

Appendix 3.2.6

PSO Learning and Development Programmes to support Probation Qualifications Framework

(Based on PC15/2008)

Learning and Development activities should be provided from appointment to support the Vocational Qualification level 3 Diploma in Probation Practice and for Graduate Diploma PSOs, the first 6 units of the Vocational Qualification level 5 Diploma in Probation Practice. Some of these learning outcomes, such as those associated with induction to the local area and first steps towards working with offenders, will be initiated during the Gateway to Practice ([Appendix 2.1.1.a](#)).

1.1 First Steps towards Working with Offenders	
Learning Outcome	
a	<p>Understand the importance to your practice and to the organisation of the assessment and management of risk of serious harm.</p> <p>(Relevant VQ units include -AC1, AE1, DA1/2, EA1/2/3, ED4, GC 1, GC 4, GC7, GE2, , GE 11, AA1, AB1)</p>
b	<p>Understand the importance of inter-agency working in relation to working with offenders to protect the public.</p> <p>((Relevant VQ units include AB1, AC1, AD1, AE1, DA1/2,GC1,, GC4, GC7 AA1)</p>

2.1 Induction to Local Area	
Learning Outcome	
a	Describe the components of probation practice in the full range of settings
b	Explain the organisation's structures
c	Identify key organizational policies and procedures, including Health & Safety, HR etc.
d	Describe how your role fits into the organisational structure

2.2 Orientation to CJ System

Learning Outcome

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|---|---|
| a | Demonstrate an understanding of the range of agencies which form the Community Justice and Criminal Justice System
(Relevant VQ units include AA1,AC1,AD1,AE1,DA1/2 GC1, GC7) |
| b | Identify the key purposes of the agencies within the CJ System
(Relevant VQ units include AA1,AC1,AD1,AE1,DA1/2, GC1 ,GC7) |
| c | Identify an understand the aims of the National Probation Service/NOMS and understand how it relates to the wider CJ System and your role
(Relevant VQ units include AA1, DA1/2) |
| d | Explain the relationship between legislation, policy development and national standards
(Relevant VQ units include AA1, AE1, AF4, DA2, GC4) |
| e | Demonstrate an understanding of how principles of promoting equality, valuing diversity and anti-discriminatory practice apply within the CJ System
(Relevant VQ units include AA1, AD1, AE1, EA1/2/3, EC1,EC7,ED1) |

2.3 Offender Management

Learning Outcome

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|---|--|
| a | Understand and apply the key stages required to assess and manage offenders effectively according to criminogenic needs and assessed level of risk.
(Relevant VQ units include (DA1/2,EA1/2/3) |
| b | Understand the key offender management components for community and custodial sentences together with the relevant national standards.

(Relevant VQ units include AA1, EA1/2/3, EB1, EC1, EC6, GC7, GB2/3, GC1/2, GC4, GE1, GJ1) |

c	<p>Understand and apply the core skills required to assess and manage offenders effectively according to criminogenic need and assessed risk.</p> <p>(Relevant VQ units include AA1, EA1/2/3, EB1, EC4, EC6/7, ED1, GB3,GC1, GC4, GE1, GJ1)</p>
d	<p>Identify the key partners of NOMS and explain what each can contribute to the provision of offender management services.</p> <p>(Relevant VQ units include AA1, AD1,2, DA1)</p>
e	<p>Contribute to the sequencing and selection of interventions, and effectively refer offenders to appropriate resources.</p> <p>(Relevant VQ units include AA1, AD1, EC1, DA1/2,EA1/2/3, EC6, GB3,GC1/2, GC4, GC7, GJ1)</p>
f	<p>Apply principles of promoting equality, valuing diversity and anti-discriminatory practice in offender management.</p> <p>(Relevant VQ units include AA1)</p>

