifications in the QCF' by Skills for Justice, March 2010. This document contains the overarching principles of the assessment of these qualifications within the QCF.

NB: Assessment Centres who deliver this qualification to probation practitioners and learners under Service Level Agreements with Probation Trusts or other Providers of Probation Services will also be governed by the Probation Qualifications Regulatory Framework and specifically the Vocational Qualifications Code of Practice. This is additional to the awarding body requirements and is owned and imposed by the National Offender Management Service and not City and Guilds. This document may be viewed by clicking on one of the following links

<http://www.probationtraining-midlandsconsortium.org.uk/officer/index.html>

<http://www.probation-northwest.co.uk/index.html>

http://npsintranet.probation.gsi.gov.uk/index/support_service/training_and_development.html

Centre staffing

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

Assessors and Internal Quality Assurer

Assessors

All assessors must:

1. be qualified as an Assessor (A1) or have been trained to assess through a programme that meets the requirements of the Assessor training authorised and monitored by an Awarding Organisation (although not necessarily leading to A1). Where Centres use trained assessors they must provide evidence of the training undertaken to Awarding Organisations.
2. have the role of assessor identified within their role profile, where assessment forms part of an individual's role
3. be occupationally competent in the unit they are assessing. This means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. They will have gained their occupational competence working within the Justice Sector or within an appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the candidate they are assessing. Centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal verification process to minimise the possibility of collusion between candidates and assessors. 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 units they are assessing as a practitioner, trainer or manager.
4. be familiar with the units that relate to the qualification and must be able to interpret and make judgements on current working practices and technologies within the area of work
5. maintain their occupational competence by either actively engaging in continuous professional development activities or by performing the operational role as part of their regular responsibilities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector.

Internal quality assurers

All Internal quality assurers must:

1. be either qualified as a Verifier (V1) or have been trained to perform the function of verification through a programme that meets the requirements of any V1 training authorised and monitored by an Awarding Organisation (although not necessarily leading to V1). Where Centres use trained Verifiers, they must provide evidence of the training undertaken to Awarding Organisations
2. 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 and the legal implications of the assessment process, Internal Verifiers must understand the nature and context of the assessors' work and that of their candidates. IVs must also sample the assessment process and resolve differences and conflicts on assessment decisions.

3. ensure that assessment has been carried out by persons who are 'occupationally competent' within the area they are assessing.
4. maintain their occupational knowledge by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector.
5. have an appropriate induction to qualifications and the standards that they are verifying provided to them by the Centre, and have access to ongoing training and updating on current issues relevant to these qualifications. Information on the induction and continuing professional development of internal verifiers must be made available to the external verifier.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Learner entry requirements

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

Age restrictions

City & Guilds cannot accept any registrations for learners under 18 as this qualification is not approved for under 18s.



3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification[s].
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification[s], their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for this qualification:

Description	How to access
Focus Alerts	Justice Focus Alert sign up page: www.cityandguilds.com/Provide-Training/Centre-Support/Focus-Alerts/Focus-Sign-Up-Form
Probation Practice Webpage	www.cityandguilds.com

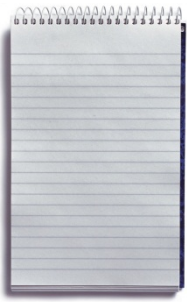
Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the qualification consultant, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.



4 Assessment

Candidates must:

- have a completed portfolio of evidence for each unit

The following information is taken from 'Assessment Strategy for Community Justice competence based qualifications in the QCF' by Skills for Justice, March 2010. This document contains the overarching principles of the assessment of these qualifications within the QCF.

'Skills for Justice believe that direct observation in the workplace by a competent assessor (as outlined in Section 6.1) is always to be preferred. Workplace assessment is any real community justice situation where a candidate demonstrates their competence against a unit or units and does this entirely without intervention from a tutor, supervisor or fellow member of staff (for example, candidates can provide evidence of competence during their tutor period - provided that the activities are completed without the intervention of their tutor, supervisor or fellow members of staff).

Skills for Justice recognises that there are alternative evidence sources which may be used where direct observation is not possible or practical e.g. work products, records, reflective accounts, professional discussion, simulations etc. Where other forms of evidence are used the Assessor is responsible for making the final judgement in terms of the candidate meeting the evidence requirements for the unit.

Scenario/simulation based assessment of knowledge and understanding may take place in a different environment, for example, in a training and development centre or another environment, which is not the immediate workplace.

Scenarios/simulations can be used when:

- there are limited opportunities to demonstrate competence in the workplace against all of the learning outcomes or that the length of time for opportunities to arise is considered too long.
- scenarios/simulations would provide a more consistent demonstration of competence
- it would enable candidates to be assessed in more difficult circumstances than is likely to happen day to day

The use of scenarios/simulations cannot be used to cover all of the workplace assessment requirements. They should only supplement when necessary for the reasons listed above.

Where simulations are used, the methodology should have previously been agreed as part of the ongoing quality assurance by the Awarding Organisation

For this qualification, candidates will be assessed by an assessor using a combination of the following methods

- Assessor observation
- Professional discussion
- Expert witness

Other methods may also be used at the discretion of the assessor.

NB: The evidence and assessment records must be presented in an accessible format for the purpose of internal and external verification.

City & Guilds has written the following assessments to use with this qualification:

Time constraints

- There are no time constraints attached to this qualification, apart from the last registration and certification dates attached to this qualification.
- Centres should also be aware of the candidates' period of registration when making registrations and claiming certifications on the City and Guilds Walled Garden.



5 Units

Availability of units

The following units can also be obtained from The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria

Unit 301

Promote equality and value diversity

UAN:	H/505/0313
Level:	3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is linked to the AA1
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Aim:	To develop understanding of the promotion of equality and diversity using reflective practice with regards to learners, the organisation and the sector.

Learning outcome
The learner will: 1. understand the key features of a culture which promotes equality and values diversity
Assessment criteria
The learner can: 1.1 explain the benefits of a culture which promotes equality and values diversity 1.2 describe good practice in promoting equality and valuing diversity 1.3 explain forms of inequality and discrimination and their impact on individuals, communities and society 1.4 identify and outline the relevant legislation, employment regulations, policies and codes of practice relevant to the promotion of equality and valuing of diversity.

Learning outcome
The learner will: 2. understand the importance of promoting equality and valuing diversity for effective work in the sector
Assessment criteria
The learner can: 2.1 explain how the promotion of equality and diversity can protect people from risk of harm 2.2 explain the importance to the sector of valuing the diversity of individuals 2.3 explain good practice in providing individuals with information.

Learning outcome

The learner will:

3. be able to demonstrate behaviour appropriate to the promotion of equality and valuing of diversity

Assessment criteria

The learner can:

- 3.1 use methods of communication and behaviour which support equality and diversity
- 3.2 promote equality and diversity as a component of the organisation's culture when working with individuals.

Learning outcome

The learner will:

4. be able to support others in the promotion of equality and valuing of diversity

Assessment criteria

The learner can:

- 4.1 challenge behaviour which is contrary to the organisation's equality and diversity policy
- 4.2 contribute to reviewing practice in line with agency policy
- 4.3 contribute to strategies for dealing with systems and structures which do not promote equality and diversity.

Unit 301 Promote equality and value diversity

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 302

Assess the risk of harm and the need for intervention

UAN:	H/505/0439
Level:	3
Credit value:	4
GLH:	15
Relationship to NOS:	This unit is linked to the GC4, GC201.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim:	<p>This unit focuses on identifying situations where there is a risk of harm to self or others. The learner identifies the potential risks to individuals and others and then screens the evidence for intervening in the situation. The learner is required to identify and assess the risk indicators relating to physical, sexual or emotional harm. An awareness of, and ability to work within the limits of, their own authority, agency policies and procedures is critical as well as communicating and referring appropriately. It is about using evidence-based practice and desistance-based principles to help individuals who have offended, or are likely to re-offend, to understand and change their behaviour positively. It involves using the skills of pro-social modelling, offender engagement and professional judgment to facilitate offenders to recognise and address the causes of their offending behaviour and to reduce their risk of re-offending.</p>

Learning outcome
The learner will: 1. understand legal and organisational requirements related to risk assessment and intervention
Assessment criteria
The learner can: 1.1 identify the legislation, organisational policies and procedures that relate to: a. assessing the risk of harm b. safeguarding children c. intervention

1.2 explain how relevant legislation, organisational policies and procedures affect own rights, powers and duties.

Learning outcome

The learner will:

2. understand the principles of assessing the risk of harm and the need for intervention

Assessment criteria

The learner can:

2.1 explain the importance of assessing the risk of harm and the need for intervention

2.2 describe the types of risk faced by individuals

2.3 identify the range of options for intervention

2.4 describe the methods available for assessing risk and evaluating the impact of interventions

2.5 identify the signs and symptoms of:

a. harm

b. abuse

c. failure to protect individuals

d. failure to safeguard children

2.6 explain how prejudice may arise in relation to allegations of abuse, harm or failure to protect.

Learning outcome

The learner will:

3. be able to identify the risk of harm indicators

Assessment criteria

The learner can:

3.1 collect information concerning the individual's history and current behaviour

3.2 validate the information gathered in terms of its accuracy and reliability

3.3 contribute to the analysis of factors which suggest that individuals are at risk

3.4 record and communicate information about risks to individuals in accordance with organisational procedures.

Unit 302 Assess the risk of harm and the need for intervention

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 303

Communicate effectively with people whilst maintaining the security of information

UAN:	K/505/0314
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is linked to Unit AB1
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim:	This unit is about communicating effectively with people – orally, in writing, using electronic and/or telecommunication and using non-verbal forms of communication. The term ‘people’ is used broadly to cover any child, adult, group, community or agency that workers come into contact with, either directly or indirectly. It includes members of the public, individuals who are clients of the justice sector, and colleagues in the workplace.

Learning outcome
The learner will: 1. understand how to communicate with people
Assessment criteria
The learner can: 1.1 identify the organisational policies and procedures that apply to communicating with people 1.2 explain the features of effective communication 1.3 describe techniques for overcoming barriers to effective communication, (including those that are personal, environmental and social).

Learning outcome

The learner will:

2. understand how to maintain the security of information in communications with people

Assessment criteria

The learner can:

- 2.1 identify the legislation, organisational policies and procedures that apply to the security and management of information
- 2.2 identify types of information that might be sensitive and/or confidential
- 2.3 describe the appropriate precautions to be taken when communicating confidential and/or sensitive information
- 2.4 explain the reasons for alerting an appropriate person when issues arise about the handling of/misuse of information.

Learning outcome

The learner will:

3. be able to communicate with people

Assessment criteria

The learner can:

- 3.1 use different methods of communication which meet the different needs of people
- 3.2 use different methods to reduce any barriers to effective communication
- 3.3 apply precautions necessary when communicating sensitive and/or confidential information in accordance with organisational procedure
- 3.4 access support available to overcome difficulties in communicating.

Unit 303 **Communicate effectively with
people whilst maintaining the
security of information**

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence.

