

F9E1 04 (ED4) Deliver Accredited Programmes

Elements of competence

- ED4.1 Prepare for the Delivery of Programmes Designed to Reduce the Risk of Re-Offending
- ED4.2 Implement the Delivery of Programmes Designed to Reduce the Risk Of Re-Offending
- ED4.3 Contribute to the Monitoring and Evaluation of Programmes Designed to Reduce the Risk of Re-Offending

About this Unit

This Unit focuses on delivering programmes designed to reduce the likelihood of re-offending by offenders who pose a medium to high risk of re-offending.

Due to the nature of the programme and the risk of re-offending posed by participants, the worker will be part of a team who will plan, implement and review the delivery of the programme. The programmes may be designed for groups or for individuals. The programmes may focus on areas such as thinking skills, problem solving and offence behaviour using cognitive behavioural approaches.

Programme participants will be those who have been identified through risk assessment posing a medium to high risk of re-offending. They will have participation in the programmes specified as part of a sentence, which they may be serving in custody or the community.

The focus of the worker's role is to maintain the integrity of the specified programme, coordinate their work with that of other staff involved in delivery, maintain the safety of participants and other staff involved in delivery, motivate participants and achieve evidence of measurable change in their behaviour, skills, attitudes and beliefs.

Scope

The scope is here to give you guidance on possible areas to be covered in this Unit. The terms in this section give you a list of options linked with items in the Performance Criteria. You need to provide evidence for any option related to your work area.

Resources staff, rooms and other accommodation, equipment and materials.

Risk of harm to The individual offender participating in the programme, other offenders participating in the programme, people significant to offenders, the worker and other staff involved in programme delivery, the community, victims.

Communicate through speech and language, actions, gestures and body language, space and position.

Responsibilities for attendance, conduct, language, participation.

Actions to maintain calmness and safety divert individuals to other activities, reasoning and suggestions for other activities, preventive action to stop the individual when there is direct risk, help sought from other workers.

Problems the suitability of the programme for the offender, disruptive behaviour, level of participation, personal difficulties, conflict, availability of resources, the structure and content of the programme.

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Target Group

This Unit is applicable across the community justice sector. It is designed to be relevant to any worker who has responsibility for obtaining, recording and verifying information relating to individuals' offending behaviour. The information may be needed for risk assessment, pre-sentence reports, decisions relating to bail, planning and reviewing community and custodial sentences

Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit — please see details overleaf.

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
<ul style="list-style-type: none"> ◆ Simulation is permitted for this Unit.
The following forms of evidence ARE mandatory:
<ul style="list-style-type: none"> ◆ Direct Observation: Your assessor or expert witness must observe you in real work activities that provide a significant amount of the Performance Criteria for most of the elements in this Unit. For example meetings held to review progress on integrated programmes of support provided or meetings with representatives of other agencies to discuss review progress or to discuss suitability of offenders to participate or to continue with the programme ◆ Reflective Account/professional discussion: These will be a description of your practice in particular situations based on working practices. For example the accounts evidence gathering, monitoring or evaluation undertaken as well as accounts of any difficulties with the information gathering process. Accounts of the management of difficult behaviour and accounts of your views of the offenders suitability to participate on or to continue with the programme
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<ul style="list-style-type: none"> ◆ Questioning/professional discussion: may be used to provide evidence of knowledge, legislation, policies and procedures that cannot be fully evidenced through observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice ◆ Expert Witness: A designated expert witness may provide direct observation of practice, questioning. Working with offending behaviour can pose a number of challenges for Direct Observation of practice by Assessors not based in the Workplace and it is vital that Expert Witnesses are identified at the Planning stage as they will be require to work closely with your Assessor in the Evidence gathering process ◆ Witness testimony: can be a confirmation or authentication of the activities described in your evidence that your assessor has not seen. A work colleague or another key person could provide this. It is NOT appropriate to use witness testimony from any offenders/member of their family or circle of friends ◆ Products: These can be risk assessments, incident reports/sentence records, agency approved forms and records, agency approved programmes developed specifically to reduce re-offending behaviour, ie cognitive behaviour therapy ◆ Due to the nature of this Unit considerable care should be given to the inclusion of any anonymised records in your Portfolio. They should remain where they are normally stored and checked for there authenticity by your Assessor as well as occasionally by your Verifier. Where records are included care should be taken to ensure they are anonymised to ensure confidentiality

