

Level 5 Diploma in Probation Practice (5180- 05)

June 2014 Version 1.3



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 Assessment pack
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	5180-05	601/1254/2

Version and date	Change detail	Section
1.1 Dec 2013	Updated NOS reference for unit 503	Units
1.2 Dec 2013	Amended LO4 for unit 406	Units
1.3 June 2014	Amended UAN for unit 406	Structure and 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 training to become a Probation Officer, you need to be working for a Probation Trust.
What does the qualification cover?	<p>You'll cover the core skills you need as a probation officer:</p> <ul style="list-style-type: none">• Communication• Managing information effectively• Respond to diverse needs of service users and others. <p>You'll also choose options that give you the specific skills and knowledge needed in your probation trust or the particular career you'd like. You'll learn tactics for dealing with offenders, victims and others, procedures for managing risk, teamwork strategies and more.</p> <p>You'll learn in your workplace, at your probation trust. You will have regular meetings with your assessor and will be assessed by being observed performing tasks or by presenting evidence of your work activities.</p>
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 work as a probation officer for their local probation consortium.

Structure

To achieve the **Level 5 Diploma in Probation Practice**, learners must achieve **46** credits in total, **26** credits from the mandatory units (406, 501-502, 601-603) a minimum of **3** credits from the optional units (503-505) and a minimum of **17** credits from the optional units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Unit Level
Mandatory				
T/506/4863	Unit 406	Promote equality and value diversity	6	4
J/505/0501	Unit 501	Develop effective working relationships with staff from other agencies	3	5
R/505/0498	Unit 502	Communicate effectively with people	3	5
D/505/0519	Unit 601	Develop risk management plans that address high risk of serious harm posed by individuals	5	6
M/505/0508	Unit 602	Assess individuals' offending behaviour to develop sentence proposals	5	6
T/505/0512	Unit 603	Supervise sentences in the community	4	6
Optional				
F/505/0514	Unit 503	Promote and reinforce pro-social behaviour during relationships with individuals	4	5
R/505/0517	Unit 504	Enable individuals to understand and address their difficulties	3	5
H/505/0523	Unit 505	Respond to indications of substance misuse	3	5

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Unit Level
R/505/0632	506	Manage abusive and aggressive behaviour	4	5
K/505/0524	507	Assess and act upon immediate risk of danger to substance users	4	5
F/505/0500	508	Contribute to the improvement of team working	3	5
L/505/0581	509	Develop own knowledge, skills and competence	3	5
H/505/0635	510	Obtain information relating to individuals' offending behaviour	4	5
D/505/0505	511	Represent the organisation at formal hearings	4	5
L/505/0628	512	Manage integrated interventions and support to address the offending behaviour of individuals	4	5



2 Centre requirements

Approval

If your Centre is approved to offer the qualification Level 5 Diploma in Probation Service (8436-50) you will get automatic approval for the new Level 5 Diploma in Probation Service (5180-05).

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.
- 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 406

Promote equality and value diversity

UAN:	T/506/4863
Level:	4
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is linked to the SFJ 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 an 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 analyse forms of inequality and discrimination and their impact on individuals, communities and society 1.3 explain how relevant legislation, employment regulations and policies and codes of practice contribute to promoting equality and valuing diversity

Learning outcome
The learner will: 2. understand the importance of the promotion of equality and valuing of diversity for effective work in the sector
Assessment criteria
The learner can: 2.1 summarise how the promotion of equality and diversity can protect people from risk of harm 2.2 evaluate the importance to the sector of valuing the diversity of individuals 2.3 provide examples of 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 promote methods of communication and behaviour which support equality and diversity 3.2 analyse impact of own behaviour on individuals and their experience of the organisation's culture and approach 3.3 review the impact of own behaviour on own organisation's culture 3.4 demonstrate how working with other agencies can promote diversity

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 evaluate strategies to support others in dealing with behaviours which undermine equality and diversity 4.2 evaluate strategies for dealing with systems and structures which do not promote equality and diversity

Learning outcome
The learner will: 5. be able to review own contribution to promoting equality and valuing diversity
Assessment criteria
The learner can: 5.1 evaluate own strengths and areas for development in promoting equality and valuing diversity, using reflection and feedback from individuals 5.2 access appropriate sources for support in promoting equality and valuing diversity.