Unit 304

Contribute to the effectiveness of team working

UAN:	F/505/0335
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is linked to Unit AC1
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim:	This unit is about contributing to the quality of team working. The learner must contribute to the ongoing work of the team and also the development of the team so that it can improve its effectiveness and respond to changes in legislation, policies and practice.

Learning outcome

The learner will:

1. understand the principles that underpin effective team working

Assessment criteria

The learner can:

- 1.1 explain why effective team working is important
- 1.2 describe the nature and limits of own role and how it relates to the work of others in the team and the wider organisation
- 1.3 explain the importance of working within the limits of own competence, responsibility and accountability
- 1.4 identify the factors that can contribute to effective team working
- 1.5 identify the factors that can hinder effective team working and ways of addressing them
- 1.6 explain why it is important to contribute to the review and evaluation of the team's work and to any changes that are made as a result
- 1.7 identify relevant legislation, organisational policies and procedures and explain the impact they have on team working

Learning outcome

The learner will:

2. be able to contribute to effective team working

Assessment criteria

The learner can:

- 2.1 organise own work to meet agreed team priorities
- 2.2 use and maintain resources efficiently and effectively
- 2.3 contribute to effective team working by:
 - a. communicating effectively
 - b. maintaining good working relationships
 - c. offering support
 - d. dealing constructively with any issues that arise
- 2.4 review and evaluate the team's work in conjunction with other team members

Learning outcome

The learner will:

3. be able to contribute to the development of team working

Assessment criteria

The learner can:

- 3.1 identify ways in which own work and that of the team can be improved
- 3.2 inform the relevant people about any issues affecting team working and service effectiveness
- 3.3 identify, in discussion with the team, any changes that need to be made and how these will be done
- 3.4 make changes to own work within an agreed timescale
- 3.5 seek appropriate support when unsure about how to change own practice.

Unit 304 **Contribute to the
effectiveness of team working**

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence.

Unit 305

Develop effective working with staff from other agencies

UAN:	A/505/0317
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is linked to Unit AD1
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Aim:	This unit is about developing and sustaining effective working relationships with staff in other agencies.

Learning outcome
The learner will: 1. understand relevant legal and organisational requirements when working with other agencies
Assessment criteria
The learner can: 1.1 identify the legislation, organisational policies and procedures that relate to joint working 1.2 explain how relevant legislation, organisational policies and procedures affect working with other agencies.

Learning outcome
The learner will: 2. understand the principles of effective working relationships with other agencies
Assessment criteria
The learner can: 2.1 identify the roles and functions of the main agencies within the sector 2.2 describe the broad structures, methods of communication and decision making processes of main agencies within the sector 2.3 explain the principles of joint working arrangements between agencies.

Learning outcome

The learner will:

3. be able to develop effective working relationships with staff in other agencies

Assessment criteria

The learner can:

- 3.1 implement agreed processes for management and sharing of information with staff from other agencies
- 3.2 interact with staff from other agencies in ways which are consistent with the policies and procedures of the organisation
- 3.3 seek appropriate support when problems arise in working effectively with staff in other agencies.

Unit 305 **Develop effective working
with staff from other agencies**

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence.

Unit 306

Develop own knowledge, skills and competence

UAN:	Y/505/0468
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is linked to the AE1.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Aim:	This unit is about the duty of every individual to keep their knowledge, skills and competence up-to-date and develop them to meet the demands of their employment. The unit recognises that everyone has their own learning and development needs as well as broader learning and development interests which might directly relate to their job or career but also be about wider personal development.

Learning outcome

The learner will:

1. understand the principles that underpin maintaining and developing own knowledge, skills and competence

Assessment criteria

The learner can:

- 1.1 explain why maintaining and developing knowledge, skills and competences is important for individuals professionally and personally
- 1.2 explain the importance of getting feedback on own knowledge, skills and competence
- 1.3 identify methods for reviewing own work and progress
- 1.4 summarise the impact of changes within the organisation on own learning and development needs
- 1.5 identify the different forms of support available for development needs
- 1.6 explain the importance of taking responsibility for own learning and development.

Learning outcome

The learner will:

2. be able to maintain and develop own knowledge, skills and competence

Assessment criteria

The learner can:

- 2.1 gather feedback in order to assess own knowledge, skills and competence
- 2.2 identify and record development needs and specify priority areas
- 2.3 evaluate methods of learning to suit own learning style and job requirements
- 2.4 evaluate outcomes and benefits of learning undertaken
- 2.5 apply new knowledge, skills and competence to improve own work role.

Unit 306 **Develop own knowledge,
skills and competence**

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence.

Unit 307

Enable individuals to access services and facilities

UAN:	J/505/0434
Level:	3
Credit value:	3
GLH:	15
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.

Learning outcome
The learner will: 1. understand the principles that underpin enabling individuals to access services and facilities
Assessment criteria
The learner can: 1.1 explain the importance and purpose of enabling individuals to access services and facilities 1.2 summarise the typical characteristics of individuals that suggest individuals need to access services and facilities 1.3 summarise the services and facilities available to individuals 1.4 identify ways of supporting individuals to overcome barriers to accessing services and facilities 1.5 describe techniques of facilitating individuals to develop their independence and confidence in accessing services and facilities.

Learning outcome
The learner will: 2. be able to help individuals find out about services and facilities
Assessment criteria
The learner can: 2.1 create an environment that encourages individuals to express their needs and recognise their strengths in relation to services and facilities 2.2 provide help and support to individuals who need to find out about services and facilities 2.3 assist individuals to access information about services and facilities relevant to them 2.4 clarify individuals' understanding of information received 2.5 respond to aggressive or distressed reactions from individuals in accordance with organisational policy

Learning outcome

The learner will:

3. discuss and agree with individuals the types of assistance they require in order to use services and facilities

Assessment criteria

The learner can:

- 3.1 discuss and agree with individuals the types of assistance they require in order to use services and facilities
- 3.2 explore with individuals ways to overcome any barriers in their use of services and facilities
- 3.3 facilitate individuals to develop their independence and self-efficacy
- 3.4 arrange appropriate support from others when individuals need it.

Unit 307 Enable individuals to access services and facilities

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 308

Recognise indications of substance misuse and refer individuals to specialists

UAN:	A/505/0446
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is linked to the GE1
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Aim:	<p>This unit is about recognising signs which may indicate that someone - an employee, colleague, co-worker, customer, student or anyone else the learner comes into contact with during their work - may be misusing drugs (illegal, prescription or over the counter), alcohol, solvents or other substances. It covers taking appropriate action to minimise the risks to the individuals and others from their substance misuse, referring individuals to specialists for help, monitoring the situation and taking appropriate action as it changes.</p> <p>It is about using evidence-based practice and desistance-based principles to help individuals who have offended, or are likely to re-offend, to understand and change their behaviour positively. It involves using the skills of pro-social modelling, offender engagement and professional judgment to facilitate offenders to recognise and address the causes of their offending behaviour and to reduce their risk of re-offending.</p>

Learning outcome

The learner will:

1. understand relevant legislation and organisational requirements

Assessment criteria

The learner can:

- 1.1 identify the legislation, organisational policies and procedures that relate to dealing with incidents of substance misuse
- 1.2 explain how legislation, organisational policies and procedures affect their role in dealing with substance misuse.

Learning outcome

The learner will:

2. understand the principles of recognising indications of substance misuse

Assessment criteria

The learner can:

- 2.1 identify the range of substances that may be misused and their effects
- 2.2 interpret the range of different indications of substance misuse
- 2.3 identify the sources of assistance for substance misuse
- 2.4 explain how to assess the risk to individuals and to others from substance misuse.

Learning outcome

The learner will:

3. be able to recognise indications of substance misuse

Assessment criteria

The learner can:

- 3.1 investigate suspected cases of substance misuse by individuals
- 3.2 obtain specialist assistance to support investigation of substance misuse by individuals
- 3.3 assess the risk to the individual and to others which may result from substance misuse
- 3.4 record and communicate information about situations and actions in accordance with individual's rights and the requirements of confidentiality.

Learning outcome

The learner will:

4. be able to refer individuals with indications of substance misuse to specialists

Assessment criteria

The learner can:

- 4.1 refer individuals to specialist services to address their substance misuse
- 4.2 monitor individuals' progress in addressing their substance misuse
- 4.3 take appropriate action in response to any changes to the situation and the level of risk.

Unit 308 Recognise indications of substance misuse and refer individuals to specialists

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 309

Help individuals address their offending behaviour

UAN:	L/505/0421
Level:	3
Credit value:	3
GLH:	12
Relationship to NOS:	This unit is linked to the EC1
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Aim:	This unit is about using evidence-based practice and desistance-based principles to help individuals who have offended, or are likely to re-offend, to understand and change their behaviour positively. It involves using the skills of pro-social modelling, offender engagement and professional judgment to facilitate offenders to recognise and address the causes of their offending behaviour and to reduce their risk of re-offending.

Learning outcome

The learner will:

1. understand factors which can impact on offending behaviour

Assessment criteria

The learner can:

- 1.1 identify factors which contribute to offending behaviour
- 1.2 explain the importance of individuals being able to recognise and understand their personal responsibility for the impact of their offending on victims and the community
- 1.3 outline ways of facilitating individuals to address their offending behaviour.

Learning outcome

The learner will:

2. be able to facilitate individuals to understand their offending behaviour

Assessment criteria

The learner can:

- 2.1 explore with individuals their understanding of the impact of their offending behaviour on themselves and others
- 2.2 encourage individuals to identify and explore opportunities to change their behaviour
- 2.3 explore with individuals the benefits of changing their behaviour and the commitment needed to do so
- 2.4 facilitate individuals to identify their strengths and positive factors which will build their confidence and support their plan for change.

Learning outcome

The learner will:

3. be able to facilitate individuals to address their offending behaviour as part of their sentence plan

Assessment criteria

The learner can:

- 3.1 plan activities with individuals which address their need to change behaviours
- 3.2 explore with individuals the sources of assistance which they can use to address their offending behaviour
- 3.3 facilitate individuals to identify inconsistency between their current behaviour and their long term goals
- 3.4 facilitate individuals to identify and build on positive changes in their behaviour
- 3.5 encourage individuals to reflect on the positive factors which contribute to their progress in addressing their offending behaviour.

Learning outcome

The learner will:

4. be able to record and report details of the work undertaken with individuals aimed at facilitating positive change

Assessment criteria

The learner can:

- 4.1 record decisions supported by rationale for individual cases in accordance with organisational policies and procedures
- 4.2 communicate case requirements and outcomes to authorised colleagues and agencies and complete appropriate follow on actions.

Unit 309 Help individuals address their offending behaviour

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 310

Reinforce positive behaviour during relationships with individuals

UAN:	K/505/0426
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is linked to the EC7.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Aim:	This unit is about using evidence-based practice and desistance-based principles to help individuals who have offended, or are likely to re-offend, to understand and change their behaviour positively. It involves using the skills of pro-social modelling, offender engagement and professional judgment to facilitate offenders to recognise and address the causes of their offending behaviour and to reduce their risk of re-offending.

