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A Manual on the Delivery of Unpaid Work



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Introduction

1.1 This Unpaid Work Manual replaces the Enhanced Community Punishment (ECP) Manual and its practice guidance should be adopted as soon as possible and no later than April 2007. It covers what is required as a minimum acceptable service and what is considered good practice. Each chapter begins with a summary of the mandatory requirements and good practice issues covered in that chapter. The provision of Unpaid Work in areas will be inspected against these requirements.

1.2 Unpaid Work was introduced in the Criminal Justice Act 2003 as one of twelve requirements in the new Community Order and Suspended Sentence Order. Offenders can be sentenced to perform unpaid work in the community from 40 hours to 300 hours (formerly the maximum was 240 hours). The delivery of Unpaid Work is regulated by National Standards 2005, specifically in SS6.6 – SS6.12.

What is new?

2.1 This Manual retains many of the ECP Manual's underlying principles and much of its content, but in an up-dated and condensed format that is suitable for any agency delivering an Unpaid Work scheme. This is in recognition of the fact that in the new environment Unpaid Work may be delivered by a range of providers.

2.2 The safety of the public is imperative regardless of which agency is responsible for Unpaid Work. There is therefore a completely new section in this Manual on Risk Assessment and Risk Management in Unpaid Work, summarising the guidance given in Probation Circular (PC) 20/2006.

2.3 The Manual also incorporates guidance on 'Community Payback'. Although the primary purpose of a sentence of Unpaid Work is punishment and the core task for all Unpaid Work providers is to deliver the sentence of the courts promptly and safely, Unpaid Work has the capacity to be used creatively to reduce re-offending and payback to communities. The introduction of *Community Payback* in November 2005 encouraged providers to build on existing good practice that made Unpaid Work as visible as possible and that engaged communities closely in the selection of suitable work projects.

2.4 This Manual also adopts and adapts ECP's Placement Quality Standards to ensure that the work projects and placements meet criteria designed to combine the punitive, reparative and rehabilitative elements of the Unpaid Work sentence. It adopts and adapts ECP's Pro-Social Modelling (PSM) and its requirements to ensure that Unpaid Work staff continue to meet the same level of competence. Much of the quality assurance monitoring for these two main elements remains in place but with fewer and less onerous requirements on staff.

2.5 The recent changes in the delivery of employment-related and skills for life provision under the Offender Learning and Skills Service (OLASS) arrangements in England mean that ECP's Guided Skills Learning has become a shorter Vocational Skills Learning section, geared to ensuring offenders acquire, or improve, employment-related skills that can lead to a paid job. This is still a proven route to reducing re-offending and Unpaid Work's great strength remains its capacity to give offenders practical experience of work.

2.6 The ECP Manual's sections on maximising awareness, compliance and inclusion have all been revised, up-dated and condensed.

2.7 Integrated Case Management has been overtaken by the implementation of the Offender Management model; a short section in this Manual emphasises the importance of good liaison between offender managers and the Unpaid Work interventions staff. It is important that both Unpaid Work and Offender Management staff read and become familiar with the contents of this manual.

2.8 Appendices give examples of the forms required for monitoring and evaluating the delivery of Unpaid Work; most of these are also based on the originals from the ECP Manual but are fewer in number and more streamlined in their application.

Conclusion

3.1 Unpaid Work is a cost-effective sentence that can be used to build public confidence in community penalties. Its high visibility and tangible achievements make it an ideal vehicle for promoting reparation in the community and the Community Payback logo should be used to publicise Unpaid Work wherever appropriate.

History

4.1 Community Service was introduced as a court sentence in the 1970s and remained largely unchanged in its delivery until the Criminal Justice and Court Services Act 2000, which re-named it Community Punishment. At the same time, planning and piloting began to introduce 'what works' principles into Community Punishment.

4.2 Enhanced Community Punishment was launched in 2003. It aimed to maximise the rehabilitative elements of the sentence, such as skills learning, problem-solving and pro-social modelling, while retaining its rigour as a punitive sentence. Its main elements were:

- **Integrated Case Management** – this sought to introduce a more systematic approach to offender assessment and sentence planning, based on OASys.
- **Placement Quality Standards** – these introduced criteria for ensuring that all placements and projects met a minimum standard.
- **Pro-Social Modelling** – this ensured that the attitudes and behaviour of staff, particularly those of supervisors, provided offenders with positive role models.
- **Problem Solving at Work** – this operated at two levels. Firstly, it provided Supervisors with a structured approach to problem solving that they could model to offenders in planning and carrying out activities on a work site. Secondly it provided a format for use with individual offenders, including a learning log, that could be used to support formal accreditation.
- **Guided Skills Learning** – this introduced accredited qualifications for the work done by offenders on projects and placements, which would improve their employability.

4.3 ECP was granted provisional accreditation in March 2003. It was never re-submitted to the Correctional Services Accreditation Panel and its provisional accreditation lapsed in March 2005. Unpaid Work is not an accredited programme and there are no plans to apply for accreditation.

4.4 ECP was accompanied by a very comprehensive, detailed and prescriptive Manual and staff training programme. Probation Areas made substantial changes to their Community Punishment schemes to meet the demands of ECP and to ensure that their local schemes were signed off by NPD. All Areas achieved this by Autumn 2003 and the majority then undertook a self-assessment exercise in 2004. The results were published in PC47/2005. Overall, ECP's strengths were confirmed as: raising the standards of projects and placements, which would also give offenders employment-related skills; ensuring the quality of front-line service delivery, and raising the competence levels of all grades of staff. Maintaining the high quality of Unpaid Work projects, placements and staff is the main plank of good practice on which this Unpaid Work Manual rests.

4.5 The Criminal Justice Act 2003 introduced the Community Order with twelve requirements, of which Community Punishment – now re-named as Unpaid Work – is one. PC59/2004 introduced changes in the use of OASys for offenders scoring less than 41% on the Offender Group Reconviction Scale (OGRS) for measuring risk of reconviction. It relaxed the requirement for a full assessment, provided the Risk of Harm screening confirmed that there was no need for one, and provided that a basic skills screening was completed. There was also a relaxation of the requirement for all Supervisors to undertake ECP training and to manage offenders in groups of no more than six.

4.6 PC66/2005 introduced **Community Payback**. This was a national strategy for making Unpaid Work more visible in local communities and for encouraging those neighbourhoods to become more directly involved by nominating work projects and placements. This followed six pilots in Probation Areas.

4.7 2005 and 2006 saw the development and introduction of the **National Offender Management Model**. This was a response to the Correctional Services Review of 2003, which had recommended a more strategic, end-to-end management of offenders. The model was piloted in the North West Region in 2004. The model's concept of a split between Offender Management and Interventions proved a challenge for Unpaid Work, in which the holistic nature of ECP's delivery was still incorporated.

4.8 Early in 2006, Her Majesty's Inspectorate of Probation published their Thematic Inspection Report of Enhanced Community Punishment '**Working to Make Amends**'. The fieldwork on which the inspection was based took place in six Probation Areas in 2004 and looked at the supervision of 260 offenders. 100 work sites were also visited and a wide range of offenders, staff and beneficiaries interviewed. The report praised the standard of front-line delivery on what were often excellent and imaginative projects and placements. It also criticised a number of practice issues including inconsistent risk assessment, Sentence Planning and case management of offenders, standing down offenders, failure to maximise skills learning, and a need to ensure the integration of Unpaid Work into the wider functions of the Probation Service. Many of these criticisms have already been addressed, for example by the introduction of monitoring stand-downs and by PC20/2006's guidance on risk assessment in Unpaid Work. This Manual also addresses the report's main criticisms.