Unit 406 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 501

Develop effective working relationships with staff from other agencies

UAN:	J/505/0501
Level:	5
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is linked to the SFJ 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 to underpin the activities involved in delivering services which require joint working between agencies.

Learning outcome
The learner will: 1. understand relevant legal and organisational requirements
Assessment criteria
The learner can: 1.1 explain how legislation, organisational policies and procedures impact on the setting up of joint working arrangements in relation to public protection from individuals who present a high risk of serious harm.

Learning outcome
The learner will: 2. understand the principles of joint working between different agencies
Assessment criteria
The learner can: 2.1 explain how the functions of the main agencies within the sector interrelate in relation to managing risk of harm 2.2 explain the structures and decision making processes of main agencies in managing risk of harm 2.3 describe principle components of own role in joint working arrangements 2.4 explain the roles and responsibilities of other individuals and agencies involved in joint public protection working arrangements 2.5 explain the process for agreeing on joint working methods and procedures

2.6 explain the importance of reviewing the effectiveness of joint working relationships, and methods for doing so.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

3.1 agree and implement arrangements for joint working that meet the needs of managing high risk of serious harm

3.2 agree and implement arrangements for joint working that meet the needs of delivering community orders to low risk offenders

3.3 manage the sharing of information with staff in other agencies

3.4 interact with staff in other agencies in ways which are consistent with protecting the public and managing risk of harm to others

3.5 identify and overcome difficulties in working relationships with staff in other agencies.

Unit 501 Develop effective working relationships with staff from other agencies

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence.

Unit 502

Communicate effectively with people

UAN:	R/505/0498
Level:	5
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is linked to the SFJ AB1.
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 communicating effectively with people – orally, in writing, using electronic and/or telecommunication and using non-verbal forms of communication.</p> <p>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.</p>

Learning outcome
The learner will: 1. understand how to communicate with people
Assessment criteria
The learner can: 1.1 explain the purpose of organisational policies and procedures that apply to communicating with people 1.2 explain the benefits to the organisation, the community and individuals of effective communication 1.3 provide examples of strategies to overcome common barriers to effective communication

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 explain the impact of the legislation, organisational policies and procedures on the security and management of information within the organisation 2.2 explain the classification system and security arrangements for keeping and communicating information that might be sensitive and/or confidential 2.3 explain the contingency arrangements for dealing with misuse of information.

Learning outcome
The learner will: 3. be able to communicate with people
Assessment criteria
The learner can: 3.1 communicate with individuals at different levels and respond to different needs 3.2 overcome barriers to effective communication in a manner which promotes an effective working relationship 3.3 maintain and promote the security of sensitive and/or confidential information being communicated 3.4 enable others to overcome difficulties in communication.

Unit 502 Communicate effectively with people

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence.

Unit 503

Promote and reinforce pro-social behaviour during relationships with individuals

UAN:	F/505/0514
Level:	5
Credit value:	4
GLH:	20
Relationship to NOS:	This unit is linked to the SFJ 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 concerned with establishing and sustaining effective working relationships with individuals as part of an overall strategy to confront offending or anti-social behaviour and promote pro-social behaviour.

Learning outcome
The learner will: 1. understand the principles and techniques of pro-social modelling
Assessment criteria
The learner can: 1.1 explain the impact of legislation, policies and procedures which apply when working with individuals who behave in an anti-social manner 1.2 evaluate the significance of factors which lead to anti-social behaviour in individuals 1.3 describe the characteristics and effects of: a. pro-social behaviour b. anti-social behaviour 1.4 explain the techniques and benefits of being a positive role model when working with individuals 1.5 describe strategies for confronting anti-social behaviours in a safe and effective manner.

Learning outcome
The learner will: 2. be able to promote and facilitate behavioural change
Assessment criteria
The learner can: 2.1 encourage individuals to explore and discuss the effects of their behaviour on themselves and others 2.2 encourage and support individuals in practicing positive behaviours 2.3 encourage and enable individuals to take responsibility for their own behaviour 2.4 demonstrate examples and benefits of positive behaviour with individuals 2.5 establish goals with individuals to demonstrate positive behaviours 2.6 challenge attitudes and behaviours which are anti-social, aggressive or discriminatory.

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 encourage 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 503 Promote and reinforce pro-social 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 504

Enable individuals to understand and address their difficulties

UAN:	R/505/0517
Level:	5
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is linked to the SFJ GB3.
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 helping individuals to understand their difficulties, identify options for change and act upon the choices made..

Learning outcome
The learner will: 1. understand the needs of individuals experiencing difficulties
Assessment criteria
The learner can: 1.1 analyse the relevance of factors which contribute to difficulties experienced by individuals in relation to their own or others offending behaviour 1.2 explain the relevance of factors which affect how an individual reacts to difficulties 1.3 define strategies for encouraging individuals who are experiencing difficulties to take responsibility for finding solutions.

Learning outcome

The learner will:

2. be able to provide opportunities that enable individuals to understand their difficulties and identify options for change

Assessment criteria

The learner can:

- 2.1 build relationships with individuals which encourages them to discuss their difficulties openly
- 2.2 guide individuals through a process to identify achievable options for solving their problems
- 2.3 encourage individuals to resolve issues associated with attitudes and behaviours that are non-productive
- 2.4 provide a positive model for behaviour to individuals
- 2.5 establish partnerships which develop the individual's motivation to deal with their difficulties.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 3.1 enable individuals to access other sources of specialist help which meet their needs
- 3.2 provide others working with the individual the information they need to address the difficulties
- 3.3 check that information exchanged with others engaged in supporting the individual to overcome difficulties is accurate and recorded
- 3.4 review strategies and outcomes with individuals and those who are engaged in helping them
- 3.5 enable individuals to modify their plans and actions where necessary
- 3.6 encourage others involved in supporting the individual to provide constructive feedback.

Unit 504 Enable 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 505

Respond to indications of substance misuse

UAN:	H/505/0523
Level:	5
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is linked to the SFJ GE1.
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 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..

Learning outcome
The learner will: 1. understand relevant legislation and organisational requirements in relation to substance misuse
Assessment criteria
The learner can: 1.1 evaluate the impact of legislation, organisational policies and procedures on the organisation's role in dealing with substance misuse.

Learning outcome
The learner will: 2. understand strategies for working with specialists to support individuals engaging in substance misuse
Assessment criteria
The learner can: 2.1 explain the long term effects of substance misuse on individuals and those associated with them 2.2 describe the characteristics of individuals engaging in substance misuse 2.3 summarise the roles of other organisations available to support individuals engaging in substance misuse.

Learning outcome
The learner will: 3. be able to determine the need for specialist support for individuals engaging in substance misuse
Assessment criteria
The learner can: 3.1 evaluate the evidence of suspected cases of substance misuse by individuals 3.2 use specialist assistance to confirm cases of substance misuse by individuals 3.3 determine the level of 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 plan and monitor the referral of individuals with indications of substance misuse to specialists
Assessment criteria
The learner can: 4.1 select suitable specialist services to address individuals' substance misuse 4.2 monitor individuals' progress in addressing their substance misuse 4.3 co-ordinate response to any changes to the situation and the level of risk.

Unit 505 Respond to indications of substance misuse

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 506

Manage abusive and aggressive behaviour

UAN:	R/505/0632
Level:	5
Credit value:	4
GLH:	20
Relationship to NOS:	This unit is linked to the SFJ GC7.
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 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.

Learning outcome
The learner will: 1. understand how to manage abusive and aggressive behaviour
Assessment criteria
The learner can: 1.1 summarise legislation, policy and procedures relating to the prevention and management of abusive and aggressive behaviour 1.2 explain strategies for the prevention and management of abusive and aggressive behaviour 1.3 explain the importance of reviewing incidents of abusive and aggressive behaviour 1.4 summarise the types and purpose 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 explain the development characteristics of abusive or aggressive behaviour 2.2 describe the forms that abusive and aggressive behaviour can take 2.3 evaluate the effects of abusive and aggressive behaviour on those involved and those witnessing it

Learning outcome
The learner will: 3. be able to deal with incidents of abusive and aggressive behaviour
Assessment criteria
The learner can: 3.1 recognise the triggers for abusive and aggressive behaviour 3.2 redirect individuals to alternate forms of communication and behaviour to minimise the impact of abusive and aggressive behaviour 3.3 take action to protect those at whom abusive and aggressive behaviour is directed 3.4 act in a manner which promotes calm and reassurance during instances of abusive and aggressive behaviour 3.5 record and report incidents of abusive and aggressive behaviour in accordance with organisational procedure

Learning outcome
The learner will: 4. be able to review incidents of abusive and aggressive behaviour
Assessment criteria
The learner can: 4.1 evaluate factors which contribute to incidents of abusive and aggressive behaviour 4.2 facilitate the participation of those involved, in the review of incidents of abusive and aggressive behaviour 4.3 provide guidance on sources of support available to those dealing with abusive and aggressive behaviour 4.4 make recommendations on changes to agency practice for dealing with abusive and aggressive behaviour

Unit 506 Manage abusive and aggressive behaviour

Supporting information

Guidance

This unit requires the workplace assessment of occupational competence wherever practicable. This unit should be delivered in two parts. The first part is concerned with knowledge of the hospitality and catering sector highlighting its importance to the national economy.

Unit 507

Assess and act upon immediate risk of danger to substance users

UAN:	K/505/0524
Level:	5
Credit value:	4
GLH:	20
Relationship to NOS:	This unit is linked to the SFJ GE2.
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 relevant for all workers in the substance misuse workforce. It covers the learning required for dealing with incidences of substance misuse.

Learning outcome
The learner will: 1. understand the factors involved in dealing with substance misuse
Assessment criteria
The learner can: 1.1 summarise the relevant legislation and organisational policies relating to working with instances of substance misuse 1.2 explain the roles and responsibilities of partner agencies working with substance users 1.3 prioritise the immediate risks faced by substance users 1.4 identify the danger signals associated with common substances 1.5 evaluate the different impacts on health and behaviour of substance misuse 1.6 evaluate communication strategies for working with an individual who is experiencing the effects of substance

Learning outcome
The learner will: 2. be able to assess the risks involved in incidences of substance misuse
Assessment criteria
The learner can: 2.1 analyse the signs of danger in incidences of substance misuse 2.2 take action to minimise the immediate risk to their personal safety and that of the substance user and others in the vicinity in response to a substance misuse incident 2.3 arrange additional assistance in dealing with the incident in accordance with organisational procedure

Learning outcome
The learner will: 3. be able to provide an intervention to manage the immediate risk of danger to the individual
Assessment criteria
The learner can: 3.1 provide support and reassurance to the individual in different circumstances and to those who may be affected by the individual 3.2 take actions which are appropriate to the substance used and the effect it has had on the individual 3.3 provide first aid support to ensure the individual's safety 3.4 make the individual safe and comfortable within the constraints of the environment 3.5 provide appropriate support to others affected by the incident

Learning outcome
The learner will: 4. be able to provide support to individuals after the immediate risk of danger from substance misuse has passed
Assessment criteria
The learner can: 4.1 encourage the individual to recognise the effects of the incident on themselves and significant others 4.2 explore the impact of substance misuse with the individual 4.3 encourage the individual to discuss options for changing their behaviour on substance misuse 4.4 help the individual to overcome barriers that prevent them from seeking support to change their behaviour

Unit 507 Assess and act upon immediate risk of danger to substance users

Supporting information

Guidance

This unit requires the workplace assessment of occupational competence wherever practicable. This unit should be delivered in two parts. The first part is concerned with knowledge of the hospitality and catering sector highlighting its importance to the national economy.

Unit 508

Contribute to the improvement of team working

UAN:	F/505/0500
Level:	5
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is linked to the SFJ 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 co-working and contributing to the improvement in quality of a team. The learner must make a constructive contribution to the ongoing work of the team and its development 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 the characteristics and benefits of effective team working 1.2 analyse team working practices within the agency 1.3 explain strategies for developing team working skills in colleagues 1.4 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 1.5 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 plan team working
Assessment criteria
The learner can: 2.1 set and agree team working objectives 2.2 deploy and manage team resources to achieve objectives 2.3 facilitate team communication and relationships 2.4 review and evaluate the outputs of team working against objectives

Learning outcome
The learner will: 3. be able to contribute to the improvement of team working
Assessment criteria
The learner can: 3.1 evaluate overall effectiveness of team working practices 3.2 work with colleagues to resolve issues in team working practices 3.3 propose constructive operational changes to team working practices 3.4 implement agreed changes to team working practices

Unit 508 **Contribute to the
improvement of team working**
Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence

Unit 509

Develop own knowledge, skills and competence

UAN:	L/505/0581
Level:	5
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is linked to the SFJ 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 analyse adult learning theories and which are most appropriate to reviewing own work and progress 1.4 analyse the impact of changes in own role and the organisation on own learning and development needs with reference to adult learning theories 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 gain feedback from others in order to assess own knowledge, skills and competence 2.2 review practice to identify development needs and specify priority areas for development 2.3 evaluate methods of learning to stretch the boundaries of own learning styles 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 509 Develop own knowledge, skills and competence

Supporting information

Assessment Guidance

This unit requires the workplace assessment of occupational competence

Unit 510

Obtain information relating to individuals' offending behaviour

UAN:	H/505/0635
Level:	5
Credit value:	4
GLH:	20
Relationship to NOS:	This unit is linked to the SFJ 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 is about obtaining, verifying and recording information relating to individuals who present a high risk of 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 explain how personal, social and environmental factors influence an individual's offending behaviour 1.2 outline relevant research into the relationship between factors which influence high risk offending behaviour and the evidence of effective practice in tackling these factors 1.3 summarise the types of information required in assessing offending behaviour and associated risk and protective factors 1.4 explain the concepts of validity, reliability, sufficiency and currency in relation to data collection and analysis 1.5 summarise the legislation, organisational policies and procedures that apply to obtaining, recording and communicating information about the behaviour and circumstances of individuals

Learning outcome
The learner will: 2. be able to plan the obtaining of information about the behaviour of individuals who present a high risk of serious harm to the public
Assessment criteria
The learner can: 2.1 identify the information that needs to be gathered about individuals who present a high risk of serious harm to the public 2.2 determine the impact that the individual's circumstances may have on the information gathering process 2.3 make arrangements to meet the individual with a view to gathering required information 2.4 make appropriate arrangements for gathering and verifying information from third parties 2.5 inform all those involved about the nature and purpose of the information being sought

Learning outcome
The learner will: 3. be able to gather information from individuals about their offending behaviour and circumstances
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 encourage individuals to explore and take responsibility for their behaviour as part of the process of providing information 3.3 gather information relevant to: 3.4 an individual's offending behaviour 3.5 circumstances 3.6 verify the information provided through corroboration against existing sources 3.7 analyse the significance of any conflicts, anomalies or gaps in the information provided 3.8 address any risk factors identified that require immediate action

Learning outcome
The learner will: 4. be able to gather information from third parties about the offending behaviour and circumstances of individuals
Assessment criteria
The learner can: 4.1 explain to the individual and others being consulted, the purpose of the information gathering process and the procedures that are being followed 4.2 gather information relevant to: 4.3 an individual's offending behaviour 4.4 circumstances 4.5 which can have an impact on the safety of others 4.6 confirm that the information provided is relevant, accurate and current

Learning outcome
The learner will: 5. be able to record and communicate information relating to the offending behaviour and circumstances of individuals
Assessment criteria
The learner can: 5.1 record information distinguishing between facts and opinions in accordance with organisational procedures 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 within agreed timescales 5.4 maintain confidentiality of information in accordance with legislation and organisational policy

Unit 510 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 511

Represent the organisation at formal hearings

UAN:	D/505/0505
Level:	5
Credit value:	4
GLH:	20
Relationship to NOS:	This unit is linked to the SFJ DA2.
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 representing the organisation at formal hearings through exchanging information and presenting reports. Formal hearings include courts of law.

Learning outcome
The learner will: 1. understand the principles and procedures underpinning representing the organisation at formal hearings
Assessment criteria
The learner can: 1.1 summarise the roles, functions, procedures and statutory requirements of the different formal hearings relevant to the organisation's work 1.2 summarise the reporting procedures, requirements, and protocols of different formal hearings when representing the organisation 1.3 evaluate the communication needs of different participants in formal hearings 1.4 summarise the next step actions on conclusion of formal hearings

Learning outcome
The learner will: 2. be able to exchange information at formal hearings
Assessment criteria
The learner can: 2.1 clarify the needs of formal hearings in terms of information required and its format and timescale 2.2 plan and organise the collation of suitable information for formal hearings in both adversarial and inquisitorial situations, for self and others 2.3 work in collaboration with representatives from own and other agencies to ensure that information is exchanged or presented in accordance with the needs of formal hearings 2.4 evaluate the validity and authenticity of information and its sources

Learning outcome
The learner will: 3. be able to present reports at formal hearings
Assessment criteria
The learner can: 3.1 plan cases to be presented in formal hearings to ensure that quality information is being presented to meet the needs of the formal hearing 3.2 manage the presentation of information in formal hearings in a manner which is consistent with the conventions of the hearing 3.3 interact with participants in formal hearings in a manner which promotes the organisation 3.4 make appropriate interventions to clarify issues with the case being presented 3.5 manage the provision of requested information to those authorised to receive it

Unit 511 Represent the organisation 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 512

Manage integrated interventions and support to address the offending behaviour of individuals

UAN:	L/505/0628
Level:	5
Credit value:	4
GLH:	20
Relationship to NOS:	This unit is linked to the SFJ 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 planning and coordinating a package of different interventions and methods of support to address the offending behaviour of individuals.

Learning outcome
The learner will: 1. understand the principles that underpin management of integrated interventions and support
Assessment criteria
The learner can: 1.1 explain how the factors related to an individual's personal circumstances, beliefs and cultural background influence their offending behaviour 1.2 provide research-based examples of effective practice in tackling factors influencing offending behaviour 1.3 explain the purpose and processes of interventions available to address individuals' offending behaviour 1.4 explain methods for assessing and managing risk of harm and risk of re-offending 1.5 explain strategies for dealing with adverse, emotional reactions from individuals involved in interventions 1.6 specify 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 explain to individuals the purpose and potential benefits of the intervention process and the support options available 2.2 encourage individuals to express their needs and expectations in relation to proposed interventions 2.3 encourage individuals to play an active role in the planning process 2.4 agree with individuals the interventions and support which might meet their needs

Learning outcome
The learner will: 3. be able to plan integrated interventions and support to meet individual's needs
Assessment criteria
The learner can: 3.1 explore and agree with individuals the options which are feasible and appropriate to pursue 3.2 evaluate agencies that provide interventions and support and that are suitable for individuals 3.3 specify an appropriate sequence in which interventions and support will be pursued 3.4 negotiate with agencies and individuals to agree the support package to be undertaken 3.5 provide agencies with accurate and complete information on own role and responsibilities

Learning outcome
The learner will: 4. be able to monitor and review the effectiveness of integrated interventions and support
Assessment criteria
The learner can: 4.1 gather and evaluate information from individuals about the effectiveness of the interventions and support 4.2 gather and evaluate information from agencies about effectiveness of the interventions and support delivered 4.3 analyse the effectiveness of interventions and identify options for change where plan objectives are not being met 4.4 agree and implement changes to the intervention plan to meet altered needs

Unit 512 Manage integrated interventions and support to address the offending behaviour of 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 601

Develop risk management plans that address high risk of serious harm posed by individuals

UAN:	D/505/0519
Level:	6
Credit value:	5
GLH:	25
Relationship to NOS:	This unit is linked to the SFJ GC3.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Aim:	This standard is about developing risk management plans aimed at minimising the risk of harm posed by individuals. The development of the plan will be in line with your organisation's strategy for managing the risk posed by individuals, with the plan establishing particular cases. It involves working with all relevant agencies and agreeing plans with clear objectives, accountabilities and milestones..

Learning outcome
The learner will: 1. understand the principles of developing risk management plans
Assessment criteria
The learner can: 1.1 summarise the legal and organisational requirements applicable to undertaking risk-led assessments of individuals 1.2 explain the roles and responsibilities of agencies involved in public protection, safeguarding children and multi-agency arrangements in assessing individuals posing a threat of risk 1.3 specify the information needed for making an assessment of individuals in relation to safeguarding children and managing their risk of causing harm 1.4 summarise the relative advantages and disadvantages of using different approaches to risk assessment 1.5 describe key risk factors for serious offending 1.6 evaluate the contribution of key protective factors to effective risk management plans.

Learning outcome
The learner will: 2. be able to assess the risk of harm posed by individuals
Assessment criteria
The learner can: 2.1 evaluate available information regarding the individual, their circumstances and behaviour from: a. the individual b. their family c. their social network 2.2 explain the assessment process and the roles and responsibilities of those involved with the individual 2.3 explain to the individual how information is accessed and used as part of the assessment process 2.4 work with the individual to explore their perceptions of their own situation and behaviour 2.5 involve the individual in the assessment process 2.6 determine the risk level based on the identified risk factors 2.7 determine the relative significance of the identified risk factors 2.8 set out the conclusions of the assessment which: a. identify any issues which may prevent the individual from modifying their behaviour b. identifies any steps necessary for safeguarding children c. identifies which agencies and individuals should be involved to support the individual and safeguard others involved

Learning outcome
The learner will: 3. review with the individual the areas of risk and associated factors to be addressed
Assessment criteria
The learner can: 3.1 review the process used and the rationale for the resultant ratings with the individual 3.2 explain to the individual the risk and protective factors that have been identified regarding their behaviour 3.3 explore with the individual: a. the triggers of their offending behaviour b. actions that might be appropriate towards addressing the triggers 3.4 discuss with the individual: a. areas of risk to be targeted b. objectives to be addressed in a risk management plan c. options towards addressing the risk factors identified d. ways of maintaining and supporting the individual's motivation for change 3.5 explain to the individual that the plan will take account both of their views and those of other people.