Learning outcome
The learner will: 1. understand factors which contribute to anti-social behaviour
Assessment criteria
The learner can: 1.1 identify legislation, policies and procedures which apply when working with individuals who behave in an anti-social manner 1.2 identify factors which trigger anti-social behaviour in individuals 1.3 describe the characteristics of anti-social behaviour 1.4 describe techniques for communicating with individuals who behave in an anti-social manner 1.5 explain how pro-social modelling is used to counter anti-social behavior.

Learning outcome

The learner will:

2. be able to facilitate behavioural change using pro-social modelling

Assessment criteria

The learner can:

- 2.1 facilitate individuals to explore and discuss the effects of their behaviour on themselves and others
- 2.2 demonstrate pro-social behaviour when working with individuals who behave in an anti-social manner
- 2.3 facilitate individuals to practise positive behaviour
- 2.4 work with individuals to identify and set goals on displaying positive behaviour.

Learning outcome

The learner will:

3. be able to review the effectiveness of behaviour change with individuals

Assessment criteria

The learner can:

- 3.1 review goals and achievements on displaying positive behaviour with individuals at agreed intervals
- 3.2 use feedback to encourage individuals to sustain the changes in their behaviour
- 3.3 facilitate individuals to identify options for overcoming barriers to their progress
- 3.4 conclude the relationship in a manner which encourages individuals to sustain their behaviour change.

Unit 310 Reinforce positive behaviour during relationships with individuals

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 311

Facilitate individuals to understand and address their difficulties

UAN:	R/505/0436
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is linked to the GB3.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim:	<p>This unit focuses on facilitating individuals to understand their difficulties, identify options for change and act upon the choices made. The difficulties may have an emotional, practical, behavioural or social source. This unit is about using evidence-based practice and desistance-based principles to help individuals who have offended, or are likely to re-offend, to understand and change their behaviour positively. It involves using the skills of pro-social modelling, offender engagement and professional judgment to facilitate offenders to recognise and address the causes of their offending behaviour and to reduce their risk of re-offending.</p>

Learning outcome
The learner will: 1. understand the needs of individuals experiencing difficulties
Assessment criteria
The learner can: 1.1 summarise factors which contribute to difficulties experienced by individuals 1.2 identify factors which affect how an individual reacts to difficulties 1.3 describe ways of encouraging individuals who are experiencing difficulties to take responsibility for finding solutions.

Learning outcome

The learner will:

2. be able to facilitate individuals to understand their difficulties and identify options for change

Assessment criteria

The learner can:

- 2.1 establish a rapport with individuals which encourages them to communicate freely
- 2.2 encourage individuals to identify options for solving their problems
- 2.3 challenge attitudes and behaviours that are non-productive
- 2.4 provide a positive model for behaviour to individuals
- 2.5 discuss with individuals their approach to overcoming difficulties

Learning outcome

The learner will:

3. be able to facilitate individuals to take positive action to address their difficulties

Assessment criteria

The learner can:

- 3.1 facilitate access to sources of support which meet the needs of the individual
- 3.2 facilitate individuals to review their strategies and modify their actions
- 3.3 encourage others involved in supporting the individual to provide constructive feedback.

Unit 311 Facilitate individuals to understand and address their difficulties

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 312

Conduct an assessment of risk in the workplace

UAN:	H/505/0344
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is linked to the AF4.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim:	This unit is about conducting an assessment of risks in the workplace. It covers identifying hazards in the workplace, assessing the level of risk resulting from those hazards and making recommendations to control the risk.

Learning outcome
The learner will: 1. understand relevant health and safety legislation
Assessment criteria
The learner can: 1.1 identify recognised and reliable sources of up-to-date information on health and safety at work 1.2 list the legislation and regulations relevant to health and safety at work and workplace risk assessment 1.3 outline own legal responsibilities for health and safety at work.

Learning outcome
The learner will: 2. understand the principles of risk assessment
Assessment criteria
The learner can: 2.1 explain the importance of assessing and addressing risks in the workplace 2.2 identify the resources required to conduct a risk assessment and the ways in which they can be obtained 2.3 describe own responsibilities for conducting risk assessments 2.4 identify the circumstances in which expert advice and guidance may be required 2.5 describe appropriate methods and procedures to assess risk.

Learning outcome

The learner will:

3. be able to identify hazards in the workplace

Assessment criteria

The learner can:

- 3.1 conduct an investigation that identifies those areas in the workplace where hazards to health and safety are most likely to occur
- 3.2 identify hazards which could result in harm to people
- 3.3 record hazards in a way which meets legal and organisational requirements
- 3.4 report the results of the process to the responsible persons in an agreed format and timescale.

Learning outcome

The learner will:

4. be able to assess the level of risk and recommend action

Assessment criteria

The learner can:

- 4.1 review all relevant legal requirements and industry standards and confirm that effective measures to address workplace risk are in place
- 4.2 assess the level of risk posed by hazards that cannot be eliminated from the workplace
- 4.3 list unacceptable risks in priority order including all breaches of relevant health and safety legislation and workplace procedures
- 4.4 identify ways in which risks can be controlled to minimise harm
- 4.5 prepare a risk assessment report containing recommendations for minimising risks
- 4.6 present the results of the risk assessment to responsible persons in the agreed format and timescale.

Unit 312 Conduct an assessment of risk in the workplace

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 313

Provide services to those affected by someone else's substance use

UAN:	H/505/0456
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is linked to the SFH AB7.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim:	This unit is about providing services to those affected by someone else's substance use.

Learning outcome
The learner will: 1. understand the principles that underpin supporting those affected by someone else's substance use
Assessment criteria
The learner can: 1.1 identify issues faced by those affected by someone else's substance use 1.2 identify the types and sources of support, assistance and protection available for those affected by someone else's substance use 1.3 describe the use of the different skills and techniques required to interact effectively with and motivate individuals and groups 1.4 identify relevant legislation and policies and explain how they affect working with those affected by someone else's substance use.

Learning outcome

The learner will:

2. be able to help those affected by someone else's substance use to select support options

Assessment criteria

The learner can:

- 2.1 set up an appropriate and comfortable environment for discussions with individuals
- 2.2 encourage the individual to identify issues concerning them
- 2.3 encourage the individual to explore the range of options open to them
- 2.4 provide accurate and up-to-date information to individuals on the range of support options available to them
- 2.5 encourage the individual to explore the advantages and disadvantages of the range of options
- 2.6 encourage the individual to select an option and develop an action plan
- 2.7 make accurate and complete reports and store records in a way which maintains the individual's confidentiality.

Learning outcome

The learner will:

3. be able to help those affected by someone else's substance use to put options into practice and evaluate their effectiveness

Assessment criteria

The learner can:

- 3.1 help individuals to access support where necessary
- 3.2 make services available to protect children and young people affected by someone else's substance use where required
- 3.3 maintain an appropriate level and frequency of contact with individuals
- 3.4 review progress against the action plan with the individual, encouraging them to maintain motivation and focus
- 3.5 encourage the individual to feedback on the effectiveness of the support received, to identify any changes required to the action plan
- 3.6 identify any significant positive changes in the individual
- 3.7 keep accurate and complete reports and store records in a way which maintains the individual's confidentiality.

Unit 313

Provide services to those affected by someone else's substance use

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 314

Support individuals who are substance users

UAN:	T/505/0462
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is linked to the SfH AB2 (GE11).
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Aim:	This unit is about supporting individuals who are substance users. This includes enabling them to adopt safe practices, providing support following an episode of substance use and supporting individuals' efforts to reduce or cease substance use. It does not include counselling individuals with the objective of reducing or ceasing substance use, or supporting individuals in emergency situations, such as overdose, but learners must be able to recognise such cases.

Learning outcome
The learner will: 1. understand the principles that underpin supporting substance users
Assessment criteria
The learner can: 1.1 identify the different substances which individuals use 1.2 identify the short and long-term risks of substance use 1.3 explain the different attitudes that people have about substance use 1.4 identify the impact of reducing or ceasing substance use on: a. relationships b. lifestyle c. recreation and leisure activities d. physical and emotional health 1.5 describe strategies for supporting individuals seeking to reduce or cease substance use 1.6 identify relevant legislation, policies and practices applicable to working with substance users 1.7 explain the importance of acknowledging individuals' rights to make decisions regarding their substance use.

Learning outcome
The learner will: 2. be able to support individuals to adopt safe practices associated with substance use
Assessment criteria
The learner can: 2.1 communicate effectively with individuals about their substance use, the methods they use and the associated risks 2.2 offer guidance, support and advice to individuals about safe/safer practices associated with substance use 2.3 support and encourage individuals safely to dispose of hazardous materials and equipment after use 2.4 encourage individuals to discuss their circumstances and history of substance use, and use this information to plan and provide appropriate support and assistance 2.5 help individuals to access additional sources of information and advice where necessary.

Learning outcome
The learner will: 3. be able to support individuals when they have used substances
Assessment criteria
The learner can: 3.1 support individuals in ways that are appropriate to the substance used, the effect which the substance has had and the condition of the individual 3.2 encourage individuals to describe any pain or discomfort which they are experiencing 3.3 request any necessary further support and assistance to help the individual without delay 3.4 make the environment as safe as possible and remove all dangerous substances and materials 3.5 support and enable individuals to meet their needs and requirements after the effects of the substance have worn off 3.6 report information about episodes of substance use to an appropriate person and record it in the required format

Learning outcome
The learner will: 4. be able to support individuals in reducing substance use
Assessment criteria
The learner can: 4.1 encourage individuals who have made a commitment to reduce substance use to review their reasons for doing so 4.2 explore the consequences of the individual's choice on their daily life and any difficulties which they have or anticipate 4.3 discuss, in detail, strategies and methods for addressing difficulties 4.4 offer appropriate support to individuals consistent with available resources 4.5 help individuals to access additional sources of information and advice where necessary 4.6 help individuals to assess their progress and achievements and to identify opportunities for improvement 4.7 record accurately the results of discussions on progress and any proposals for change, and pass them on to an appropriate person.

Unit 314 Support individuals who are substance users

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 315

Assess individuals' needs and plan activities to support positive behavioural change

UAN:	D/505/0424
Level:	3
Credit value:	4
GLH:	20
Relationship to NOS:	This unit is linked to the EC6.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim:	<p>This unit is about using evidence-based practice and desistance-based principles to help individuals who have offended, or are likely to re-offend, to understand and change their behaviour positively.</p> <p>It involves assessing the needs and abilities of individuals and planning relevant activities for individuals. The learner may use both formal and informal assessment systems, and activities may relate to education, employment or skills-based training.</p>

Learning outcome

The learner will:

1. understand the principles underpinning the assessment of individuals' needs and the planning of activities to support positive behavioural change

Assessment criteria

The learner can:

- 1.1 describe the formal and informal methods, by which an individual's abilities and needs can be assessed
- 1.2 identify activities which may be suitable for increasing the potential and effectiveness of individuals
- 1.3 explain the factors to take account of when assessing individuals' needs and planning activities.