2.4 Legal Framework	
Learning Outcome	
a	<p>Identify the relevant legislation for probation practice.</p> <p>(Relevant VQ units include wide range of units)</p>
b	<p>Understand the sentencing principles and provisions of the Criminal Justice Act 2003.</p> <p>(Relevant VQ units include wide range)</p>
c	<p>Describe the implications of legislation for your practice.</p> <p>(Relevant VQ units include wide range of units)</p>

d	Describe the implications of legislation for anti-discriminatory practice. (Relevant VQ units include AA1)
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2.5 Working with Diversity

Learning Outcome

a	Describe how making assumptions, stereotyping, labelling and prejudice affects different groups and individuals. (Relevant VQ units include AA1)
b	Identify the ways in which discrimination and oppression are built into society and organisation. (Relevant VQ units include AA1)
c	Explain what working with diversity means for you when working with colleagues and offenders. (Relevant VQ units include AA1)
d	Understand the legislative framework surrounding diversity and equality in relation to offenders, victims and the workforce. (Relevant VQ units include AA1)
e	Demonstrate an understanding of the various power positions and understand how this impacts on day to day work practices. (Relevant VQ units include AA1)

2.6 Communication Skills

Learning Outcome

a	Integrate effective and pro social oral and written communication skills into your practice. (Evidence across a wide range of units)
b	Explain the barriers to effective communication and how these can be minimised (Evidence across a wide range of units)

c	Understand the use and value of creating a bounded professional relationship. (AA1, AB1, AC1, AD1, DA1/2)
d	Understand how to plan, prepare, undertake and record interviews (AA1, DA1/2, EA1/2/3)
e	Explain what working with diversity means in the context of communicating with others. (Evidence across a wide range of units)

2.7 Risk Assessment	
Learning Outcome	
a	Understand the current definitions of risk, and risk management and public protection procedures, and the importance of a victim perspective. (AA1, DA1/2, EA1/2/3, EC4, GC1/2, GC4, GC7, GE8)
b	Understand the dynamic nature of risk and the need to continuously review assessments according to criminogenic need. (AA1, EA1/2/3, EC4, GC1/2, GC4, GC7, GE8)
c	Understand the methods for identifying, predicting and managing risk within agency policies and procedures. (AA1, EA1/2/3, EC4, GC1/2, GC4, GC7, GE8)
d	Begin to identify the relevance of these concepts for your own role and responsibilities and when and how to refer to others. (AA1, EA1/2/3, EC4, GC1/2, GC4, GC7, GE8)

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e	Understand the implications of risk decisions and how to reduce the incidence of failures in risk assessment and risk management. (AA1, AC1, AD1, AE1)
f	Understand the potential sources of errors in risk decision making. (AA1, AC1, AD1, AE1)
g	Apply principles of promoting equality, valuing diversity and anti-discriminatory practice in assessing risk. (AA1)

2.8 Maintain and Develop Your Own Knowledge, Skills and Competence

Learning Outcome

a	Describe the organisation's responsibility to manage your learning and development. (AE1)
b	Demonstrate the ability to take appropriate responsibility for own development and learning. (AE1)
c	Demonstrate the ability to take feedback constructively to inform own change and development. (AE1)
d	Understand the purpose of supervision and appraisals. (AE1)
e	Understand the need for supervision and appraisal and how to prepare for them. (AE1)

Stage 3

3.1 Effective Practice

Learning Outcome

a	Understand the principles and methods of cognitive behavioural work and how it can be applied to understanding and changing offending behaviour (AA1,DA1,DA2,EA1,EA2,EA3,ED4,EC4)
b	Understand the findings of research as it relates to the development of programmes in general; programme integrity, targeting, dosage, group size and level of staff competence (ED4,EC4)
c	Understand the key components of effective practice including criminogenic needs, risk assessment and community based interventions (AA1,EA1,EA2,EA3,EC6,ED1,GC4)
d	Demonstrate an understanding of how principles of promoting equality, valuing diversity and anti-discriminatory practice should be applied in relation to effective practice work. (AA1)