GENERAL GUIDANCE

- ◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods (including potential products) and the tasks you will be undertaking to demonstrate your competence
- ◆ Evidence must be provided for ALL of the Performance Criteria ALL of the knowledge and parts of the scope that are relevant to your job Candidates and Assessors should ensure that knowledge evidence should be integrated into the reflective accounts, direct observations and if appropriate in professional discussions. Care should be taken to avoid assessment of knowledge through set or banks of questions as they generally do not reflect real work practice.
- ◆ Critical to this Unit is candidates skills in monitoring, reviewing, programmes that are designed to reduce the likelihood of re-offending and evidence of measurable changes over time are required
- ◆ The evidence must reflect the policies and procedures of your workplace and be linked to the current legislation, values and principles of best practice within the Community Justice Sector and in particular those staff working with Offenders
- ◆ ALL evidence must relate to your own work practice

KNOWLEDGE SPECIFICATION FOR THIS UNIT

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the ‘knowledge evidence’ section of the Assessment Guidance.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
Working with offending behaviour	
1 the impact of crime on victims and their need for protection, respect, recognition, information and confidentiality; why it is important to recognise the impact on all those affected by crime, whether they are direct victims or indirect victims (eg family, friends or other associates)	
2 the ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns and the reasons why individuals may develop specific problems	
3 the purpose of clarifying with individuals, and confirming their understanding of, the aims and goals of the programme, their responsibilities and the likely consequences of any failure to comply	
4 factors which may influence individuals’ motivation and ability to change their behaviour, skills, attitude and beliefs; ways of building and sustaining individuals’ motivation	
5 the models which underpin accredited programmes to address the offending behaviour of individuals who pose a medium to high risk of re-offending, the reasons for them being accredited and the importance of programme integrity	
6 the research evidence on which these programmes are based, and the specific evidence and methods related to the programmes for which the worker is responsible; methods of evaluation relevant to such programmes	
7 effective methods of programme delivery	
8 the skills which make it easier for individuals to avoid criminal behaviour and engage successfully in legitimate behaviour	
9 the relationship between the amount, intensity, sequencing and spacing of interventions	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
Working with offending behaviour (cont)	
10 methods and approaches that can be used to promote participation and the steps that the worker should take where there are indications of non-compliance	
11 methods of reviewing and evaluating the effectiveness of programmes and the activities contained within them	
Working within the community justice sector	
12 the specific legislation (national and European) which relates to the work being undertaken - both the context and the individual - and the impact of this on the work	
Working to improve organisation practice	
13 the role of the organisation and how this relate to other organisations in the community justice sector	
14 the organisation's policy and procedures regarding confidentiality and the disclosure of information to third parties and the specific circumstances under which disclosure may be made.	
Working to improve individual practice	
15 how they have applied the principles of equality, diversity and anti-discriminatory practice to their work	
16 methods of evaluating their own competence, determining when further support and expertise are needed and the measures taken to improve own competence in this area of work	

ED4.1 Prepare for the Delivery of Programmes designed to Reduce the Risk of Re-Offending

Performance Criteria	DO	RA	EW	Q	P	WT
<p>1 gather relevant information about the programme and identify</p> <ul style="list-style-type: none"> (a) the other team members who will have a role in programme delivery (b) the programme concepts, values and goals (c) the target groups for whom the programme is intended (d) the length, number and frequency of sessions in the programme and the period of time over which they should take place (e) the methods and techniques that are specified in the programme design (f) the resources which will be required (g) how and by whom the programme and its Outcomes will be formally evaluated, and the criteria that will be used in the evaluation 						
<p>2 gather relevant information about the offenders allocated to the programme and identify</p> <ul style="list-style-type: none"> (a) the risk of harm that they pose and the nature of this risk (b) risk of re-offending (c) the nature of their behaviour and related factors (d) triggers to behaviour which may place offenders, victims and others at risk and known effective methods of managing individuals' behaviour (e) the needs and abilities of the offenders allocated to the programme (f) any barriers to individual offenders' participation in the programme and how these may be overcome (g) the individual sentence and supervision plans of each offender, other forms of treatment which the offender is receiving and the relationship of the evidence-based programme to the overall plan 						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