Learning outcome

The learner will:

2. be able to assess individuals' abilities and needs

Assessment criteria

The learner can:

- 2.1 obtain relevant information and the necessary resources to carry out assessment
- 2.2 explore with individuals the purpose and processes of the assessment
- 2.3 encourage individuals to engage in their assessment
- 2.4 respond to individuals according to their different needs and styles
- 2.5 carry out the assessment in accordance with required procedures.

Learning outcome

The learner will:

3. be able to plan agreed development activities for individuals

Assessment criteria

The learner can:

- 3.1 agree activities with individuals which are consistent with the outcomes of the assessment and take account of their preferred approaches and readiness for change
- 3.2 develop a plan with the individual to address identified priorities
- 3.3 agree appropriate activities with individuals to address prioritised goals
- 3.4 agree criteria for evaluating the success of the planned activities

Unit 315 Assess individuals' needs and plan activities to support positive behavioural change

Supporting information

Evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 318

Supervise low to medium risk offenders serving sentences in the community

UAN:	J/505/0420
Level:	3
Credit value:	5
GLH:	25
Relationship to NOS:	This unit is linked to the EB1.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim:	This unit is about supervising low to medium risk offenders who are serving sentences in the community, monitoring and reviewing their progress, and enforcing statutory orders and licences. It involves using the skills of pro-social modelling, offender engagement and professional judgment, in addition to other evidence based techniques, to facilitate offenders to desist from their offending behaviour and to reduce the risk of re-offending.

Learning outcome
The learner will: 1. understand the principles of supervising low to medium risk offenders serving sentences in the community
Assessment criteria
The learner can: 1.1 describe the ways in which the physical, social, psychological and emotional development of individuals affects their patterns of behaviour 1.2 identify the triggers to, and patterns of, offending behaviour 1.3 explain the statutory powers for the enforcement of community sentences 1.4 identify legislation and agency policies and procedures relevant to the work undertaken.

Learning outcome

The learner will:

2. be able to supervise low to medium risk offenders serving sentences in the community

Assessment criteria

The learner can:

- 2.1 explain to individuals the conditions applicable to the order they are serving
- 2.2 explain to individuals the consequences of non-compliance
- 2.3 review risk of individuals under supervision on an on-going basis
- 2.4 take remedial action to maintain the behaviour of individuals under supervision.

Learning outcome

The learner will:

3. be able to monitor compliance with court orders and statutory licences of low to medium risk offenders serving sentences in the community

Assessment criteria

The learner can:

- 3.1 monitor individuals' compliance with orders they are serving
- 3.2 establish reasons for apparent non-compliance with:
 - a. individuals
 - b. others working with them
- 3.3 explore with individuals the consequences of non-compliance.

Learning outcome

The learner will:

4. be able to review the progress of low to medium risk offenders serving sentences in the community

Assessment criteria

The learner can:

- 4.1 monitor the individual's progress and compliance on an ongoing basis
- 4.2 assess the effectiveness of the sentence
- 4.3 identify any changes that need to be made to the supervision plan
- 4.4 communicate to relevant others any changes in risk of harm and risk of re-offending assessment

Unit 318 **Supervise low to medium risk
offenders serving sentences
in the community**

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 319

Manage integrated interventions to address the offending behaviour of individuals

UAN:	M/505/0427
Level:	3
Credit value:	4
GLH:	20
Relationship to NOS:	This unit is linked to the ED1.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim:	This unit is about managing a package of different interventions and methods of support to address the offending behaviour of individuals through planning, monitoring and evaluation.

It involves using evidence-based practice and desistance-based principles to help individuals who have offended, or are likely to re-offend, to understand and change their behaviour positively. It involves using the skills of pro-social modelling, offender engagement and professional judgment to facilitate offenders to recognise and address the causes of their offending behaviour and to reduce their risk of re-offending.

Learning outcome
The learner will: 1. understand the principles that underpin the management of integrated interventions and support
Assessment criteria
The learner can: 1.1 identify the factors that influence an individual's offending behaviour 1.2 outline research into effective practice in tackling factors influencing offending behaviour 1.3 identify interventions available to address individuals' offending behaviour 1.4 describe methods for assessing and managing risk of harm and risk of re-offending

1.5 identify sources of assistance and support available for implementing interventions.

Learning outcome

The learner will:

2. be able to communicate with individuals about the interventions and support they need

Assessment criteria

The learner can:

- 2.1 explore with individuals their needs, strengths and expectations in relation to proposed interventions
- 2.2 agree with individuals the interventions and support which might meet their needs and develop their strengths
- 2.3 record individual's strengths, needs and the results of the discussions to facilitate further planning.

Learning outcome

The learner will:

3. be able to plan integrated interventions and support to meet individuals' needs and develop their strengths

Assessment criteria

The learner can:

- 3.1 agree with individuals the options which are appropriate to pursue
- 3.2 identify agencies that provide interventions, activities and support and that are suitable for individuals
- 3.3 agree an appropriate sequence in which interventions, activities and support will be pursued
- 3.4 contribute to negotiations with agencies and individuals to agree the package of activities to be undertaken
- 3.5 provide agencies with complete information on own role and responsibilities

Learning outcome

The learner will:

4. be able to review the effectiveness of integrated interventions and support

Assessment criteria

The learner can:

- 4.1 gather information from individuals about the effectiveness of the interventions, activities and support
- 4.2 gather information from agencies about effectiveness of the interventions, activities and support delivered
- 4.3 implement appropriate changes to interventions to meet altered needs and respond to developing strengths and abilities
- 4.4 assess effectiveness of integrated interventions based on information gathered.

Unit 319 **Manage integrated
interventions to address the
offending behaviour of
individuals**

Supporting information

Evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 320

Provide development activities for individuals

UAN:	J/505/0465
Level:	3
Credit value:	4
GLH:	20
Relationship to NOS:	This unit is linked to the GJ1.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim	This unit is about preparing and providing development activities for individuals based upon their identified needs. It involves using evidence-based practice and desistance-based principles to help individuals who have offended, or are likely to re-offend, to understand and change their behaviour positively. It involves using the skills of pro-social modelling, offender engagement and professional judgment to facilitate offenders to recognise and address the causes of their offending behaviour and to reduce their risk of re-offending.

Learning outcome
The learner will: 1. understand the principles that underpin the provision of development activities for individuals
Assessment criteria
The learner can: 1.1 explain the purpose of providing activities for individuals 1.2 summarise the range of activities that can be used with individuals in relation to the achievement of development objectives 1.3 describe the factors that can influence the effectiveness of development activities 1.4 explain the reasons why it is important to encourage individuals to participate in the planning, delivery and evaluation of activities 1.5 explain the impact of relevant legislation, policy and guidelines of good practice on the provision of activities for individuals.

Learning outcome
The learner will:

2. be able to prepare development activities for individuals
Assessment criteria
The learner can: 2.1 prepare development activities that are appropriate for the needs and abilities of the individual 2.2 agree prioritised goals with the individual that are clear and realistic 2.3 specify how the success of the activity is to be evaluated 2.4 prepare a safe and appropriate environment, equipment and materials for the activities.

Learning outcome
The learner will: 3. be able to support individuals in activities
Assessment criteria
The learner can: 3.1 encourage the individual, and others involved in their support, to participate fully in development activities 3.2 provide individuals with the necessary support and guidance to participate in development activities 3.3 encourage individuals to reflect on their participation in the development activities 3.4 take appropriate action where an individual experiences difficulty or responds negatively to development activities.

Learning outcome
The learner will: 4. be able to evaluate activities with other members of the team
Assessment criteria
The learner can: 4.1 review with the individual and team members, the progress made towards development objectives 4.2 explore any problems or difficulties encountered with the individual and team members 4.3 evaluate, in consultation with the individual and team members, the effectiveness of the activity in achieving development objectives 4.4 agree with team members any changes that are required to development activities as a result of the evaluation 4.5 inform relevant parties where development activities have been successful.

Unit 320 **Provide development activities for individuals**

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 321

Exchange information at formal hearings

UAN:	R/505/0369
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is linked to the DA1.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim:	This unit is about providing and obtaining information at formal hearings. The learner must provide accurate and timely written information. They may be involved in the collection of information from individuals and from other agencies but would not necessarily be responsible for writing reports. The learner must also make oral contributions at formal hearings. Formal hearings include courts of law.

Learning outcome
The learner will: 1. understand the principles that underpin exchanging information at formal hearings
Assessment criteria
The learner can: 1.1 explain the functions and procedures at formal hearings 1.2 describe the forms of reporting required by the formal hearings 1.3 explain why it is necessary to alter communication when working with different individuals and representatives of different agencies 1.4 summarise relevant legislation, organisational policies and procedures in relation to representing the agency at formal hearings 1.5 explain the impact relevant legislation, organisational policies and procedures have when representing the agency at formal hearings.

Learning outcome

The learner will:

2. be able to exchange written information at formal hearings

Assessment criteria

The learner can:

- 2.1 obtain and verify information required from relevant people
- 2.2 explain own role and authority to the people from whom information is requested
- 2.3 provide written reports to the formal hearing in accordance with the procedures of the hearing.

Learning outcome

The learner will:

3. be able to make oral contributions at formal hearings

Assessment criteria

The learner can:

- 3.1 present information which the formal hearing requires
- 3.2 provide additional information to support and update written reports when required
- 3.3 make oral contributions in accordance with organisational policy and statutory requirements
- 3.4 adhere to the protocols and conventions of the formal hearing.

Unit 321 Exchange information at formal hearings

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 322

Provide initial support to victims and witnesses

UAN:	D/505/0360
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is linked to the BE2, AA1, AB1, AE1, AF1, CA1.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim:	This unit is about providing initial support to those affected by offending or anti-social behaviour (victims and witnesses). This initial support may be practical (e.g. relating to safety and security, compensation claims, paperwork) or emotional (e.g. listening, reassurance). The learner must also assess the victims' and witnesses' need for further support, and identify and discuss possible sources of such support. Of key importance throughout is the ability to communicate effectively to encourage victims and witnesses to express their own feelings and needs.

Learning outcome
The learner will: 1. understand the factors that affect victims and witnesses and impact on their need for support
Assessment criteria
The learner can: 1.1 describe how crime impacts on victims and witnesses 1.2 explain the reasons why it is important to recognise and address the needs of victims and witnesses 1.3 summarise the range of needs that victims and witnesses may have 1.4 summarise ways of addressing the needs of victims and witnesses 1.5 explain why it is important to involve those with parental responsibility when working with children affected by crime or anti-social behaviour 1.6 describe how to use legislation, guidelines of good practice, charters and service standards to benefit and protect victims and witnesses 1.7 identify appropriate sources of advice and support to assist meeting victims' and witnesses' need for support.