3.2 Inter-Agency Working

Learning Outcome

a	Explain the principles and benefits of inter-agency working (AD1,GC1,ED1)
b	Develop and maintain effective inter-agency relationships and channels of communication (AD1,GB3,ED1)
c	Identify and manage factors which help and hinder effective joint working (AD1,ED1)

d	Explain how risk is managed across agencies (AD1)
e	Apply principles of promoting equality, valuing diversity and anti-discriminatory practice in inter-agency work (AA1,AD1)

3.3 Team Work

Learning Outcome

a	Understand how to contribute to effective team practice. (AC1)
b	Understand how to contribute to the development of others in the work team. (AC1)
c	Understand how to develop oneself in one's own work role. (AC1,AE1)
d	Maintain an anti-discriminatory stance in working in a team. (AA1,AC1)

3.4 Enforcement and Compliance

Learning Outcome

a	Understand the importance of ensuring that offenders know sentence requirements, their responsibilities under national standards and the consequences on non-compliance (EA1,EA2,EA3,ED4,EC4,DA2,EB1,EC7,ED1)
b	Understand relevant national standards and, where appropriate, apply actions that need to be taken in response to non compliance (EC7,ED1,DA2,EB1)
c	Understand how to promote and support compliance in Offender Management (DA2,ED1,EB1)
d	Identify good practice in working within professional boundaries (DA1,DA2,AD1)
e	Apply the principles of promoting equality, valuing diversity and anti-discriminatory practice when considering or undertaking any aspect of enforcement (AA1,EB1)

3.5 Motivational Interviewing

Learning Outcome

a	Understand the key principles of motivational interviewing (EA1,EA2,GB3,)
b	Understand the significance of being able to encourage and motivate offenders to: 1) consider the effects of their behaviour on others 2) think through options 3) own and be responsible for their decisions 4) see the need to change their behaviour (EA1,EA2,EC1,EC7,ED1,GB3,)
c	Demonstrate an ability to encourage and motivate individuals to change (EA1,EA2,EC1,EC7,ED1,GB3,)
d	Identify good practice and working within professional boundaries (DA1,AD1,EC7,GB3,)
e	Apply the key principles of promoting equality, valuing diversity and anti-discriminatory practice when using motivational skills. (AA1)

3.6 Writing Skills

Learning Outcome

3a	Understand the key good practice principles in the planning, compilation and presentation of reports. (DA1,DA2,EA3,EB1,EA1,EA2,ED4)
b	Understand the information required for particular types of reports. (DA1,DA2,EA3,EB1,EA1,EA2,ED4)
c	Develop the interviewing skills to elicit this information. (EA1,EA2,EA3)
d	Demonstrate the skills required to identify the need for a further risk assessment and understand how to refer to the appropriate person. (DA1,DA2,EA1,EA2,EA3,ED4,EB1)
e	Recognise and rehearse report writing skills. (AE1)
f	To consider ADP issues in relation to completing reports and records. (AA1)

3.7 OASys for New Users – Effective Recording

Learning Outcome	
a	Demonstrate an understanding of the Offender Assessment System. (EA1,EA2,EA3,EC6,GC4)
b	Be able to complete an OASys assessment consistent with the manual. (EA1,EA2,EA3,EC6,GC4)
c	Be able complete a Risk Assessment Plan. (EA1,EA2,EA3,EC6,GC4)
d	Be able to complete a Sentence Plan. (EA1,EA2,EA3,EC7,ED1,EB1,EC6,GC4,)
e	Demonstrate an understanding of the Review and Termination Process. (EA2,EA3,EC7,ED1,EB1,GC4, GJ1)

3.8 Handling Difficult Situations

Learning Outcome	
a	Communicate with individuals who are distressed, anxious, angry or in denial (GC7,GE2,GC1,
b	Handle disagreements constructively, recognise and manage the impact of an incident on self and others (GC7,GE2,GC1,)
c	Understand the different levels and causes of conflict (GC7,GE2,GC1,)
d	Assess potentially difficult situations and contribute towards identifying strategies to reduce risk (GC7,GE2,GC1,)
e	Apply key principles of promoting equality, valuing diversity and anti-discriminatory practice in handling difficult situations (AA1,GC7,GE2)

3.9 Substance Misuse

Learning Outcome

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|---|--|
| a | Demonstrate awareness of their own individual and society's attitudes to substance misuse.
(AA1,AE1,GE2, ,GE11) |
| b | Demonstrate an understanding of the effects of drugs and alcohol use on the individual, their family and society.