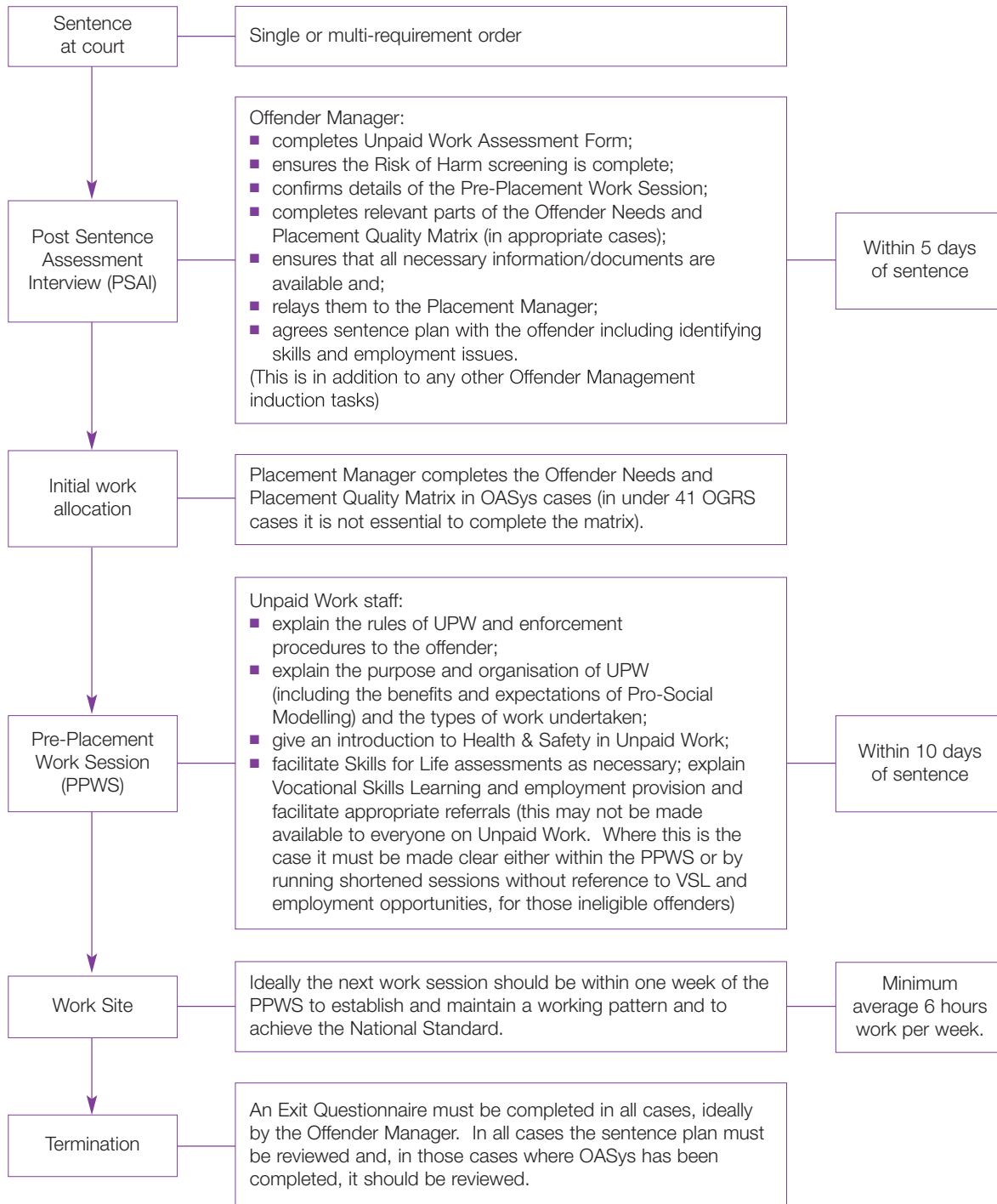
4.9 Throughout its 30-year history, Unpaid Work has proved itself a uniquely attractive sentence and one that is robust enough to adapt to what have often been major changes. The 1991 edition of **Jarvis' Probation Officer's Manual** describes what was then the Community Service Order in terms that are still recognisable today:

*"The sentence has proved to have a certain attraction in the wider community through its **visibility**...Its attraction is that it can be seen as embodying a number of different approaches to sentencing...it is **cost effective** in comparison to other sentences. It contains elements of **work discipline** and through such work tangible achievements can be observed. The fact that the work is unpaid and compulsory... can also be seen...to have a **punitive** element. It also symbolises the **reparative** element in sentencing, the offender paying back to the community by his/her work and such work being targeted on identifiable community needs. There are links with **voluntary service organisations** in its delivery. And finally there is a **rehabilitative** element when it has a beneficial effect on the offender's personal and social functioning."*

4.10 This Unpaid Work Manual is intended to assist practitioners to ensure continuity of good quality practice that makes offenders pay back to their communities in a constructive way.

Overview of the Unpaid Work Process

A.1 The diagram outlines the processes. Decisions about arrangements for putting these into practice are for the units responsible for delivering Unpaid Work to make and will depend on the organisation of services in local areas.



Assessing and Managing Risk in Unpaid Work

Requirements

- Any offender undertaking any kind of Unpaid Work project or placement must have an OASys Risk of Harm Screening completed before allocation to a work site.
- Risk of Harm must be reviewed in accordance with National Standards.
- Risk Management Plans, where required, must include reference to the management of risk on Unpaid Work.
- Offenders who pose a high or medium risk of harm must be placed in groups supervised by suitably skilled and knowledgeable staff.
- Front line staff delivering Unpaid Work should contribute information to the continuing assessment of risk.
- Particular care should be exercised when placing sex offenders on Unpaid Work, including allocating only to supervised groups and avoiding work sites where offenders may have access to children or vulnerable adults.

B.1 Staff should also refer to PC20/2006 for further guidance on the assessment and management of Risk of Harm in Unpaid Work.

Assessing and Managing Risk of Harm on Unpaid Work Sites

B.2 As a minimum, any offender undertaking any type of Unpaid Work project or placement must have an OASys Risk of Harm screening before allocation to a work site. Where the screening indicates the need for further investigation, a full OASys assessment must be undertaken. All other material provided for sentencing courts, such as previous convictions, assessment reports and Offender Group Reconviction Scale (OGRS) scores, must be made available in advance to Unpaid Work staff allocating offenders to work sites. A sentence plan must be prepared that specifies any risks and how they will be addressed.

B.3 At all times, the proper management of the risk of harm posed by an offender is of paramount importance. Any change in an offender's circumstances that affects the level or nature of the risk of harm posed, must trigger a review of OASys by the Offender Manager and a review of the placement allocation. Any change in the allocation required to manage the new level of risk must be made before the offender is instructed to work again.

B.4 Risk of harm must then be reviewed by the Offender Manager at regular intervals as specified in current National Standards and at the termination of the hours ordered, in recognition that risk factors are dynamic

and not static. Supervisors delivering Unpaid Work on site play an important role in reporting any changes in offenders' behaviour or circumstances which could indicate an increase in risk factors. Such feedback should trigger a formal recorded risk review and amendments to the Sentence Plan if necessary.

B.5 Any cause for concern at any stage of the Order must be reported to the Offender Manager, other relevant colleagues and line managers and recorded, with action plans designed to reduce the risk, on both paper and electronic files. This should include information provided by other agencies such as the Police, Social Services, Health, etc at any stage of the Order.

Offenders who pose a very high risk of harm

B.6 Unpaid Work is not normally considered a suitable disposal for those offenders who pose a very high risk of harm to the public, regardless of their likelihood of reconviction.

Offenders who pose a high risk of harm

B.7 Those who pose a high risk of harm might be managed safely in the community if their likelihood of reconviction is medium or low. Any offender whose risk to the public is assessed as unacceptable in terms of safe management in the community should be considered for a return to court for re-sentencing.

B.8 Offenders assessed as posing a high or medium risk of harm to the public must be placed on groups supervised by suitably skilled and knowledgeable staff. All staff in both Interventions and Offender Management must be trained in understanding the assessment and management of risk in the community.

B.9 It is not possible to eliminate risk entirely when dealing with offenders but it is essential that any agency delivering Unpaid Work schemes can demonstrate that all reasonable action has been taken to reduce the likelihood and impact of risk by making defensible evidence-based decisions. Such decisions must be recorded by the Offender Manager and Unpaid Work staff and endorsed by the line manager where required.

Children and vulnerable adults

B.10 Many Unpaid Work sites are on premises where children or vulnerable adults may be present and offenders may have access to them. Some of these work sites will provide work for offenders supervised in groups by the Probation Service or other agency and some will provide supervision from the beneficiary agency itself in return for the free labour. In the latter case, the

beneficiary agency must be briefed by the Unpaid Work agency on risk of harm assessment and management issues.

B.11 As an additional safeguard for children and vulnerable adults:

- no offenders with previous or current convictions involving victims from these groups, or for offences of arson, serious violence or sexual offending, should be allocated to such work sites
- only offenders presenting a low risk of harm/low likelihood of reconviction should be allocated to work in such settings
- regardless of being low risk, offenders allocated to work in such settings should never be involved in any direct personal care of children or vulnerable adults and should never be left in sole charge of them. The work providers must understand that they should never require any offender to undertake such tasks. An example of a task which should be acceptable is helping to serve a meal to an elderly person in a lunch club, whereas taking responsibility for actually feeding a frail elderly person by spooning the food into their mouth would involve an unacceptable level of responsibility for their direct personal care. Any agency delivering Unpaid Work is advised to seek further advice from Health and Safety Officers and/or from local Social Care departments about the tasks which might constitute direct personal care.
- If the work provider routinely obtains Enhanced Criminal Records Bureau checks for all those working on their premises, those with management responsibility for the placement of offenders should consider obtaining these for any offender placed there, in consultation with the work provider. Offenders themselves must agree to the Enhanced Criminal Records Bureau check and if they refuse they should be deemed automatically unsuitable for the work. Information obtained is subject to the terms of the Criminal Records Bureau (CRB) Code of Practice. Probation Areas, or other Unpaid Work agencies, and the work providers themselves should note that there is a charge for an Enhanced Criminal Records Bureau check and agree in advance on how this should be met.

Sex offenders

B.12 Sex offenders, whether current or previous, who are sentenced to Unpaid Work can be particularly difficult to place safely in the community. In assessing such offenders, Unpaid Work Staff and Offender Managers should jointly consider such safeguards as:

- recommending supervision as an element of the Order
- allocating only to supervised groups
- reducing the size of work groups to ensure safe management of the individual offenders
- ensuring no children or vulnerable adults could be present where offenders might have access to them
- ensuring all appropriate staff are aware of the nature of the convictions
- making arrangements for the offender's safety in the event of any disclosure about the conviction
- ensuring appropriate training for staff in the risk issues specifically associated with sexual offending
- ensuring feedback to Offender Managers about behaviour on Unpaid Work sites, who will pass this on to relevant agencies or forums concerned with the risk of harm, such as MAPPA, Local Safeguarding Children Boards, Domestic Violence forums, etc.

Maximising Inclusion – targeting and allocation

Requirements

- Work must be arranged at times that allow offenders to engage in normal employment, education or training routines.
- The views of those who would be lone women or ethnic minority offenders in a group must be sought and taken into account when deciding on the allocation of a work placement.
- Arrangements must be put in place to ensure that, in respect of 16 and 17 year olds, Unpaid Work is delivered in accordance with the Children Act 2004 section 11.
- A review of the placement allocation must be undertaken whenever there is a change in the offender's circumstances that affects the level or nature of the Risk of Harm posed.
- The delivery of Unpaid Work must be designed so that placements are available to meet the needs of disabled offenders.

Good Practice

- A range of placements to accommodate individual offender needs.
- Written protocols between Youth Offending Teams and Probation Areas (or the agency delivering Unpaid Work) clarifying areas of responsibility.
- An automatic allocation system for those offenders whose OGRS score is under 41 and no Risk of Harm issues are identified can be useful.

Who is suitable for unpaid work?

C.1 The target for Unpaid Work is those offenders whose assessments indicate that they pose a medium to high likelihood of reconviction or risk of harm. Offenders assessed as posing a high risk of harm and a medium or low likelihood of reconviction may be suitable for Unpaid Work if the risk of harm can be safely managed in the community.

C.2 Unpaid work is not intended for those offenders who have committed an offence of low seriousness and who have a low risk of harm and low likelihood of reconviction. Equally, it is not intended for offenders who pose a very high risk of harm and a high likelihood of reconviction.

C.3 Only those who are unsuitable for work, for example because of dysfunctional chaotic alcohol or substance misuse, mental ill health, or the very high risk of harm that they pose to self or others, should be excluded. Further advice on those offenders who are unsuitable for Unpaid Work because of the nature of their

offending is given in PC20/2006.

C.4 In rare cases where the risks posed by an offender sentenced to Unpaid Work are considered to be unacceptable in terms of safe management in the community, consideration should be given to returning the case to court for re-sentencing.

C.5 A lack of personal discipline or routine should not be used as a reason to exclude offenders from Unpaid Work. If offenders lack sufficient personal discipline to attend work sessions then they will also lack the ability to keep to the requirements of any properly enforced community disposal. These issues will need to be addressed by the Offender Manager. Indeed, Unpaid Work may be the most appropriate sentence under these circumstances, as it models work skills and routines that increase self-discipline, enhance compliance and improve future employment prospects.

Literacy and Numeracy

C.6 Literacy or numeracy difficulties are not grounds for offenders being assessed as unsuitable for Unpaid Work. However, basic skills levels will need to be taken into account in the allocation of placements, and offenders with these needs may require referral for a more detailed assessment and any necessary tuition. Where basic skills levels are low, staff should assess whether the offender has sufficient understanding of spoken English to understand Health and Safety instructions, or to read basic notices with Health and Safety advice. An initial Skills for Life screening should be used at the court report stage. Written information provided for offenders should take account of the generally low levels of reading ability in the overall offender population by the use of large, clear text, plain simple language, and accessible layout.

Disability

C.7 The Disability Discrimination Act 1995 (DDA) makes it a responsibility to promote disability equality and to adopt an understanding of the social model of disability. The Act defines disability as:

A physical or mental impairment with long term, substantial effects on someone's ability to carry out normal day to day activities.