Learning outcome

The learner will:

2. be able to communicate effectively with victims and witnesses

Assessment criteria

The learner can:

- 2.1 communicate with victims and witnesses appropriately taking account of:
 - a. pace
 - b. their level of understanding
 - c. their preferred form of communication
- 2.2 encourage victims and witnesses to express their own views about their immediate needs by:
 - a. creating an appropriate environment
 - b. actively listening
 - c. using appropriate body language
 - d. tone of voice
- 2.3 explain to victims and witnesses your organisation's policy in respect of:
 - a. confidentiality
 - b. who will have access to information provided by victims and witnesses
 - c. how the information will be recorded and stored

Learning outcome

The learner will:

3. be able to provide initial support to victims and witnesses

Assessment criteria

The learner can:

- 3.1 explain to victims and witnesses the range of services available from the organisation
- 3.2 provide information on how to access these services and those of other relevant organisations
- 3.3 make accurate records of:
 - a. the victims' and witnesses' immediate needs
 - b. the initial support provided to them

Learning outcome

The learner will:

4. be able to assess the needs and wishes of victims and witnesses for further support

Assessment criteria

The learner can:

- 4.1 discuss with victims and witnesses the nature and extent of their needs
- 4.2 help victims and witnesses to prioritise how their needs will be addressed
- 4.3 explain to victims and witnesses how support services are delivered by the organisation and others offering services
- 4.4 make accurate records of:
 - a. the victims' and witnesses' needs and wishes
 - b. the agreements reached with them
 - c. the resulting actions taken

Unit 322 **Provide initial support to victims and witnesses**

Supporting information

Assessment Guidance

Knowledge Element

Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace.

Workplace Assessment

Competence must be practically demonstrated on two occasions in the workplace.

Unit 333

Maintain contact with victims throughout the custody and release of offenders

UAN:	J/505/0370
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is linked to the DE4.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim:	This unit is about establishing and maintaining contact with victims and survivors, explaining the custodial process and identifying their views and concerns in relation to the release of the offender.

Learning outcome
The learner will: 1. understand the principles that underpin maintaining contact with victims throughout the custody and release of offenders
Assessment criteria
The learner can: 1.1 explain the impact of crime on victims in terms of their needs for: a. information b. confidentiality c. recognition of their circumstances d. protection 1.2 outline criminal justice processes: a. for charging individuals b. prosecuting individuals c. court processes d. custodial processes 1.3 explain the importance of communicating with victims about the custody and release of offenders

Learning outcome

The learner will:

2. be able to maintain contact with victims

Assessment criteria

The learner can:

- 2.1 maintain contact with victims in accordance with the arrangements for contact agreed with them
- 2.2 communicate with victims in a manner and at a level and pace appropriate to them
- 2.3 provide victims with information about the sentencing, custody, release and supervision of offenders
- 2.4 clarify with victims their right to express their views regarding the conditions of release of the offender
- 2.5 agree with the victim the information that can be made available to those involved in offender management decisions
- 2.6 provide victims information about, and access to, other agencies that may be able to offer them support.

Learning outcome

The learner will:

3. be able to consult with victims regarding the conditions of release of offenders

Assessment criteria

The learner can:

- 3.1 provide victims with relevant information about the intended release of offenders
- 3.2 encourage victims to contribute to proposed conditions attached to the offender's release
- 3.3 agree with the victim the information that can be made available to those involved in offender release decisions
- 3.4 assess any potential risk to the victim or the offender to support involved in offender release decisions
- 3.5 advise victims of any release conditions which are directly relevant to them and their family.

Unit 333 **Maintain contact with victims
throughout the custody and
release of offenders**

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 334

Determine the concerns and priorities of communities in relation to safety, social inclusion and the prevention and reduction of crime and anti-social behaviour

UAN:	J/505/0580
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is linked to the BA2.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim:	

This unit is about determining the concerns and priorities of the range of diverse communities in the local area with which you are concerned. Communities are neighbourhoods, communities of interest (for example, business communities) and communities of identity (for example, minority ethnic groups, young people, lesbian and gay people).

The unit addresses: the research needed before consultation can begin; the selection of appropriate consultation methods; carrying out the consultation and making full use of the information gathered. The unit emphasises the importance of evidence-based practice; evaluation; working in collaboration with multi-agency groups such as Youth Offending Teams and of reaching all communities within an area, including those that are often marginalised such as minority ethnic groups and victims and survivors of crime.

Learning outcome

The learner will:

1. understand causes and effects of crime and anti-social behaviour on communities

Assessment criteria

The learner can:

- 1.1 describe the composition of local communities
- 1.2 summarise the profile of social exclusion, crime and anti-social behaviour in local communities
- 1.3 summarise methods of involving communities in consultation about concerns and priorities for reducing crime and anti-social behaviour
- 1.4 summarise the legislation, policies and good practices which relate to working with local communities

Learning outcome

The learner will:

2. be able to plan consultation exercises with communities about their concerns and priorities

Assessment criteria

The learner can:

- 2.1 define target audience for consultation
- 2.2 identify opportunities to co-ordinate consultation with other agencies and groups
- 2.3 specify research methods to suit the needs of the audience
- 2.4 specify criteria for evaluation of the consultation exercise.

Learning outcome

The learner will:

3. be able to consult with communities about their concerns and priorities

Assessment criteria

The learner can:

- 3.1 implement planned consultation exercise with target audience
- 3.2 collate sufficient response from consultation exercise to provide meaningful analysis
- 3.3 analyse data to identify areas of significant concern
- 3.4 report the results of data analysis to suit the needs of intended recipients
- 3.5 evaluate the effectiveness of the evaluation exercise.

Unit 334 **Determine the concerns and priorities of communities in relation to safety, social inclusion and the prevention and reduction of crime and anti-social behaviour**

Supporting information

Evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 335

Contribute to the protection of individuals from abuse

UAN:	D/505/0438
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is linked to the GC1.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim:	<p>This unit focuses on protecting individuals from abuse through minimising the level of abuse within environments, minimising the effects of abusive behaviour and monitoring individuals who are at risk from abuse.</p> <p>It is about using evidence-based practice and desistance-based principles to help individuals who have offended, or are likely to re-offend, to understand and change their behaviour positively. It involves using the skills of pro-social modelling, offender engagement and professional judgment to facilitate offenders to recognise and address the causes of their offending behaviour and to reduce their risk of re-offending.</p>

Learning outcome
The learner will: 1. understand legal and organisational requirements in relation to the protection of individuals from abuse
Assessment criteria
The learner can: 1.1 identify legislation, policy and good practice guidelines for the protection of individuals from abuse 1.2 explain policies on the recording and communicating of information related to possible or actual incidents of abuse 1.3 summarise methods of handling abusive situations and incidents.

Learning outcome
The learner will: 2. be able to contribute to the monitoring of individuals who are at risk of abuse
Assessment criteria
The learner can: 2.1 describe the forms and possible causes of abusive behaviour 2.2 identify individuals who are deemed at risk of abuse 2.3 explore with individuals any concerns that they are at risk of abuse 2.4 make detailed reports on the circumstances and effects of incidents of abuse or potential abuse 2.5 use the correct forms of communication with parties involved in incidents of abuse 2.6 inform colleagues who need to be involved in protection of individuals.

Learning outcome
The learner will: 3. be able to promote actions and support intended to reduce the effects of abusive behaviour
Assessment criteria
The learner can: 3.1 explore with individuals actions they can take to reduce effects of abusive behaviour 3.2 provide advice and identify support for those associated with the individual on how to minimise the possibility of abuse 3.3 facilitate individuals who behave in an inappropriate manner to examine ways in which their behaviour may be seen as abusive 3.4 engage relevant people to better safeguard against abusive behaviour in a way that respects the needs and rights of all those involved 3.5 take actions intended to reduce the effect of an abusive incident on others who have witnessed it.

Learning outcome
The learner will: 4. be able to contribute to reducing the risk of abusive behaviour
Assessment criteria
The learner can: 4.1 identify situations where abuse can occur 4.2 agree methods of preventing abuse with those involved 4.3 make reports on instances of abuse in accordance with required procedure.

Unit 335 **Contribute to the protection of individuals from abuse**

Supporting information

Evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 336

Contribute to the prevention and management of abusive and aggressive behaviour

UAN:	Y/505/0440
Level:	3
Credit value:	4
GLH:	20
Relationship to NOS:	This unit is linked to the GC7.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim:	<p>This unit is about contributing to the prevention and management of abusive and aggressive behaviour. Abusive and aggressive behaviour may be verbal or non-verbal and be social, physical, sexual or emotional in nature.</p> <p>It involves using evidence-based practice and desistance-based principles to help individuals who have offended, or are likely to re-offend, to understand and change their behaviour positively. It involves using the skills of pro-social modelling, offender engagement and professional judgment to facilitate offenders to recognise and address the causes of their offending behaviour and to reduce their risk of re-offending.</p>

Learning outcome
The learner will: 1. understand how to prevent and manage abusive and aggressive behaviour
Assessment criteria
The learner can: 1.1 identify legislation, policy and procedures relating to the prevention and management of abusive and aggressive behaviour 1.2 explain the importance of reviewing incidents of abusive and aggressive behaviour 1.3 identify sources of specialist support for dealing with abusive and aggressive behaviour.

Learning outcome

The learner will:

2. understand the forms, causes and effects of abusive and aggressive behaviour

Assessment criteria

The learner can:

- 2.1 summarise the factors which indicate the potential for abusive or aggressive behaviour to develop
- 2.2 identify the forms that abusive and aggressive behaviour can take
- 2.3 describe the effects of abusive and aggressive behaviour on those involved and those witnessing.

Learning outcome

The learner will:

3. be able to deal with incidents of abusive and aggressive behaviour

Assessment criteria

The learner can:

- 3.1 take action which minimises abusive and aggressive behaviour
- 3.2 communicate with individuals displaying abusive and aggressive behaviour in a manner which restores a calmer atmosphere
- 3.3 respond to physically aggressive behaviour in accordance with statutory and organisational requirements
- 3.4 record and report incidents of abusive and aggressive behaviour in accordance with organisational procedure.

Learning outcome

The learner will:

4. be able to contribute to minimising the risk of abusive and aggressive behaviour

Assessment criteria

The learner can:

- 4.1 identify environmental factors which affect behaviour
- 4.2 review incidents of abusive and aggressive behaviour with those involved to identify options for reducing the risk of reoccurrence
- 4.3 in consultation with others, refer those at risk of displaying abusive and aggressive behaviour to appropriate people and agencies.

Unit 336 **Contribute to the prevention
and management of abusive
and aggressive behaviour**

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 337

Assess individuals' offending behaviour to plan provision

UAN:	L/505/0371
Level:	3
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to the EA2.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim:	This unit focuses on the assessment of individuals' offending behaviour and planning related provision for low to medium risk offenders. The worker needs to make an assessment of offender behaviour that covers risk of harm and re-offending, criminogenic need, motivation, capacity for change and to identify appropriate interventions and actions.

Learning outcome

The learner will:

1. understand the principles that underpin the assessment of risk associated with offending behaviour

Assessment criteria

The learner can:

- 1.1 identify the legislation, organisational requirements and guides relevant to risk-led assessment
- 1.2 outline the relative advantages and disadvantages of different approaches to risk assessment
- 1.3 summarise the different types and indicators of vulnerability and harm, and the ways in which they can be determined
- 1.4 summarise key risk factors for serious offending
- 1.5 describe the circumstances requiring additional assessments and explain how to arrange these
- 1.6 describe circumstances where assistance would be needed in planning and managing risk .