(GE1,GE2,GE9,,GE11) |
| c | Demonstrate an understanding of the factors which may contribute to and may indicate use.
(GE1,GE2, GE9, ,GE11) |
| d | Demonstrate an understanding of specific orders and different types of treatment options available.
(GE1,GE2,GE11) |
| e | Explain diversity issues in relation to working with substance misuse.
(AA1,GE1,GE2, ,GE9, ,GE11) |

3.10 Mental Health

Learning Outcome

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|---|--|
| a | Explain the myths and stereotypes associated with mental disorder. |
| b | Recognise and respond to behaviour which indicate a mental health issue and the potential of risk to self and others.
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| c | Identify the relevant mental health professionals who are able to undertake mental health assessments |
| d | Outline the range of services available to mentally disordered offenders. |
| e | Apply principles of promoting equality, valuing diversity and anti-discriminatory practice in working with mentally disordered offenders.
(AA1) |

3.11 Victim Awareness and Contact

Learning Outcome

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|---|---|
| a | Demonstrate an awareness of the impact of crime on victims and survivors.
(GC1 & ACROSS A WIDE RANGE OF UNITS) |
| b | Understand the reasoning and development of the probation service's work with victims.
(GC1) |
| c | Understand the roles and function of the Victim Liaison Officer role.

(GC1) |
| d | Develop victim empathy work with offenders.
(GC1) |
| e | Consider diversity issues in relation to victim awareness activities.
(AA1,GC1) |

3.12 Safeguarding Children

Learning Outcome

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|---|--|
| a | Recognise what constitutes child abuse and how to identify it. .(GC4) |
| b | Identify relevant legislation. |
| c | Locate their local child protection procedures and be guided by them.
(GC1) |
| d | Recognise the need for a coordinated and consistent response to CP concerns. |

e	Identify where they could seek advice and support for themselves.
f	Recognise the importance of the role they play in the protection of children.
g	Consider diversity issues in relation to safeguarding children. (AA1,

3.13 Introduction to Working with Sex Offenders

Learning Outcome

a	Demonstrate a beginning understanding of the basics of sex offending and the characteristics of these offenders, including an awareness of trigger factors and risk indicators.(GC4)
b	Demonstrate an understanding of a range of local policies and procedures and risk assessment tools and how they should be incorporated into working practice to manage and reduce risk. .(GC4)
c	Demonstrate and understanding of the role of specific interventions and a range of good practice principles and techniques in managing or reducing risk in this work.
d	Explain how workers can both positively and negatively contribute to the assessment and management of sex offenders and explain your own role and its boundaries within this process.

3.14 Introduction to Domestic Violence

Learning Outcome

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|---|--|
| a | Demonstrate a beginning understanding of domestic violence and the implications for practice including an awareness of trigger factors and risk indicators.(GC4) |
| b | Demonstrate and understanding of a range of local policies and procedures and risk assessment tools and how they should be incorporated into working practices to manage and reduce risk.(GC4) |
| c | Demonstrate and understanding of the role of specific interventions and a range of good practice principles and techniques in managing or reducing risk in this work. |
| d | Understand how workers can both positively and negatively contribute to the assessment and management of perpetrators of domestic violence and explain your own role and its boundaries within this process. |

3.15 Resettlement

Learning Outcome

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|---|---|
| a | Understand the current situation of prisoners and those recently released from prison.
(EA2,EA3) |
| b | Understand the work of the resettlement PSO.
(EA2,EA3) |
| c | Understand the process of completing an HDC.
(EA1,EA3) |
| d | Understand the conditions of release on license.
(EA2,EA3) |
| e | Understand the recall process. |
| f | Understand the process of oral hearings. |