ED4.1 Prepare for the Delivery of Programmes designed to Reduce the Risk of Re-Offending (cont)

Performance Criteria	DO	RA	EW	Q	P	WT
(h) share relevant information with others who will be involved in programme delivery and who are involved with the offenders						
3 confirm with others who will be involved in delivering, monitoring and evaluating the programme (a) the roles and responsibilities of each of the team members within programme delivery (b) the methods and approaches to be used in the programme (c) the goals and objectives for the programme as a whole (d) objectives of each component of the programme and the activities and techniques which are to be used within each session (e) who is to do what and by when to prepare for programme delivery (f) the different activities each will lead						
4 undertake agreed tasks in an effective manner by the agreed date						
5 communicate and interact with offenders and other workers in a manner which (a) is appropriate to them (b) is consistent with the values and goals of the programme (c) encourages an open exchange of views and information (d) minimises any constraints to communication (e) is free from discrimination and oppression (f) encourages their motivation						
6 provide offenders with oral and written information on the programme and explain clearly to them (a) the aims and goals of the programme (b) the relationship between the programme and their sentence and supervision plans						

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ED4.1 Prepare for the Delivery of Programmes designed to Reduce the Risk of Re-Offending (cont)

Performance Criteria	DO	RA	EW	Q	P	WT
	(c) the timing and location of programme sessions (d) the activities and materials which are likely to be used within the programme (e) their responsibilities as participants on the programmes to themselves, staff and to any other programme participants (f) the likely consequences of failing to meet their responsibilities					
7 encourage offenders to ask questions to clarify their understanding of what will happen, their responsibilities, and provide accurate and complete answers in a manner appropriate to them						
8 challenge constructively attitudes and behaviour that are aggressive, abusive or discriminatory in a manner which takes account of personal safety and which promotes the individual's change and development						
9 refer to the appropriate people any questions which the worker is unable to answer and which are outside their role and responsibility						
10 seek advice and support promptly when appropriate						
11 report promptly to the appropriate person any concerns regarding (a) offenders' willingness and ability to participate fully in the programme (b) the risk of harm to participants, potential victims and workers (c) the selection of particular offenders for the programme						

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ED4.2 Implement Programmes Designed to Reduce the Risk of Re-Offending

Performance Criteria	DO	RA	EW	Q	P	WT
<p>1 discuss and review with other team members before each session</p> <ul style="list-style-type: none"> (a) the session’s aims and specified activities and the relationship of these to the overall programme (b) each team member’s role and responsibilities in that session (c) each of the offenders and how they may behave in the session (d) the risk of harm which each of the offenders poses (e) each offender’s participation and progress and particular issues which have arisen in the programme to date (f) how each offender’s behaviour and the risk which they pose can best be managed within the session 						
<p>2 agree any steps which will be taken to improve programme delivery and integrity in future sessions</p>						
<p>3 communicate and interact with other team members in a manner which</p> <ul style="list-style-type: none"> (a) is appropriate to them (b) is consistent with the joint responsibilities in the programme (c) encourages an open exchange of views and information (d) minimises any constraints to communication (e) is free from discrimination and oppression 						
<p>4 communicate and interact with offenders in a manner which</p> <ul style="list-style-type: none"> (a) is appropriate to them (b) is consistent with the values and goals of the programme (c) encourages an open exchange of views and information (d) minimises any constraints to communication (e) is free from discrimination and oppression 						

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ED4.2 Implement Programmes Designed to Reduce the Risk of Re-Offending (cont)