Learning outcome

The learner will:

2. be able to assess information about the offending behaviour and circumstances of individuals, identifying risk and protective factors

Assessment criteria

The learner can:

- 2.1 use appropriate assessment tools and professional judgement to process information about the offending behaviour and circumstances of individuals
- 2.2 identify potential risk factors that may lead to the individual re-offending
- 2.3 identify potential risk factors that may lead to the individual causing harm to themselves or others
- 2.4 assess the significance of risk factors and their possible outcome(s) in order to identify priority areas for intervention
- 2.5 explore the factors that might reduce the risk of the individual re-offending
- 2.6 keep clear and accurate records of the assessment and its outcomes

Learning outcome

The learner will:

3. be able to agree a plan for future actions with the individual

Assessment criteria

The learner can:

- 3.1 discuss the outcomes of the assessment process with the individual to confirm their understanding
- 3.2 explore options for action with the individual which will help them to address their offending behaviour
- 3.3 explore protective factors and strengths which the individual can use to help them in addressing their offending behaviour
- 3.4 agree a course of action with the individual which addresses their offending behaviour in line with the outcomes of the risk assessment
- 3.5 record the plan agreed with the individual in accordance with organisational procedures.

Unit 337 Assess individuals' offending behaviour to plan provision

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 338

Enable people to support victims, survivors and witnesses in managing the effects of their experience

UAN:	T/505/0364
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is linked to the BE6.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim:	<p>This unit is about the worker enabling other people to support victims, survivors and witnesses. The people may be those who are significant to victims, survivors and witnesses (such as their parents, partner, family or friends) or workers from agencies supporting victims, survivors and witnesses, (for example client support workers). The worker has to first agree with people the best ways that they can help to support victims, survivors and witnesses. They then have to provide appropriate support to people whilst they in turn support victims, survivors and witnesses.</p> <p>Throughout this unit, 'individual' refers to the victim, survivor or witness, while 'people' or 'person' refers to those the worker is enabling to support.</p>

Learning outcome
The learner will: 1. understand the legal and organisational requirements for providing support to victims, survivors and witnesses
Assessment criteria
The learner can: 1.1 outline the relevant legislation, good practice guidelines and charters relating to supporting victims, survivors and witnesses 1.2 summarise the organisation's procedures relating to safeguarding, in relation to the needs of victims, survivors and witnesses 1.3 describe the role of the organisation and its services in relation to supporting victims, survivors and witnesses.

Learning outcome

The learner will:

2. understand the requirements for enabling people to support victims, survivors and witnesses in managing the effects of their experience

Assessment criteria

The learner can:

- 2.1 describe the impact of crime on victims, survivors and witnesses
- 2.2 explain the protection needs of victims, survivors and witnesses
- 2.3 explain why people react differently to crime
- 2.4 explain the assessment process for determining the type of services needed by victims, survivors and witnesses
- 2.5 summarise the support needs of those who have experienced:
 - a. serious personal assault
 - b. domestic violence
 - c. hate crime
 - d. sexual abuse
- 2.6 explain the support needs for victims, survivors and witnesses when making a court appearance
- 2.7 describe methods of supporting victims, survivors and witnesses when working through a third party
- 2.8 explain how to manage conflicts of interest between the needs of individuals and the people supporting them
- 2.9 explain the importance of involving those with parental responsibility in work with children who have been affected by crime and/or anti-social behaviour.

Learning outcome

The learner will:

3. be able to agree with people how they will support victims, survivors and witnesses in managing their experience

Assessment criteria

The learner can:

- 3.1 identify the people who are best placed to offer support
- 3.2 gain the informed consent of the individual to approach those able to offer support
- 3.3 liaise with those offering support on the nature of the individual's support needs and the support services on offer
- 3.4 discuss with those offering support the purpose, benefits and risks of the support they offer
- 3.5 record agreements made with the individual and those offering support in accordance with organisational procedures.

Learning outcome

The learner will:

4. be able to assist people as they support victims, survivors and witnesses in managing their experience

Assessment criteria

The learner can:

- 4.1 provide information to people about required interactions with self and other agencies when supporting individuals
- 4.2 provide relevant information about the support needs of the individual
- 4.3 agree a process for the support worker to access information relevant to the individual they are supporting
- 4.4 provide contact information to the support worker on who they should contact in an emergency
- 4.5 monitor the progress made in supporting the individual
- 4.6 evaluate the benefit the support is having on an individual's ability to manage their experience
- 4.7 take appropriate action if there are concerns about how people are working with individuals.

Unit 338 **Enable people to support
victims, survivors and
witnesses in managing the
effects of their experience**

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 339

Deliver interventions towards supporting victims at risk of serious harm

UAN:	L/505/0368
Level:	3
Credit value:	4
GLH:	25
Relationship to NOS:	This unit is linked to the BE102.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim:	This unit is about providing planned support to victims identified as being at a risk of serious harm from others. The intervention will have been developed to address the particular needs of victims and to manage the risk and protective factors identified by an appropriate assessment process.

Learning outcome
The learner will: 1. understand the legislative and organisational requirements for delivering interventions for victims at risk
Assessment criteria
The learner can: 1.1 summarise the legal and organisational policies and procedures relating to delivering interventions for victims at risk of harm 1.2 explain the role of the organisation and its services relating to providing support to victims 1.3 describe the role of the principal external support agencies, and multi-agency arrangements towards providing support and interventions for victims

Learning outcome
The learner will: 2. understand the process of delivering interventions for victims at risk
Assessment criteria
The learner can: 2.1 explain methods of assessing risk to individuals from others 2.2 explain the procedures that can be put into place towards minimising risks to individuals 2.3 summarise the range of available options for supervision and

<p>management of victims in the community</p> <p>2.4 explain the factors to be considered in assessing risk to individuals in terms of:</p> <ol style="list-style-type: none"> a. their behaviour b. health c. relationship with those posing the threat d. any other potentially relevant factors <p>2.5 explain the options available where the individual is classified as being at a very high risk of harm</p>

Learning outcome
The learner will:
3. be able to plan interventions to support victims
Assessment criteria
The learner can:
3.1 review relevant information relating to the risk of harm to the victim in order to specify intervention options
3.2 identify actions to reduce the risk factors and enhance the protective factors for the victim
3.3 engage the support of others who have a role to play in implementing the intervention
3.4 agree the roles and responsibilities of those involved in delivering the intervention
3.5 define the nature, format and goals of the intervention
3.6 set out timescales for delivery and review of actions specified in the intervention plan
3.7 discuss relevant information with the victim regarding the intervention
3.8 propose criteria against which the success of the support will be evaluated.

Learning outcome
The learner will:
4. implement interventions to support victims
Assessment criteria
The learner can:
4.1 implement interventions according to the format and plan agreed
4.2 modify intervention actions in response to the victim's needs and wishes
4.3 monitor the victim's behaviour and progress towards the goals of the intervention
4.4 modify the plan in response to identified changes in the victim's:
a. circumstances
b. health and well-being
which impact on their safety
4.5 review the progress of the intervention with the victim and others involved
4.6 evaluate the success of the intervention against the agreed criteria.

Unit 339 **Deliver interventions towards
supporting victims at risk of
serious harm**

Supporting information

Evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 340

Support individuals towards their resettlement in the community from a custodial environment

UAN:	A/505/0432
Level:	3
Credit value:	2
GLH:	4
Relationship to NOS:	This unit is linked to the F14.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim:	This unit is about preparing individuals for transfer from the custodial environment to resettlement/reintegration in the community. The aims, depending on the individual, can be about personal development, social reintegration, education and/or employment.

Learning outcome
The learner will: 1. understand the requirements for supporting individuals towards their resettlement in the community from a custodial environment
Assessment criteria
The learner can: 1.1 summarise relevant policies and procedures of own organisation for supporting individuals towards resettlement 1.2 explain how to prepare a risk assessment for resettlement related activities 1.3 summarise constraints and opportunities affecting the provision of support for individuals 1.4 describe sources and types of support that are available to individuals resettling in the community 1.5 summarise potential security risks associated with resettlement of individuals in the community.

Learning outcome

The learner will:

2. understand how to work with individuals in the resettlement process

Assessment criteria

The learner can:

- 2.1 describe typical needs of individuals preparing for resettlement
- 2.2 summarise motivational learning techniques used in supporting individuals
- 2.3 explain the importance of promoting offender confidence and personal responsibility in relation to resettlement
- 2.4 describe relevant activities that are available to help prepare individuals for resettlement

Learning outcome

The learner will:

3. be able to plan activities to prepare individuals for resettlement

Assessment criteria

The learner can:

- 3.1 obtain necessary information regarding the assessment of individuals' needs
- 3.2 discuss with individuals their needs in preparation for resettlement in terms of:
 - a. education and employment
 - b. accommodation
 - c. personal development
 - d. financial requirements
 - e. health and well being
 - f. social reintegration
- 3.3 agree appropriate activities in liaison with relevant people in own and other relevant organisations
- 3.4 agree with individuals which of the available activities appears to meet their needs most closely
- 3.5 agree with individuals, and other relevant people, realistic aims and objectives for activities addressing identified needs
- 3.6 verify that proposed activities will not compromise security
- 3.7 report to relevant people where no appropriate activities are available to meet individuals' needs
- 3.8 record and make available information on agreed activities for those authorised to receive it.

Learning outcome
The learner will: 4. be able to monitor resettlement activities outside the custodial environment
Assessment criteria
The learner can: 4.1 confirm with individuals, and activity providers, the aims, objectives, outcomes and standards of behaviour expected 4.2 take appropriate action in response to an abuse of activities or unacceptable behaviour 4.3 confirm that activities comply with health and safety requirements 4.4 assess with individuals and activity providers, the extent to which the aims, objectives and outcomes of activities have been met.

Learning outcome
The learner will: 5. be able to support individuals preparing for resettlement
Assessment criteria
The learner can: 5.1 provide individuals with information, advice, encouragement and resources to enable them to benefit from resettlement activities 5.2 communicate with individuals at a level and pace which encourages their confidence and self-responsibility 5.3 encourage individuals to attend appointments and interviews in preparation for resettlement 5.4 monitor individuals' progress accurately in preparing for resettlement 5.5 inform all relevant parties are on progress and outcomes in line with own organisation's requirements 5.6 maintain records and provide reports in accordance with own organisation's policy and statutory requirements.

Unit 340 Support individuals towards their resettlement in the community from a custodial environment

Supporting information

Evidence requirements

This unit requires assessment of workplace practice. Valid methods for this include:

- professional discussion with the individual
- their immediate supervisor
- role play/simulation
- workplace observation
- review of portfolio
- review of reflective journal
- use of assessments completed in training programmes

Unit 401

Deliver accredited programmes

UAN:	T/505/0428
Level:	4
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is linked to the ED4.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim:	<p>This unit is about delivering programmes designed to reduce the likelihood of re-offending by offenders who pose a medium to high risk of re-offending. The learner must maintain the integrity of the programme, coordinate their work with that of other staff involved in delivery, maintain the safety of participants and other staff involved in delivery, motivate participants and achieve evidence of measurable change in their behaviour, skills, attitudes and beliefs.</p> <p>It involves using evidence-based practice and desistance-based principles to help individuals who have offended, or are likely to re-offend, to understand and change their behaviour positively. It involves using the skills of pro-social modelling, offender engagement and professional judgment to facilitate offenders to recognise and address the causes of their offending behaviour and to reduce their risk of re-offending.</p>

Learning outcome

The learner will:

1. understand the principles that underpin the delivery of accredited programmes

Assessment criteria

The learner can:

- 1.1 describe how crime impacts on victims, survivors and witnesses
- 1.2 explain the relationship between the factors that affect the behaviour of individuals and the specific problems they develop
- 1.3 explain how accredited programmes can help address the offending behaviour of individuals who pose a medium to high risk of re-offending
- 1.4 explain how accredited programmes are delivered
- 1.5 describe how legislation, guidelines of good practice, charters and service standards impact on the delivery of accredited programmes.

Learning outcome

The learner will:

2. be able to prepare for the delivery of accredited programmes

Assessment criteria

The learner can:

- 2.1 collate information about the programme and the participants allocated to it
- 2.2 confirm programme arrangements with others involved
- 2.3 carry out preparation tasks to meet the needs and timing of the programme
- 2.4 provide participants with clear and accurate information about the programme
- 2.5 review the purpose and processes of the programme with participants
- 2.6 report any concerns about selection, participation or risk of harm to the appropriate person.

Learning outcome

The learner will:

3. be able to implement the delivery of accredited programmes

Assessment criteria

The learner can:

- 3.1 prepare for each session in consultation with other team members
- 3.2 use specified activities and techniques to achieve the objectives of the programme
- 3.3 encourage individuals to adopt appropriate behaviour throughout programme activities
- 3.4 encourage individuals to reflect on their participation and progress in the programme
- 3.5 maintain discipline, control, calmness and safety throughout programme delivery.

Learning outcome

The learner will:

4. be able to contribute to the monitoring and evaluation of accredited programmes

Assessment criteria

The learner can:

- 4.1 gather information and feedback from team members and offenders about the effectiveness of the programme
- 4.2 assist other team members to reflect on their performance in the programme
- 4.3 identify ways in which future programmes can be improved
- 4.4 disseminate required reports about programme delivery and evaluation to the appropriate people.

Unit 401 Deliver accredited programmes

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 402

Assist victims, witnesses and survivors to manage the effects of their experience

UAN:	H/505/0361
Level:	4
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is linked to the BE3.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim:	This unit is about helping victims, witnesses and survivors who have experienced offending or anti-social behaviour (including, in the case of bereavement, their family and friends) to manage the effects of their experience on their lives. The learner helps victims, witnesses and survivors to talk about what has happened and how it has affected them. The learner then helps them to think about what might enable them to manage their experience. Finally, the learner supports victims, witnesses and survivors while they take steps to manage their experience.

Learning outcome
The learner will: 1. understand the principles that underpin assisting those affected by crime or anti-social behaviour
Assessment criteria
The learner can: 1.1 explain the impact of crime and anti-social behaviour on victims, survivors and witnesses 1.2 identify the needs of those who have experienced crime and anti-social behaviour 1.3 explain why it is important to involve those with parental responsibility when working with children 1.4 identify the range of support and other services available, and describe how to access them 1.5 identify relevant legislation, guidelines of good practice, charters, service standards, and organisational policies and procedures, and explain how they affect the work undertaken.

Learning outcome
The learner will: 2. be able to assist victims, witnesses and survivors to assess options for managing the effects of their experience
Assessment criteria
The learner can: 2.1 encourage victims, witnesses and survivors to explore their experience and the effects of their experience 2.2 help victims, witnesses and survivors to identify the factors that might influence their ability to cope with the effects of their experience 2.3 assist victims, witnesses and survivors to identify and prioritise those aspects of the experience where they need support from others 2.4 explain the options for support and other services available to them.

Learning outcome
The learner will: 3. be able to support victims, witnesses and survivors to manage their experience of crime or anti-social behaviour
Assessment criteria
The learner can: 3.1 assess, with victims, witnesses and survivors, their progress in managing their experience and its effects 3.2 assess, with victims, witnesses and survivors, the extent to which the support and other services they chose are meeting their needs 3.3 identify, with victims, witnesses and survivors, whether there is a need to modify or stop the support or other services they receive 3.4 agree with victims, witnesses and survivors the steps that will be taken and when these will be reviewed.

Unit 402 **Assist victims, witnesses and survivors to manage the effects of their experience**

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 403

Prepare participants and agree an appropriate restorative process

UAN:	H/602/1081
Level:	4
Credit value:	8
GLH:	40
Relationship to NOS:	This unit is linked to directly to the DJ102.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Aim:	This unit is about informing potential participants about the possible restorative practices available, and helping them to make an informed choice regarding the way forward. This includes identifying and agreeing with them the most appropriate structure for a restorative process.

The participants include both the person responsible and also those harmed.

Learning outcome
The learner will: 1. know and understand the factors affecting the preparation of participants and the agreement of appropriate restorative processes
Assessment criteria
The learner can: 1.1 identify the legislation and guidance on good practice which relate to the restorative process being undertaken and the impact of these on own work 1.2 explain the nature of and principles underpinning restorative processes, and the purpose and potential benefits of restorative practice 1.3 explain the roles and responsibilities of partner organisations likely to be involved in the restorative process 1.4 identify the factors to take into account when identifying the most appropriate type and structure for a restorative process 1.5 explain the purpose and principles of creating a safe environment for participants 1.6 explain the importance of treating all participants with respect, and of avoiding stigmatisation and stereotyping in own dealings with

participants
1.7 explain the implications of information disclosure between the participants in terms of their emotional and physical well-being and safety
1.8 describe the support mechanisms available to self in working in restorative processes and their use
1.9 describe methods of encouraging the effective and active involvement of both the persons responsible and those harmed, in restorative processes
1.10 identify the types of support available to both the persons responsible and those harmed, in the restorative process
1.11 explain the purpose and use of ground-rules for behaviour and communication during restorative processes
1.12 explain the risk factors associated with the vulnerability of individuals
1.13 identify the information about other agencies and services that may be required in providing additional support to participants towards effective restorative processes
1.14 identify circumstances when it is appropriate to end a restorative process
1.15 explain group dynamics, and the types of power imbalance that can occur, the reasons for these and strategies for addressing these.

Learning outcome
The learner will: 2. be able to identify and prepare participants
Assessment criteria
The learner can: 2.1 provide clear and accurate information to individuals regarding the restorative processes available, their purpose, potential benefits, any limitations, timescales and any available alternatives 2.2 explain to participants about those who will have access to information about individuals involved in the processes, and the steps taken to maintain confidentiality 2.3 assess whether the needs of participants can be addressed by the restorative processes 2.4 encourage and assist individuals to make their own realistic assessment of any risks involved 2.5 explain clearly to individuals the potential impact of any risks identified, and agree the appropriate steps towards minimising such risks 2.6 provide sufficient information to participants about the available restorative processes, so as to enable them to select the most appropriate process 2.7 promote behaviour and communication which is constructive, respects the rights of individuals and encourages co-operation and understanding 2.8 ensure, where relevant, that an appropriate responsible adult is present.

Learning outcome
The learner will: 3. be able to agree an appropriate choice of restorative process
Assessment criteria
The learner can: 3.1 agree and prioritise with the participants the most important issues to be addressed by a restorative process 3.2 assess and agree the most appropriate restorative process for the parties involved, taking into account their needs, emotions, communication skills and own assessment of the risks and likely benefits 3.3 explain to the parties involved the format, procedures and timescale associated with the preferred restorative process, including the roles of those involved 3.4 determine and agree a structure for communicating which is suited to the needs and timescales of the agreed process 3.5 determine from the person harmed and the person responsible whether there is any other person that they might like to also be involved in the restorative process 3.6 ensure that the inclusion of other participants maintains the principles of a fair and balanced representation in the process 3.7 obtain the informed consent to participate of all those intending to take part 3.8 ensure that participants involved in progressing the restorative process are not coerced, pressured or induced into taking part 3.9 determine and agree with relevant parties procedures to monitor and review the progress of the restorative process, the managing of the associated risks, and the impact of the process upon those involved 3.10 where individuals do not wish to progress the process, summarise their needs and rights in terms of any future steps to be taken 3.11 maintain accurate and up to date records of the actions agreed, ensuring that the actions are justified, defensible and proportionate.

Unit 403 **Prepare participants and
agree an appropriate
restorative process**

Supporting information

Evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 404

Facilitate participants' interaction within a restorative process

UAN:	K/602/1082
Level:	4
Credit value:	9
GLH:	40
Relationship to NOS:	This unit is linked to directly to the DJ201.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim:	<p>This unit is about facilitating and managing restorative processes through the appropriate use of indirect and direct procedures. It is recognised that cases may require the appropriate blend of such procedures. Indirect restorative practice procedures are those where the person harmed by an incident, and the person responsible for the incident - or their respective supporters - do not meet directly. It includes holding separate discussions with the persons involved, and then relaying appropriate information via the agreed method(s). The indirect process can, therefore, use a variety of media including for example, the use of written communications, videotape, audio and/or shuttle information-sharing via a facilitator.</p> <p>Direct restorative practice procedures are those involving meetings between the person(s) responsible and the person(s) harmed, as part of the restorative process.</p> <p>The unit includes monitoring and evaluating progress during the indirect and/or direct restorative processes.</p>

Learning outcome

The learner will:

1. know and understand the factors affecting the facilitation of participants' interaction within a restorative process

Assessment criteria

The learner can:

- 1.1 explain the nature of and principles underpinning restorative processes, and the purpose and potential benefits of restorative practice
- 1.2 identify the needs of all involved within the restorative process
- 1.3 explain the purpose and principles of creating a safe environment for participants
- 1.4 explain the importance of treating all participants with respect, and of avoiding both stigmatisation and stereotyping in own dealings with participants
- 1.5 describe the principles of effective equality, diversity and anti-discriminatory practice
- 1.6 describe the features, benefits and uses of written materials as a communication device in the restorative process
- 1.7 describe methods of managing face to face communication without unduly intervening in the process, and allowing the engagement of all participants
- 1.8 explain group dynamics and the types of power imbalance that can occur, the reasons for these and strategies for addressing these
- 1.9 describe methods of encouraging the effective and active involvement of persons responsible and those harmed in restorative processes
- 1.10 identify the types of support available to persons responsible and persons harmed who are involved in the restorative process
- 1.11 describe techniques to assist individuals to find ways of managing their anxieties about the restorative process.

Learning outcome
The learner will: 2. be able to promote effective communications and involvement in the process
Assessment criteria
The learner can: 2.1 ensure own awareness of all relevant information regarding the incident 2.2 discuss with the participants the cause and effects of the incident, and options for ways of moving forward 2.3 encourage the person responsible to identify and reflect upon their behaviour, and its impact upon the person(s) harmed 2.4 agree with the participants the purpose, scope and desired outcomes of the restorative process 2.5 facilitate the participation of all those involved in a manner which promotes respect for the views of others and provides sufficient opportunity contribute 2.6 support participants in managing their reactions, and in managing difficult situations 2.7 address situations where an individual is in distress, or having difficulty in managing their emotions 2.8 encourage participants to ask questions towards clarifying their understanding.

