

Main Tasks to be undertaken in the Probation Qualifications Framework

Requirements and Guidance for Probation Service Providers

1. Summary of main tasks

Implementation of the Probation Qualifications Framework will require a range of different tasks to be undertaken. Each task does not necessarily need to be done by the same person but if they are to be combined, then Probation Service Providers will need to ensure that attention is given to maintaining objectivity in the assessment process. An outline of the tasks, including the learner's tasks, is included in the table below. **Probation Service Providers may combine these tasks to create their own job descriptions and titles as required.**

Further information about the tasks required for the Vocational Qualifications (VQ) assessment process can be found in the Code of Practice.([Appendix 3.4.1.](#))

Guidance about practice tutoring/mentoring is provided after the table below.

Task	Activities	Qualifications of person undertaking task	Knowledge and competence of person undertaking task
Assessment of Level 3 VQ Diploma in Probation Practice	Carry out assessments to the A1 standards.	Essential Hold the A1 assessor award	Essential Knowledge of the Community Justice NOS
	Make judgements of candidates' competence through formative and summative assessment processes and by use of a range of assessment methods.	or Working towards it – to be achieved within 12 months of commencement of assessor role.	Occupationally competent in all units assessing Knowledge of current legislation and changes to practice
	Provide feedback on candidate performance against the QCF and	Desirable DipPS,	A Continuous Professional Development

	National Occupational Standards and review progress	DipSW CQSW or equivalent or VQ level 3 in Probation or equivalent or PTLLS award or equivalent training qualification	(CPD) record that is planned and reviewed on an annual basis
Assessment of Level 5 VQ Diploma in Probation Practice	<p>Carry out assessments to the A1 standards.</p> <p>Make judgements of candidates' competence through formative and summative assessment processes and by use of a range of assessment methods.</p> <p>Provide feedback on candidate performance against the QCF and National Occupational Standards and review progress</p>	<p>Essential Hold the A1 assessor award or Working towards it – to be achieved within 12 months of commencement of assessor role. DipPS DipSW CQSW or equivalent</p> <p>Desirable PTLLS award or equivalent</p>	<p>Essential Knowledge of the Community Justice NOS</p> <p>Occupationally competent at Probation Officer level.</p> <p>Minimum of two years experience following qualification</p> <p>Knowledge of current legislation and changes to practice</p> <p>A CPD record that is planned and reviewed on an annual basis</p>
Internal Verification	Carry out internal	Essential Qualified	Essential Thorough

	<p>verification to the V1 standard.</p> <p>Implement and contribute to the management and improvement of centre's Internal Verification procedure.</p>	<p>assessor for minimum of twelve months</p> <p>Holdi V1 award</p> <p>or</p> <p>Working towards it – to be achieved within 18 months of commencement of internal verifier role.</p> <p>Desirable</p> <p>DipPS (or equivalent) for level 5 assessments</p> <p>DipPS (or equivalent) or VQ3 Probation Practice /NVQ level 3 Community Justice (or equivalent) for level 3 assessments</p>	<p>knowledge of the Community Justice NOS</p> <p>Knowledge of current legislation and changes to practice</p> <p>A CPD record that is planned and reviewed on an annual basis</p> <p>Occupationally competent or knowledgeable at Probation Officer level (for L5 assessments)</p> <p>or</p> <p>Occupationally competent or knowledgeable at Probation Service Officer level (for L3 assessments)</p>
Teaching and training of learners	<p>Design and delivery of Learning and Development activities.</p> <p>Contribute to academic teaching provided by HE provider</p> <p>Contribute to academic assessment of learners</p> <p>Facilitate group learning</p>	<p>Working towards or hold a teaching / training qualification such as PTLLS</p> <p>Working towards or hold CTTLS or equivalent teaching / training qualification</p>	
Practice	Explanation and	DipPS, CQSW or	Occupationally

<p>Tutoring/ Mentoring</p>	<p>demonstration of work</p> <p>Provision of work based learning opportunities for learner practitioners</p> <p>Scrutiny of learner practitioners' work.</p> <p>Contribute to the development of learner practitioners' skills.</p> <p>Assist learner practitioners to link theory to practice</p>	<p>equivalent</p>	<p>competent at Probation Officer level.</p> <p>Or</p> <p>Occupationally competent at Probation Services' Officer level for VQ3 related tutoring.</p> <p>Minimum 2 years experience</p>
<p>Line management</p>	<p>Sign off Gateway to Practice</p> <p>Countersign Learning Agreements.</p> <p>Chair formal reviews of progress.</p> <p>Ensure operational accountability in line with national standards</p> <p>Responsible for managing</p> <ul style="list-style-type: none"> ✓ leave, ✓ sickness absence ✓ expenses ✓ discipline issues ✓ poor performance ✓ self directed learning time ✓ Learning and assessment time 		
<p>Learner Practitioner tasks</p>	<p>Abide by employment terms and conditions</p> <p>Undertake all components and meet deadlines of individual learning programme and learning agreement.</p> <p>Work in accordance with NOMS 'values, priorities and standards.</p>		

The time and resources allocated to each of these tasks will vary according to the needs of individual learners and the programmes they are undertaking and will be specified in individual learning agreements (see appendix 3.2.2)

2. Guidance in respect of practice tutoring/mentoring

2.1. What is practice tutoring/mentoring?

Practice tutoring is an essential ingredient of the Probation Qualifications Framework which enables learner practitioners to practise and develop their skills under the tutelage/supervision of an experienced practitioner.

Different levels of practice tutoring will be required at different points in the Probation Qualifications Framework but the basic process will remain the same and can best be summarised by the mnemonic:

EDUCARE

E = Explain

D = Demonstrate

U =Use

C = Check out

A = Advise

R = Review /reflect

E = Evaluate

Explain

Clear explanations of the work to be undertaken, the skills required and the learning to be achieved will be provided to the learner practitioner. Practice tutoring should thoroughly prepare learner practitioners for the various learning experiences they will be expected to undertake.

Demonstrate

Learner practitioners will be given opportunities to learn through observing and shadowing experienced practitioners. They will be encouraged to discuss a wide range of practice issues and the skills required in a variety of scenarios.

Use

Learner practitioners will undertake specific pieces of work to develop their skills in practice at the appropriate level. Relevant practice opportunities will be identified for learner practitioners and work allocated in line with any local/national agreements. Opportunities for joint working with experienced practitioners, e.g. in high risk cases, will be made available, as required. Practice tutoring will ensure that learner practitioners adequately plan and prepare for engaging in their area of work.

Check out

An essential part of the process of practice tutoring is checking out the accuracy and quality of the learner practitioner's work and ensuring that National Standards are being met in all cases.

This will require scrutiny of all areas of work undertaken by the learner practitioner, for example:

- ✓ OASyS assessments
- ✓ DELIUS case records
- ✓ Supervision plans
- ✓ Risk assessments
- ✓ Risk management plans
- ✓ Missed appointments and enforcement action
- ✓ Interventions being provided or required
- ✓ The condition of the case file and other records
- ✓ Liaison with other parties and agencies
- ✓ Use of standard letters and adherence to agency procedures

Individual cases and specific areas of work will be discussed on a regular basis to ensure a good quality of service.

Advise

Practice tutoring will provide advice and guidance on individual cases and specific areas of work and learner practitioner will be given instructions where necessary. Learner practitioners will be provided with targeted feedback on their performance, including the identification of areas for development

Review /reflect

Learner practitioners will be assisted to review their performance, reflect on their learning and consider how future performance might be improved. They will be encouraged to become reflective practitioners.

Evaluate

Those undertaking practice tutoring tasks will contribute to the evaluation of learning by the provision of third party evidence to VQ assessors, including witness testimony, in support of the assessment process.

2. 2 Additional tasks

2.2.1 Assessment and Planning for different learning needs

Specific learning needs and styles will need to be assessed and plans to meet these incorporated into the Learning Agreement.

2.2.2. Liaison and communication

The task of practice tutoring requires close liaison and good communication with others in order to ensure:

- the avoidance of duplication

- the early identification of barriers to progress
- that learner practitioners are properly supervised
- that progress is effectively managed.

Liaison and communication will be with VQ assessors, line managers and others involved in the learning and development process, including the learner practitioner. In particular, any concerns about the performance of a learner practitioner must be communicated to the line manager at the earliest opportunity.

2.2.3 Attendance at meetings

Arrangements for formal meetings with learner practitioners should be made explicit and form part of the Learning Agreement. A written record should be kept of these meetings and made available to the learner practitioner and the line manager. Practice tutors may also be required to attend formal reviews in respect of learner practitioners' progress.

2.2.4 Compliance with Learning Agreement

In addition to the above, those undertaking practice tutoring will be expected to take account of and comply with any further requirements set out in the learner practitioner's Learning Agreement

2. 3. Who can undertake practice tutoring?

The qualifications and occupational competence of those undertaking the task of practice tutoring are identified in the table above. In addition, those undertaking practice tutoring will need to have:

- ✓ a commitment to developing other people
- ✓ strong interpersonal skills
- ✓ good communication skills.
- ✓ an ability to share their expertise
- ✓ an ability to give feedback
- ✓ good organisational skills.
- ✓ an understanding of how adults learn
- ✓ a commitment to their own continuing professional development