Performance Criteria	DO	RA	EW	Q	P	WT
(f) models socially-desirable behaviour and communication (g) does not collude with anti-social behaviour or pro-criminal behaviour (h) stimulates individuals to participate fully in the programme						
5 use the specified activities and techniques in ways which (a) are consistent with the programme’s concepts, values and design (b) balance the need to maintain the integrity of the overall programme with the need to respond to the needs and learning styles of individual offenders who are participating in the programme (c) encourage the active participation of all offenders who are participating in the programme (d) manage the risk of harm posed by each of the offenders who are participating in the programme (e) promote anti-discriminatory practice (f) reinforce and reward attendance and participation						
6 observe and monitor offenders’ behaviour throughout programme activities and offer individuals constructive feedback on their participation and progress in a manner designed to sustain their motivation and enhance their learning						
7 maintain a level of discipline and control which enables individual offenders to learn from the activities and which (a) manages the risk of harm and re-offending (b) prevents triggers to their behaviour occurring (c) maintains appropriate role boundaries (d) is consistent with anti-discriminatory practice						

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ED4.2 Implement Programmes Designed to Reduce the Risk of Re-Offending (cont)

Performance Criteria	DO	RA	EW	Q	P	WT
8 challenge constructively behaviour and attitudes that are aggressive, abusive or discriminatory while taking account of personal safety						
9 take actions to maintain calmness and safety with as little restriction of action as possible and without denying people's rights if any incidents occur						
10 manage physically aggressive behaviour by the safest possible methods for the individual, the worker and others and in a manner which is consistent with legal and organisation requirements						
11 continuously monitor how programme delivery is progressing against the programme plan and requirements						
12 report promptly to the appropriate person any concerns regarding (a) offenders' participation in the programme (b) the risk of harm to offenders, potential victims, the public and workers (c) the selection of particular offenders for the programme and their relationship to any other group members (d) offenders non-attendance or non-compliance in accordance with organisation policy and statutory requirements (e) individual offenders ability to participate effectively and support implementation of risk management plan						
13 seek advice and support promptly when appropriate						

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ED4.3 Contribute to the Monitoring and Evaluation of Programmes Designed to Reduce the Risk of Re-Offending

Performance Criteria	DO	RA	EW	Q	P	WT
	1 gather the necessary information on offenders' progress in meeting the aims and objectives of the programme					
2 encourage other team members to offer regular feedback to you as a co-worker and identify ways in which the delivery of the programme could be improved						
3 offer constructive feedback to other team members on their performance and encourage other team members to give constructive feedback on the worker's performance						
4 encourage offenders to provide constructive and realistic feedback on the programme and the extent to which it has assisted them to change their offending behaviour, skills, attitudes and beliefs						
5 evaluate their own, and the team's, effectiveness in delivering programme sessions and use this to inform the future delivery of the programme						
6 make complete and accurate records which (a) are consistent with the programme content, structure, aims and objectives (b) state who was involved in programme delivery and their roles and responsibilities (c) state how offenders behaved during the programmes (d) identify issues of risk which arose during the programmes and how these were managed (e) identify the Outcomes of individual sessions and the overall programme (f) identify any problems and how they were addressed						

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ED4.3 Contribute to the Monitoring and Evaluation of Programmes Designed to Reduce the Risk of Re-Offending (cont)

Performance Criteria	DO	RA	EW	Q	P	WT
	<p>7 produce a full and accurate report for those managing the delivery of programmes which states the offenders selected for the programme and the rates of their participation and includes</p> <ul style="list-style-type: none"> (a) the progress made by offenders, including changes in their attitudes, cognition and behaviour (b) the potential likelihood of offenders re-offending and potential triggers to this (c) factors relevant to offending which remain unaddressed and how these may be met (d) if appropriate, an assessment of risk of harm, including the factors relevant to the individuals concerned 					
<p>8 share the information in the report with the offender manager or supervisor</p>						

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To be completed by the Candidate

I SUBMIT THIS AS A COMPLETE UNIT

Candidate's name:

Candidate's signature:

Date:

To be completed by the Assessor

It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.

I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.

Assessor's name:

Assessor's signature:

Date:

Assessor/Internal Verifier Feedback

To be completed by the Internal Verifier if applicable

This section only needs to be completed if the Unit is sampled by the Internal Verifier

Internal Verifier's name:

Internal Verifier's signature:

Date: