

Probation Qualifications Framework

Vocational Qualification Level 5 Diploma in Probation Practice Qualifications Credit Framework (QCF) units

Key

(M)= Mandatory unit

12 units to be selected according to Rules of Combination

Including 6 mandatory units AA1(5),GC3(5), AD1(5), AB1(5), EA3(5), EB2(5)

Plus 6 other units including at least one from – EC7(5), GB3(5), GE1(5)

Mandatory units are normally taken in the 3rd part of the Honours Degree and second part of the Graduate Diploma.

(See [Appendix 212b](#) VQ5 and Rules of Combination for further details)

NO	TITLE	CREDIT	LEVEL
AA1(5)	Equality and diversity (Mandatory)	6	4
AB1(5)	Communicate effectively with people (Mandatory)	3	5
AC1(5)	Contribute to the improvement of team working	3	5
AD1(5)	Develop and sustain effective working with staff from other agencies (Mandatory)	3	5
AE1(5)	Maintain and develop your own knowledge, skills and competence	3	5
DA2(5)	Represent the agency in courts and at formal hearings	4	5
EA2(5)	Process information relating to individuals' offending behaviour	4	5
EA3(5)	Assess individuals' offending behaviour and prepare reports (Mandatory)	5	6
EB2(5)	Plan, supervise, enforce and review sentences in the community (Mandatory)	4	6

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EC7(5)	Promote and reinforce positive behavioural goals during relationships with individuals	4	5
ED1(5)	Plan, monitor and review integrated interventions and support to address the offending behaviour of individuals	4	5
GB3(5)	Enable individuals to understand and address their difficulties	3	5
GC3(5)(221)	Develop risk management plans that address the threat of serious harm posed by individuals (Mandatory)	5	6
GC7(5)	Manage abusive and aggressive behaviour	4	5
GE1(5)	Recognise indications of substance misuse and refer individuals to specialists	3	5
GE2(5)	Assess and act upon immediate risk of danger to substance users	4	5

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Title:	AA1(5) Equality and diversity (Mandatory)	
Level:	4	
Credit Value:	6	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand the key features of a culture which promotes equality and values diversity	1.1 Analyse the meaning and benefits of diversity and the promotion of equality 1.2 Analyse forms of inequality and discrimination and their impact on individuals, communities and society 1.3 Discuss how relevant legislation, employment regulations and policies and codes of practice contribute to the promotion of equality and valuing of diversity	
2. Understand the importance of the promotion of equality and valuing of diversity for effective work in the sector	2.1 Discuss how the promotion of equality and diversity can protect people from risk of harm 2.2 Evaluate action taken to value individuals and its impact 2.3 Summarise and demonstrate good practice in providing individuals with information	
3. Understand and demonstrate behaviour appropriate to the promotion of equality and valuing of diversity	3.1 Explain and demonstrate ways 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	

	<p>culture</p> <p>3.4 Explain and demonstrate how working with other agencies can promote diversity</p>
<p>4. Understand how to actively help others in the promotion of equality and valuing of diversity</p>	<p>4.1 Analyse actions by individuals which can undermine equality and diversity and evaluate strategies for dealing with these effectively</p> <p>4.2 Evaluate strategies for dealing with systems and structures which do not promote equality and diversity</p>
<p>5. Understand how to review own contribution to promoting equality and valuing diversity</p>	<p>5.1 Evaluate own strengths and areas for development in promoting equality and valuing diversity, using reflection and feedback from individuals</p> <p>5.2 Identify, use and evaluate appropriate sources for support in promoting equality and valuing diversity</p>
<p>Additional Information about the unit</p>	
<p>Unit aim(s)</p>	<p>To develop understanding of the promotion of equality and diversity with regards to learners, the organisation and the sector.</p>
<p>Unit expiry date</p>	<p>[End of accreditation]</p>
<p>Details of the relationship between the unit and relevant national occupational standards (if appropriate)</p>	<p>Unit AA1</p>
<p>Details of the relationship between the unit and other standards or curricula (if appropriate)</p>	<p>N/A</p>

Assessment requirements specified by a sector or regulatory body (if appropriate)	
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	
Availability for use	The availability of this unit is restricted to [awarding bodies]
Availability for delivery	[Start of accreditation]

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Title:	AB1(5) Communicate effectively with people (Mandatory)	
Level:	5	
Credit Value:	3	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand how to communicate with people.	1.1	explain the purpose of legislation, 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
2. Understand how to maintain the security of information in communications with people	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
3. Be able to communicate with people	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
Additional Information about the unit	
Unit aim(s)	<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>
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	AB1
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	AC1(5) Contribute to the improvement of team working	
Level:	5	
Credit value:	3	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Know and understand the principles that underpin effective team working and leadership	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	
2. Be able to plan team working	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	
3. Be able to contribute to the improvement of team working	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
Additional information about the unit	
Unit aim(s)	This unit is about contributing to the improvement in quality of team working. 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.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	AC1
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	AD(1) Develop and sustain effective working with staff from other agencies (Mandatory)	
Level:	5	
Credit Value	3	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Know and understand relevant legal and organisational requirements	1.1 explain how legislation, organisational policies and procedures impact on the setting up of joint working arrangements including in relation to public protection from offenders who are present a high risk of harm	
2. Understand the principles of joint working between different agencies	2.1 explain how the functions of the main agencies within the sector inter-relate 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	

3. Be able to initiate, develop and sustain effective working relationships with staff in other agencies	<p>3.1 agree and implement arrangements for joint working that meet the needs of managing high risk of harm</p> <p>3.2 agree and implement arrangements for joint working that meet the needs of delivering community orders to lower risk offenders</p> <p>3.3 manage the sharing of information with other agencies:</p> <p>3.4 interact with people in other agencies in ways which are consistent with protecting the public and managing risk of harm to others.</p> <p>3.5 identify and overcome difficulties in working relationships with staff in other agencies</p>
Additional Information about the unit	
Unit aim(s)	This unit is about developing and sustaining effective working relationships with staff in other agencies.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	AD1
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice

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Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	AE1(5) Maintain and develop your own knowledge, skills and competence	
Level:	5	
Credit Value:	3	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand the principles that underpin maintaining and developing own knowledge, skills and competence	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
2. Be able to maintain and develop own knowledge, skills and competence	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

	<p>learning styles and job requirements</p> <p>2.4 evaluate outcomes and benefits of learning undertaken</p> <p>2.5 apply new knowledge, skills and competence to improve own work role</p>
Additional Information about the unit	
Unit aim(s)	This unit is about the duty of every individual in the justice sector 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.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	AE1
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	DA2(5) Represent the agency in courts and at formal hearings	
Level:	5	
Credit value:	4	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Know and understand the principles and procedures underpinning representing the agency in courts and at formal hearings	1.1 summarise the roles, functions, procedures and statutory requirements of the different courts and formal hearings relevant to the agency's work 1.2 summarise the reporting procedures and requirements of different courts and formal hearings in relation to agency representation and the different protocols and approaches used in each 1.3 evaluate the communication needs of different participants in courts and in other formal hearings 1.4 summarise the next step actions on conclusion of court and formal hearings	
2. Be able to exchange information in courts and at formal hearings	2.1 clarify the needs of courts and formal hearings in terms of information required and its format and timescale and ensure that this is communicated effectively with those who need to have it 2.2 plan and organise the collation of suitable information for courts and 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	

	<p>information is exchanged or presented in an appropriate manner and format</p> <p>2.4 evaluate the validity and authenticity of information and its sources</p>
	<p>3.1 plan cases to be presented in courts and formal hearings to ensure that quality information is being presented in a timely manner</p> <p>3.2 manage the presentation of information in courts and formal hearings in a manner which is consistent with the conventions of the court or hearing</p> <p>3.3 interact with participants in courts and formal hearings in a manner which promotes the agency</p> <p>3.4 make appropriate interventions to clarify issues with the case being presented</p> <p>3.5 manage the provision of requested information to those authorised to receive it</p>
Additional information about the unit	
Unit aim(s)	This unit is about representing the agency in courts and at formal hearings through exchanging information and presenting reports.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	DA2
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A

Assessment requirements specified by a sector or regulatory body (if appropriate)	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.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	EA2(5) Process information relating to individuals' offending behaviour	
Level:	5	
Credit value:	4	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1 Know and understand the principles that underpin obtaining information about the offending behaviour that presents a high risk to the public and circumstances of individuals	1.1	identify the factors that influence an individual's 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	explain the concepts of validity, reliability, sufficiency and currency in relation to data collection and analysis
	1.4	identify the legislation, organisational policies and procedures that impact on obtaining, recording and communicating information about the behaviour and circumstances of individuals
	1.5	describe how to evaluate and improve own competence in this area of work
2 Be able to gather and analyse information about individuals who present a high risk to the public and their offending behaviour and circumstances	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	identify the factors that need to be taken into account when gathering information about individuals
	2.3	identify and review the

	<p>circumstances of the individual, and determine the impact that these may have on the information gathering process</p> <p>2.4 make appropriate arrangements to meet the individual, and confirm the relevant details with others who need to be present</p> <p>2.5 make appropriate arrangements for gathering and verifying information from third parties</p> <p>2.6 inform all those involved about the nature and purpose of the information being sought</p>
<p>3 Be able to obtain, verify and analyse information from individuals about their offending behaviour and circumstances</p>	<p>3.1 explain to the individual the purpose and procedures of the information gathering process and roles and responsibilities of those involved</p> <p>3.2 communicate with individuals in a manner which encourages co-operation and an open exchange of information</p> <p>3.3 encourage individuals to fully explore and take responsibility for their behaviour</p> <p>3.4 analyse attitudes and behaviours which are aggressive, abusive and/or discriminatory and offer appropriate challenge, while taking account of personal safety</p> <p>3.5 verify the information provided through corroboration against existing sources, identifying and addressing any conflicts, anomalies or gaps and analyse their significance or impact</p> <p>3.6 identify, analyse and address any risk factors identified that require immediate action, communicating those factors to the people who need to have</p>

	<p>them</p> <p>3.7 identify when team discussion and supervision are appropriate, and seek advice and support when required</p>
<p>4 Be able to obtain and verify information from third parties about the offending behaviour and circumstances of individuals</p>	<p>4.1 explain to the individual and others being consulted, the purpose of the information gathering process and the procedures that are being followed</p> <p>4.2 gather information relevant to an individual's offending behaviour and circumstances which can have an impact on the safety of others</p> <p>4.3 communicate effectively in a manner which encourages openness, develops rapport, and acknowledges the role and expertise of others</p> <p>4.4 summarise the information provided, confirming that it is relevant, accurate and current, and that it has been interpreted correctly</p>
<p>5 Be able to record and communicate information relating to the offending behaviour and circumstances of individuals</p>	<p>5.1 record information correctly distinguishing between facts and opinions</p> <p>5.2 structure information in ways which allows others to use it readily</p> <p>5.3 make information available promptly to those who are entitled to receive it</p> <p>5.4 handle information in a manner which maintains confidentiality in accordance with legislation and organisational policy</p>

Additional information about the unit	
Unit aim(s)	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.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	EA2
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	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.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	

Availability for delivery	[Start of accreditation]
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Title:	EA3(5) Assess individuals' offending behaviour and prepare reports (Mandatory)	
Level:	6	
Credit value:	5	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1 Know and understand the principles that underpin the assessment of high risk associated with offending behaviour	1.1 identify the legislation, organisational requirements and policies relevant to high risk of harm assessment 1.2 summarise the range of approaches to risk assessment, and evaluate their relative advantages and disadvantages 1.3 evaluate the different types and indicators of vulnerability and harm, and the ways in which they can be determined 1.4 identify key risk factors for serious offending and assess their significance in different cases 1.5 describe the circumstances in which additional assessments may be required and explain how these may be arranged 1.6 describe the circumstances required to manage high risk of harm and to formulate suitable plans	
2. Be able to assess information about the offending behaviour and circumstances of individuals, and identify risk factors and protective factors	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 offending/re-offending and/or	

	<p>causing harm to themselves or others</p> <p>2.3 Analyse the significance of risk factors and their likely outcome(s) in order to identify priority areas for intervention</p> <p>2.4 analyse the impact of factors that might help reduce or prevent the individual's offending behaviour</p> <p>2.5 keep clear and accurate records of your assessment and its outcomes</p>
<p>3 Know and understand legal and organisational requirements relating to proposals for sentencing or release</p>	<p>3.1 identify legal and organisational requirements which relate to developing proposals and preparing reports to inform sentencing or release decisions</p> <p>3.2 evaluate the role of your organisation and the services which it provides in the preparation of proposals and reports to inform sentencing and release decisions</p> <p>3.3 Analyse the evidence base for effective proposals</p>
<p>4 Be able to develop proposals for sentencing or release plans</p>	<p>4.1 identify the options available for sentencing / release plans</p> <p>4.2 analyse the options which are consistent with the assessment of the individual, their offending behaviour, mental health issues, risk to the public and impact on victims</p> <p>4.3 discuss possible options with individuals in a manner which promotes understanding, co-operation and compliance</p> <p>4.4 discuss possible options with all those who may be affected by, or involved implementing, the proposal and agree responsibility and liaison protocols</p>

	<p>4.5 structure information in ways which allow others to use it appropriately</p> <p>4.6 select options which are most likely to be effective in managing risk, reducing re-offending and also meet the concerns of victims</p> <p>4.7 structure proposals which are suitable for the individual given their history of previous responses to sentences</p>
<p>5 Be able to prepare reports to inform sentencing or release decisions</p>	<p>5.1 give a balanced picture of the individual's personal circumstances and the context and history of the individual's offending,</p> <p>5.2 analyse the impact of actions which the individual has taken to address their offending, explaining any identified risk of re-offending and risks of serious harm to possible victims</p> <p>5.3 evaluate the risk of harm and re-offending which the individual poses based on analysis of previous behaviours, mental health, current attitude and proposals</p> <p>5.4 analyse the context and seriousness of the offence</p> <p>5.5 identify any specific factors which were directly relevant to the offending and analyse their significance</p> <p>5.6 establish whether there is a pattern to the offender's behaviour which is relevant to the seriousness of the risks posed by the offender</p> <p>5.7 make proposals which are most likely to be effective in managing the risk of harm and/or re-offending</p>

	<p>5.8 ensure proposals are consistent with sentencing guidelines / Parole Board requirements and take account of the concerns of victims</p> <p>5.9 ensure proposals are sent to individuals authorised to receive them</p>
Additional information about the unit	
Unit aim(s)	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.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	EA3
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A

Assessment requirements specified by a sector or regulatory body (if appropriate)	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.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	EB2(5) Plan, supervise, enforce and review sentences in the community (Mandatory)	
Level:	6	
Credit value:	4	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Know and understand the principles that underpin the planning, supervision, enforcement and review of sentences in the community	1.1	explain the impact of crime on victims and their need for protection, respect, recognition and information
	1.2	identify methods of risk identification and prediction
	1.3	identify the statutory powers for the enforcement of community sentences
	1.4	describe the procedures for managing offenders assessed as high and very high risk of harm
2. Be able to plan the supervision of individuals serving sentences in the community	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 clear, 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

<p>3. Be able to supervise individuals serving sentences in the community</p>	<p>3.1 manage and prioritise community sentence caseloads</p> <p>3.2 carry out the effective supervision of individuals</p> <p>3.3 provide individuals with advice about additional sources of support which might be appropriate to them</p> <p>3.4 manage aggressive behaviour in a safe and effective manner</p> <p>3.5 warn individuals of the consequences of non-compliance</p>
<p>4. Be able to enable individuals to sustain their behaviour change</p>	<p>4.1 encourage individuals to make choices which are consistent with achieving sustainable behaviour change</p> <p>4.2 explore with individuals the factors likely to impact on their ability to sustain their behaviour change</p> <p>4.3 make appropriate arrangements for supporting individuals</p> <p>4.4 encourage individuals to seek further support from relevant sources when needed</p> <p>4.5 provide feedback to individuals on positive changes in their attitudes and behaviour</p>
<p>5. Be able to enforce court orders and statutory licences</p>	<p>5.1 investigate cases of apparent non-compliance</p> <p>5.2 establish reasons for non-compliance with individuals and with people who are working with individuals</p> <p>5.3 warn individuals of the potential consequences of non-compliance</p> <p>5.4 take appropriate breach actions consistent with agency policy and statutory requirements</p> <p>5.5 provide breach reports to the breach prosecutor within the</p>

	necessary timescales
6. Be able to monitor and review the progress of individuals serving sentences in the community	<p>6.1 conduct a planned programme of review with individuals</p> <p>6.2 monitor progress of individuals against the objectives of their order</p> <p>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</p> <p>6.4 encourage individuals to review the effectiveness of the strategies they have chosen</p> <p>6.5 provide individuals with feedback on their progress</p> <p>6.6 agree, with individuals, any required amendments to goals, objectives, strategies and/or support provided</p> <p>6.7 communicate details of changes to people who are authorised to have it</p>
Additional information about the unit	
Unit aim(s)	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.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	EB2
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A

Assessment requirements specified by a sector or regulatory body (if appropriate)	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.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	EC7(5) Promote and reinforce pro-social behaviour during relationships with individuals	
Level:	5	
Credit value:	4	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1 Know and understand the principles and techniques of pro-social modelling	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 pro- and 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
2 Be able to promote and facilitate behavioural change	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

	<p>benefits of positive behaviour with individuals</p> <p>2.5 establish goals with individuals to demonstrate positive behaviours</p> <p>2.6 challenge attitudes and behaviours which are anti-social, aggressive or discriminatory</p>
<p>3 Be able to review the effectiveness of behaviour change with individuals</p>	<p>3.1 review goals and achievements on displaying positive behaviour with individuals at agreed intervals</p> <p>3.2 use feedback to encourage individuals to sustain the changes in their behaviour</p> <p>3.3 encourage individuals to identify options for overcoming barriers to their progress</p> <p>3.4 conclude the relationship in a manner which encourages individuals to sustain their behaviour change</p>
Additional information about the unit	
Unit aim(s)	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.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	EC7
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A

Assessment requirements specified by a sector or regulatory body (if appropriate)	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.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	ED1(5) Plan, monitor and review integrated interventions and support to address the offending behaviour of individuals	
Level:	5	
Credit value:	4	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Know and understand the principles that underpin the planning, monitoring and review of integrated interventions and support	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	describe the purpose and processes of 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	describe strategies for dealing with adverse, emotional reactions from individuals involved in interventions
	1.6	specify sources of assistance and support available for implementing interventions
2. Be able to communicate with individuals about the interventions and support they need	2.1	explain to individuals the purpose and potential benefits of the intervention process and the support options available
	2.2	gather and evaluate information on individual's needs and expectations in relation to proposed interventions
	2.3	encourage individuals to play an

	<p>active role in the planning process</p> <p>2.4 agree with individuals the interventions and support which might meet their needs</p>
<p>3. Be able to plan integrated interventions and support to meet individual's needs</p>	<p>3.1 explore and agree with individuals the options which are feasible and appropriate to pursue</p> <p>3.2 evaluate agencies that provide interventions and support and that are suitable for individuals</p> <p>3.3 specify an appropriate sequence in which interventions and support will be pursued</p> <p>3.4 negotiate with agencies and individuals to agree the support package to be undertaken</p> <p>3.5 provide agencies with accurate and complete information on own role and responsibilities</p>
<p>4. Be able to monitor and review the effectiveness of integrated interventions and support</p>	<p>4.1 gather and evaluate information from individuals about the effectiveness of the interventions and support</p> <p>4.2 gather and evaluate information from agencies about effectiveness of the interventions and support delivered</p> <p>4.3 analyse the effectiveness of interventions and identify options for change where plan objectives are not being met</p> <p>4.4 agree and implement changes to the intervention plan to meet altered needs</p>
<p>Additional information about the unit</p>	
<p>Unit aim(s)</p>	<p>This unit is about planning and coordinating a package of different interventions and methods of support to address the offending behaviour of individuals.</p>

Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	ED1
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	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.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	GB3(5) Enable individuals to understand and address their difficulties	
Level:	5	
Credit value:	3	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1 Know and understand the needs of individuals experiencing difficulties	1.1	explain and analyse the relevance of factors which contribute to difficulties experienced by individuals and how they relate to their own or others offending behaviour
	1.2	explain and analyse 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
2 Be able to provide opportunities that enable individuals to understand their difficulties and identify options for change	2.1	build and maintain 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	enable 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

3 be able to support individuals to take positive action to address their difficulties	<p>3.1 enable individuals to access other sources of specialist help which meet their needs</p> <p>3.2 Ensure that others working with the individual have the information they need to address the difficulties</p> <p>3.3 ensure that information exchanged with others engaged in supporting the individual to overcome difficulties is clear, accurate and is fully recorded</p> <p>3.4 review strategies and outcomes with individuals and those who are engaged in helping them</p> <p>3.5 enable individuals to modify their plans and actions where necessary</p> <p>3.6 ensure others involved in supporting the individual provide constructive feedback</p>
Additional information about the unit	
Unit aim(s)	This unit focuses on helping individuals to understand their difficulties, identify options for change and act upon the choices made.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	GB3
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A

Assessment requirements specified by a sector or regulatory body (if appropriate)	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.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	GC3 (5)(221) Develop risk management plans that address the threat of serious harm posed by individuals (Mandatory unit)	
Level:	6	
Credit value:	5	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1 Know and understand the principles of developing risk management plans.	1.1 Summarise the legal and organisational requirements applicable to undertaking risk-led assessments of individuals whose behaviour is considered to have the potential to cause harm 1.2 Explain the roles of the principal agencies involved in public protection, safeguarding children and multi-agency arrangements in assessing individuals posing a threat of serious harm 1.3 Specify the information needed for making an assessment of individuals, appropriate to safeguarding children and managing their risk of causing harm, including serious harm 1.4 summarise the relative advantages and disadvantages of using different approaches to risk assessment 1.5 describe and analyse key risk factors for serious offending 1.6 describe and analyse key protective factors and how they can contribute to effective risk management plans	
2 Assess individuals and analyse their potential to pose a threat of serious harm	2.1 Evaluate available information regarding the individual, their circumstances and behaviour	

	<p>2.2 Explain the assessment process and the roles and responsibilities of those involved to the individual.</p> <p>2.3 explain to the individual how information is accessed and used as part of the assessment process</p> <p>2.4 Explore the individual's own perception regarding their situation and behaviour</p> <p>2.5 Involve the individual in the risk assessment, explaining the tool/process used and the rationale for the resultant ratings</p> <p>2.6 Identify and assess the relevant factors to determine the individual's potential to pose a threat of serious harm</p> <p>2.7 Determine the rating of potential risk factors from the assessment tool/process, providing evidence to show the basis for your decision</p> <p>2.8 Determine whether there are any issues which may prevent the individual from addressing their behaviour</p> <p>2.9 Determine whether there are any safeguarding children issues and explain what steps are necessary and who is involved in ensuring positive outcomes for children</p>
<p>3 Confirm with the individual the areas of risk and associated factors to be addressed</p>	<p>3.1 Review all relevant details regarding the individual, including the outcome of assessment(s), the nature of the offence(s) committed and the threat of serious harm posed</p> <p>3.2 Explain clearly to the individual the impact of the risk and protective factors identified</p>

	<p>regarding their behaviour</p> <p>3.3 Explore the triggers of their offending behaviour, and actions that might be appropriate towards addressing these</p> <p>3.4 Specify and agree with the individual those areas of risk to be targeted, and agree objectives to be addressed in a risk management plan</p> <p>3.5 Determine the level of motivation the individual has for change and explain how that motivation can be increased or supported</p>
<p>4 Develop risk management plans that address identified risk factors for individuals</p>	<p>4.1 Select agencies appropriate to contributing to plans aimed at managing the risk posed by the individual and safeguarding children</p> <p>4.2 Agree with all relevant stakeholders the risk factors that need to be addressed and the objectives for the risk management plan</p> <p>4.3 Explore and confirm the options towards addressing the risk factors identified</p> <p>4.4 ensure the agreed actions to be undertaken are capable of meeting the agreed objectives and are in line with organisational requirements</p> <p>4.5 Arrange specialist assistance required to provide appropriate interventions</p> <p>4.6 Ensure that procedures are in place to monitor and review the assessed risk, with a frequency appropriate to the level of risk identified</p> <p>4.7 Assess and analyse changes to risk assessments and</p>

	<p>determine what subsequent actions are required to maintain or improve progress with a frequency appropriate to the level of risk identified</p> <p>4.8 Agree with the individual a process of identifying and supporting protective factors which are contributing to the management of risk of harm</p>
Additional information about the unit	
Unit aim(s)	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 risks posed by individuals, with the plan establishing particular requirements relating to particular cases. It involves working with all relevant agencies and agreeing plans with clear objectives, accountabilities and milestones.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	2.1.2, 2.2.1 (public protection), GC3
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	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.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice

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Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	GC7(5) Manage abusive and aggressive behaviour	
Level:	5	
Credit value:	4	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1 Know and understand how to prevent and manage abusive and aggressive behaviour	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
2 Know and understand the forms, causes and effects of abusive and aggressive behaviour	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	
3 Be able to deal with incidents of abusive and aggressive behaviour	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

	<p>3.3 take action to protect those at whom abusive and aggressive behaviour is directed</p> <p>3.4 act in a manner which is likely to promote calm and reassurance during instances of abusive and aggressive behaviour</p> <p>3.5 record and report incidents of abusive and aggressive behaviour in accordance with organisational procedure</p>
4 Be able to review incidents of abusive and aggressive behaviour	<p>4.1 evaluate factors which contribute incidents of abusive and aggressive behaviour</p> <p>4.2 facilitate the participation of those involved, in the review of incidents of abusive and aggressive behaviour</p> <p>4.3 provide guidance on sources of support available to those dealing with abusive and aggressive behaviour</p> <p>4.4 make recommendations on changes to agency practice for dealing with abusive and aggressive behaviour</p>
Additional information about the unit	
Unit aim(s)	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
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	GC7
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A

Assessment requirements specified by a sector or regulatory body (if appropriate)	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.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	GE1(5) Recognise indications of substance misuse and refer individuals to specialists	
Level:	5	
Credit Value:	3	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Know and understand relevant legislation and organisational requirements	1.1	Evaluate the impact of legislation, organisational policies and procedures on the agency's role in dealing with substance misuse
2. Understand strategies for working with specialists to support individuals engaging in substance misuse	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
3. Be able to determine the need for specialist support for individuals engaging in substance misuse	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 other 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
4. Be able to plan and monitor the referral of individuals with	4.1	select suitable specialist services to address individuals'

indications of substance misuse to specialists	<p>substance misuse</p> <p>4.2 monitor individuals' progress in addressing their substance misuse</p> <p>4.3 co-ordinate response to any changes to the situation and the level of risk</p>
Additional Information about the unit	
Unit aim(s)	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.
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	GE1
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	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.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the	[Unit code]

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subject/sector classification system	
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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Title:	GE2(5) Assess and act upon immediate risk of danger to substance users	
Level:	5	
Credit value:	4	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1 Know and understand the factors involved in dealing with substance misuse	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 describing the boundaries and responsibilities of each
	1.4	prioritise the immediate risks faced by substance users
	1.5	identify the effects and danger signals associated with common substances and analyse their different impacts on health and behaviour
	1.6	evaluate communication strategies for working with an individual who is experiencing the effects of substance
	1.7	analyse the risks associated with using communication techniques and summarise how they can be applied in different circumstances
2 Be able to assess and analyse the risks involved in incidences of substance misuse	2.1	identify, evaluate and analyse the signs of danger in incidences of substance misuse
	2.2	gather and evaluate information about the substance misuse
	2.3	evaluate the immediate risk to

	<p>their own personal safety and that of the substance user and others in the vicinity and structure the necessary responses</p> <p>2.4 articulate the assessed need for additional assistance in dealing with the incident and how it would be obtained safely</p>
<p>3 Be able to provide an intervention to manage the immediate risk of danger to the individual</p>	<p>3.1 provide support and reassurance to the individual in different circumstances and to those who may be affected by the individual</p> <p>3.2 take actions which are appropriate to the substance used and the effect it has had on the individual</p> <p>3.3 provide first aid support to ensure the individual's safety</p> <p>3.4 make the individual safe and comfortable within the constraints of the environment and ensure that the needs of others who are affected are managed</p>
<p>4 Be able to provide support to individuals after the immediate risk of danger from substance misuse has passed</p>	<p>4.1 enable the individual to recognise the effects of the incident on themselves and significant others</p> <p>4.2 enable individuals to analyse the impact of substance misuse on their motivation to change and how this can be addressed</p> <p>4.3 overcome barriers that prevent the individual from changing their behaviour and seeking further support</p>

Additional information about the unit	
Unit aim(s)	This unit is relevant for all workers in the Justice sector and, in particular, the substance misuse workforce. It covers the learning required for dealing with incidences of substance misuse
Unit expiry date	[End of accreditation]
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	GE2
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	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.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	[Unit code]
Name of the organisation submitting the unit	Skills for Justice
Availability for use	
Availability for delivery	[Start of accreditation]

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