Learning outcome

The learner will:

4. develop risk management plans that address identified risk factors for individuals

Assessment criteria

The learner can:

- 4.1 select agencies appropriate to contributing to plans aimed at managing the risk posed by the individual and safeguarding children
- 4.2 agree with all relevant stakeholders the risk factors that need to be addressed and the objectives for the risk management plan
- 4.3 specify actions to be undertaken which are capable of meeting the agreed objectives in line with organisational requirements
- 4.4 specify specialist assistance required to provide appropriate interventions
- 4.5 specify procedures to monitor and provide an appropriate frequency of review in relation to:
 - a. the level of risk identified
 - b. the need for changes to the assessment
 - c. any changes to actions required to maintain or improve progress
- 4.6 agree with the individual and others, a process of identifying and supporting protective factors which are contributing to the management of risk of harm.

**Unit 601 Develop risk management
plans that address high risk of
serious harm posed by
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 602

Assess individuals' offending behaviour to develop sentence proposals

UAN:	M/505/0508
Level:	6
Credit value:	5
GLH:	25
Relationship to NOS:	This unit is linked to the SFJ EA2 and SFJ EA3.
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 assessing individuals' offending behaviour, developing proposals and preparing reports to inform decisions. Building on the information gathered on individuals' offending behaviour, the worker needs to make a comprehensive assessment and identify suitable options taking account of risk, the seriousness of the offence and individual circumstances. The worker needs to develop proposals and prepare reports which address requirements for punishment, the reduction of offending behaviour and the protection of the public.</p> <p>The term risk means risk of re-offending, risk of serious harm or risk of harm to others.</p>

Learning outcome
The learner will: 1. understand the principles that underpin the assessment of high risk associated with offending behaviour
Assessment criteria
The learner can: 1.1 identify the legislation, organisational requirements and policies relevant to high risk of serious harm assessment 1.2 evaluate the range of approaches to risk assessment 1.3 evaluate the indicators of vulnerability and harm 1.4 explain the significance of key risk factors for serious offending 1.5 describe the circumstances in which additional assessments may be required 1.6 describe the circumstances required to manage high risk of serious harm and to formulate suitable plans.

Learning outcome
The learner will: 2. be able to identify risk factors and protective factors that contribute to an individual's offending behaviour based on assessment of information gathered
Assessment criteria
The learner can: 2.1 use appropriate assessment tools and professional judgement to process information about the offending behaviour and circumstances of the individual 2.2 identify potential risk factors that may lead to the individual offending/re-offending and/or causing harm to themselves or others 2.3 analyse the significance of risk factors and their likely outcome(s) in order to identify priority areas for intervention 2.4 analyse the impact of factors that might help reduce or prevent the individual's offending behaviour 2.5 keep accurate records of the assessment and its outcomes.

Learning outcome
The learner will: 3. understand legal and organisational requirements relating to proposals for sentencing or release
Assessment criteria
The learner can: 3.1 identify legal and organisational requirements which relate to developing proposals and preparing complex reports to inform sentencing or release decisions 3.2 explain the role of the organisation and the services which it provides in the preparation of proposals and complex reports to inform sentencing and release decisions 3.3 explain the use of an evidence base for effective proposals.