Learning outcome
The learner will: 3. be able to relay and share information as part of the indirect process
Assessment criteria
The learner can: 3.1 select and agree with the participants the most appropriate method of indirect communication 3.2 share, disclose and relay gathered information according to terms of agreement with participants 3.3 agree and support methods of presentation by participants which are beneficial to the process and individuals involved 3.4 ensure that the recipient understands which information has come directly from the other participant(s), and which is based upon own assessment of the situation 3.5 determine when to bring indirect communication to a close, and assess whether a face-to-face meeting would be beneficial to those involved 3.6 make an accurate record of the discussions and points agreed, including a record of that information which can be shared between participants.

Learning outcome
The learner will: 4. be able to facilitate face to face meetings
Assessment criteria
The learner can: 4.1 ensure that the selected environment for meetings will fulfill the requirements of the participants 4.2 ensure that agreed arrangements for support are in place 4.3 manage the arrival of participants, ensuring that they are not left on their own without access to support whilst waiting, and that where possible, the different parties do not meet prior to the meeting 4.4 acknowledge and welcome participants, ensuring that all participants have the opportunity to introduce themselves, and that participants are informed of the roles of those present 4.5 confirm the aims, structure and processes of the meeting to all participants 4.6 establish and agree the ground-rules for the meeting with all participants 4.7 facilitate the discussions effectively, ensuring that those present at the meeting are given the opportunity to make appropriate input 4.8 encourage the relevant participants to discuss the incident, the consequent harm caused, and options towards the way forward 4.9 address any instances where any participant present is behaving in a manner, or is providing input, which is in breach of the ground-rules 4.10 resolve any issues or concerns, including non-attendance of parties 4.11 maintain accurate and up to date records of points discussed and the outcomes of discussions.

Learning outcome
The learner will: 5. be able to monitor the process and agree the way forward
Assessment criteria
The learner can: 5.1 assess the impact of the restorative process upon those involved, implementing measures to manage any unwanted impact 5.2 establish and agree an outcome agreement which addresses the way forward preferred by the participants 5.3 engage the support required from relevant agency(ies), providing them with all relevant information whilst maintaining the necessary confidentiality 5.4 keep relevant people informed of progress, in line with their requirements and own organisation's procedures 5.5 make an accurate record of the outcomes and any agreements reached, ensuring that the relevant information is provided promptly to those who need it and are entitled to it 5.6 establish with individuals any further indirect restorative communication required 5.7 confirm the actions and next steps agreed by participants.

Unit 404 Facilitate participants’ interaction within a restorative process

Supporting information

Evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 405

Implement and monitor agreed outcomes from a restorative process

UAN:	T/602/1084
Level:	4
Credit value:	4
GLH:	15
Relationship to NOS:	This unit is linked directly to the DJ203.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim:	This unit is about implementing the appropriate restorative actions in order to move forward, which can, for example, include reparations. It includes confirming the suitability of proposed actions with those involved, ensuring that the person responsible is committed to carrying out the actions, and monitoring and evaluating the implementation of the agreed actions. It also includes concluding the restorative process.

Learning outcome
The learner will: 1. know and understand the factors affecting the implementation and monitoring of agreed outcomes from a restorative process
Assessment criteria
The learner can: 1.1 describe methods of encouraging the effective and active involvement of those involved in restorative processes 1.2 identify the types of support available to those who are involved in the restorative process, including those responsible, and those harmed 1.3 describe methods for monitoring and maintaining adherence to ground-rules for behaviour and communication by those involved in the restorative processes 1.4 describe the types of actions that might be progressed as part of outcome agreements, and any limitations to their use and effectiveness 1.5 identify the availability of other services/input from other professionals relating to developing agreements regarding the way forward

1.6	explain the principles of risk assessment in identifying and implementing restorative actions
1.7	identify the health and safety implications related to agreed activities within outcome agreements.

Learning outcome	
The learner will:	
2.	be able to plan and confirm the actions to be undertaken
Assessment criteria	
The learner can:	
2.1	assess the feasibility and suitability of proposed actions, ensuring that they are achievable, measurable and realistic
2.2	identify and explain to relevant participants any risks associated with carrying out the agreed actions
2.3	confirm agreed actions, schedule and individual responsibilities with all those involved
2.4	gain the commitment of the person responsible to the required actions
2.5	confirm with the person responsible their understanding of the consequences of their failure to comply
2.6	review and confirm with the person responsible the outcomes required to fulfil the agreement
2.7	identify and agree the support required for the person responsible with the appropriate agency(ies)
2.8	ensure that procedures are in place to monitor progress, and to identify and review any risk factors associated with the restorative process
2.9	ensure that arrangements are in place to document any financial and/or material transfers and transactions
2.10	ensure that all participants understand the legal basis of agreement(s) relating to carrying out the agreed actions, and the penalties that may be incurred should there be non-compliance.

Learning outcome	
The learner will:	
3.	be able to implement and monitor progress of the actions undertaken
Assessment criteria	
The learner can:	
3.1	implement and monitor the progress of the restorative process
3.2	provide support to the person responsible as they complete their actions
3.3	provide information about outcomes to other parties as agreed by the participants
3.4	identify and address any non-compliance by the parties involved
3.5	implement measures to manage any identified risks
3.6	conclude the restorative process, in line with own organisation's procedures
3.7	maintain accurate and up to date records of the progress and outcomes of the restorative process.

Unit 405 **Implement and monitor
agreed outcomes from a
restorative process**

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 407

Obtain information relating to individuals' offending behaviour

UAN:	R/505/0470
Level:	4
Credit value:	3
GLH:	16
Relationship to NOS:	This unit is linked to the EA1.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim:	This unit is about obtaining, verifying and recording information relating to individuals' offending behaviour. Workers need to evaluate the initial information they receive on the case and identify any further information needed and where to obtain it. When obtaining information, the worker needs to focus on why the individual's behaviour occurred different people's views of the behaviour and the overall context of the behaviour. The information obtained needs to be verified and recorded for later decision-making.

Learning outcome
The learner will: 1. understand the principles that underpin obtaining information relating to individuals' offending behaviour
Assessment criteria
The learner can: 1.1 identify the legislation, policies and procedures that apply to obtaining information from offenders and others about their behaviour 1.2 summarise the types of information required towards assessing offending behaviour and associated risk and protective factors 1.3 summarise the factors which influence an individual's behaviour 1.4 outline research into why people offend and what stops them offending 1.5 explain the concepts of validity, reliability, sufficiency and currency in relation to different types of data, its collection and analysis.

Learning outcome
The learner will: 2. be able to gather information about individuals and their offending behaviour and circumstances
Assessment criteria
The learner can: 2.1 identify the information that needs to be gathered about individuals 2.2 identify the risk and protective factors and relevant needs and strengths to be taken into account when gathering information about individuals 2.3 establish the circumstances of the individual in relation to the impact that these may have on the information gathering process 2.4 make appropriate arrangements to meet the individual and others who need to be present 2.5 make appropriate arrangements for gathering and verifying information from third parties 2.6 inform all those involved about the nature and purpose of the information being sought.

Learning outcome
The learner will: 3. be able to obtain information from individuals about their offending behaviour
Assessment criteria
The learner can: 3.1 explain to the individual the purpose and procedures of the information gathering process and roles and responsibilities of those involved 3.2 explain to the individual the procedures for recording and sharing the information gathered 3.3 engage the individual in an open exchange of information 3.4 encourage individuals to explore and take responsibility for their behaviour 3.5 confirm the accuracy and interpretation of the information gathered with the individual 3.6 challenge attitudes and behaviours which are aggressive, abusive or discriminatory, while taking account of personal safety 3.7 verify the information provided through corroboration against existing sources 3.8 take action to address any conflicts and anomalies in the information gathered 3.9 identify and address any risk factors identified that require immediate action.

Learning outcome
The learner will: 4. be able to obtain and verify information about the individuals' offending behaviour
Assessment criteria
The learner can: 4.1 explain to others consulted the purpose and procedures of the information gathering process 4.2 gather information relevant to an individual's offending behaviour and circumstances 4.3 develop a rapport with those involved which encourages an open exchange of information 4.4 confirm the accuracy and interpretation of the information provided with those involved.

Learning outcome
The learner will: 5. be able to record and process information relating to the offending behaviour and circumstances of individuals
Assessment criteria
The learner can: 5.1 record information to distinguish between facts and opinions 5.2 structure information in ways which allows others to use it readily 5.3 make information available to those who are entitled to receive it 5.4 handle information in a manner which maintains confidentiality in accordance with legislation and organisational policy

Unit 407 **Obtain information relating to
individuals' offending
behaviour**

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 408

Develop proposals to inform sentencing

UAN:	F/505/0416
Level:	4
Credit value:	3
GLH:	16
Relationship to NOS:	This unit is linked to the EA3.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim:	This unit focuses developing proposals and preparing reports to inform decisions. Building on the assessment of information gathered on individuals' offending behaviour, the worker needs to identify suitable options taking account of risk, the seriousness of the offence and individual's circumstances. The worker needs to develop proposals which address requirements for punishment, the reduction of offending behaviour and the protection of the public. This includes preparing reports to inform sentences for relevant people.

Learning outcome
The learner will: 1. understand legal and organisational requirements relating to proposals for sentencing
Assessment criteria
The learner can: 1.1 summarise the legal requirements which relate to developing proposals and reports to inform sentencing 1.2 summarise the organisational procedures for developing sentencing proposals 1.3 explain the significance of considering the needs of victims when developing sentencing proposals 1.4 summarise the range of community and custodial sentencing options available 1.5 explain the reasoning processes used in determining the most appropriate options for the individual concerned.

Learning outcome
The learner will: 2. be able to develop proposals for sentencing
Assessment criteria
The learner can: 2.1 identify the options available for sentencing which are consistent with the assessment of the risk posed by the individual, taking account of relevant protective factors 2.2 discuss possible options with individuals in a manner which promotes understanding, co-operation and commitment 2.3 structure information in ways which allow others to use it 2.4 select sentencing options which seek to meet the needs of all involved parties 2.5 structure proposals which are suitable for the individual given their history of previous responses to sentences in line with directions from the court 2.6 discuss the final proposal with the individual.

Learning outcome
The learner will: 3. be able to prepare reports to inform sentencing
Assessment criteria
The learner can: 3.1 give a balanced picture of the individual's personal circumstances and the context and history of their offending 3.2 describe actions which the individual has taken to address their offending 3.3 describe the risk of harm and re-offending which the individual poses 3.4 provide a valid and justifiable assessment of the context and seriousness of the offence 3.5 describe any specific factors which were directly relevant to the offending 3.6 describe any pattern to the offender's behaviour which links to re-offending 3.7 produce reports which are consistent with sentencing guidelines and take account of the concerns of victims 3.8 make reports available to individuals authorised to receive them.

Unit 408 Develop proposals to inform sentencing

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.



Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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