Learning outcome
The learner will: 4. be able to develop proposals for sentencing or release plans
Assessment criteria
The learner can: 4.1 identify the options available for sentencing / release plans 4.2 analyse the options which are consistent with: a. the assessment of the individual b. their offending behaviour c. mental health issues d. risk posed by the individual e. impact on victims 4.3 discuss possible options with individuals in a manner which

	promotes understanding, co-operation and compliance
4.4	discuss possible options with all those who may be affected by, or involved in implementing the proposal
4.5	structure information in ways which allow others to use it appropriately
4.6	select options which are intended to: <ul style="list-style-type: none"> a. manage risk b. reducing re-offending c. meet the concerns of victims
4.7	develop proposals which are suitable for the individual given their history of previous responses to sentences

Learning outcome	
The learner will:	
5.	be able to prepare reports to inform sentencing or release decisions
Assessment criteria	
The learner can:	
5.1	give a balanced picture of the individual's: <ul style="list-style-type: none"> a. personal circumstances b. factors contributing to their offending behaviour c. the history of their offending d. the context and seriousness of the offence e. level of risk
5.2	analyse the impact of actions which the individual has taken to address their offending
5.3	explain any identified risk of re-offending and serious harm to possible victims
5.4	evaluate the risk of harm and re-offending which the individual poses based on analysis of: <ul style="list-style-type: none"> a. previous behaviours b. mental health c. current attitude d. proposals
5.5	make proposals which are intended to be effective in managing the risk of harm and/or re-offending
5.6	make proposals that are consistent with: <ul style="list-style-type: none"> a. sentencing guidelines b. Parole Board requirements c. concerns of victims
5.7	make proposals available to individuals authorised to receive them.

Unit 602 Assess individuals' offending behaviour to develop sentence proposals

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 603

Supervise sentences in the community

UAN:	T/505/0512
Level:	6
Credit value:	4
GLH:	20
Relationship to NOS:	This unit is linked to the SFJ EB2.
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 planning, supervising, enforcing and monitoring sentences served in the community. This includes community orders, suspended sentence orders and parts of sentences served in the community under licence following release from custody.

Learning outcome
The learner will: 1. understand the principles that underpin the supervision of sentences in the community
Assessment criteria
The learner can: 1.1 explain the impact of crime on victims in relation to their need for: a. protection b. respect c. recognition d. information 1.2 identify methods of risk identification and prediction 1.3 summarise the statutory powers for the enforcement of community sentences 1.4 explain the procedures for managing offenders assessed as high and very high risk of serious harm.

Learning outcome
The learner will: 2. be able to plan the supervision of individuals serving sentences in the community
Assessment criteria
The learner can: 2.1 identify the options available which meet the needs of the order being served 2.2 select options that are consistent with the objectives of the order being served 2.3 develop explicit and comprehensive plans for supervising individuals in the community 2.4 explain the plan and its implications fully to individuals and other relevant people 2.5 identify the information that may be made available to others as a result of the interventions and inform the individual of this.

Learning outcome
The learner will: 3. be able to supervise individuals serving sentences in the community
Assessment criteria
The learner can: 3.1 manage and prioritise community sentence caseloads 3.2 carry out the supervision of individuals in accordance with the sentence plan 3.3 provide individuals with advice about additional sources of support which might be appropriate to them 3.4 manage challenging behaviour in a safe and effective manner 3.5 warn individuals of the consequences of non-compliance.

Learning outcome
The learner will: 4. be able to enable individuals to sustain their behaviour change
Assessment criteria
The learner can: 4.1 encourage individuals to make choices which are consistent with achieving sustainable behaviour change 4.2 explore with individuals the factors likely to impact on their ability to sustain their behaviour change 4.3 make appropriate arrangements for supporting individuals 4.4 encourage individuals to seek further support from relevant sources when needed 4.5 provide feedback to individuals on positive changes in their attitudes and behaviour.

Learning outcome
The learner will: 5. be able to enforce court orders and statutory licences
Assessment criteria
The learner can: 5.1 investigate cases of apparent non-compliance 5.2 establish reasons for non-compliance with individuals and with people who are working with individuals 5.3 warn individuals of the potential consequences of non-compliance 5.4 take appropriate breach actions consistent with agency policy and statutory requirements 5.5 provide breach reports to the breach prosecutor within the necessary timescales.

Learning outcome
The learner will: 6. be able to monitor and review the progress of individuals serving sentences in the community
Assessment criteria
The learner can: 6.1 conduct a planned programme of review with individuals 6.2 monitor progress of individuals against the objectives of their order 6.3 evaluate the effect of any changes in the individual's personal circumstances or context which may have influenced their behaviour or motivation to change 6.4 encourage individuals to review the effectiveness of the strategies they have chosen 6.5 provide individuals with feedback on their progress 6.6 agree, with individuals, any required amendments to goals, objectives, strategies and/or support provided 6.7 communicate details of changes to people who are authorised to have it.

Unit 603 Supervise sentences in the community

Supporting information

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.

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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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