Organisations responsible for the delivery of Unpaid Work must ensure that there are placements available that meet the needs of disabled offenders.

C.8 Report writers should always alert Unpaid Work staff in advance of sentencing if there is an offender with a disability who may receive Unpaid Work. Staff can then make preliminary contact with suitable projects or placements to try and ensure that work can commence within the requirements of National Standards. Any unavoidable delay in starting Unpaid Work should be endorsed by a Manager. Managers should also ensure

that local report writers and sentencers are made aware of arrangements made to meet the needs of disabled offenders.

Personal Commitments

C.9 Personal commitments such as care for children or other dependants should not preclude attendance on Unpaid Work. Areas should have arrangements in place to help offenders to access care for children or other dependants, usually through locally approved arrangements and generally with Social Services departments.

Timing of Unpaid Work

C.10 If possible offenders should not be precluded from participation in Unpaid Work because of a conflict between work sessions and normal employment, education or training routines. Unpaid Work sessions should be provided on weekdays, weekends, and in the evenings to ensure that the National Standard (currently a minimum average of six hours work per week) is met.

C.11 Offenders' weekday work patterns may similarly require the routine provision of Post-Sentence Assessment Interviews, Pre-Placement Work Sessions and arrangements for Supervision Plan reviews at weekends or in the evenings.

C.12 Offenders with constantly changing work hours or periods working away from home pose difficulties in relation to compliance with the National Standard for all sentenced offenders in the community. Their work patterns may preclude attendance for Unpaid Work until their circumstances change or the viability of the Order may need to be reviewed with the Offender Manager. If the offender's circumstances mean completion of the Order seems impractical, it should be returned to Court for review and re-sentencing.

C.13 Offenders may be able and willing to work their hours in excess of the minimum National Standards' requirement if they are unemployed or wish to use part of their annual leave entitlement from their workplace. Staff must ensure that employed offenders are getting the required period of rest (as stipulated by their employer and any relevant current legislation) before resuming their paid employment.

C.14 All agencies delivering Unpaid Work must ensure that unemployed offenders are still available for paid employment and that their entitlement to benefits is not affected by the number of hours they spend on Unpaid Work.

C.15 Discussions with the Department of Work and Pensions are underway to remove obstacles to offenders working more of their Unpaid Work hours in longer blocks of time.

Women Offenders

C.16 Ideally, women should be accommodated in group work placements where there are at least two women (one of whom may be an Unpaid Work Supervisor). But women should not be disadvantaged by being allocated to an alternative group or single placement that is otherwise less suitable simply to avoid being the only woman in a group placement. Most importantly, the views of the woman herself must be taken into account when reaching a decision. A positive commitment by all staff to maximising opportunities for women on Unpaid Work is required.

C.17 There should be sufficient Unpaid Work placements available of a type and suitability to meet the profiled needs and characteristics of female offenders. This does not necessarily mean female-only group placements or individual placements, but consideration should be given to whether the placements available may have a differential impact on male and female offenders.

C.18 The particular circumstances of women offenders who are pregnant or new mothers need to be risk assessed and taken into account in deciding on work placements.

Minority Ethnic Offenders

C.19 Attendance on Unpaid Work should not be prevented or hindered for an offender by virtue of their race, ethnic background, cultural or linguistic requirements, or any other factor which could lead to discrimination against them. The same issues as for women apply here in relation to the allocation to group work placements. Equally offenders from particular cultural backgrounds should not be expected to undertake activities which are contrary to their ethnic code.

16 and 17 year olds on Unpaid Work

C.20 Youth Offending Teams should ensure that written protocols are in place with Probation Areas (and any other agency delivering Unpaid Work) to clarify areas of responsibility, including supervision, compliance and breach and the early exchange of information.

C.21 Arrangements must be put in place to ensure that the delivery of Unpaid Work placements is discharged 'having regard to the need to safeguard and promote the welfare of children' in accordance with the Children Act 2004 section 11. This means, for example, that there

should be a careful consideration of the suitability of 'mixed' groups in which young adults work alongside older offenders. Another example for consideration under section 11 is the need to maintain the confidentiality of young offenders when making Unpaid Work sites more visible to the public.

C.22 Those delivering Unpaid Work will also need to ensure that their health and safety provisions take into account anything of particular relevance to 16 and 17 year olds under any current relevant legislation.

C.23 Anyone supervising the delivery of Unpaid Work to 16 and 17 year olds must have the relevant Enhanced Criminal Records Bureau checks carried out. Probation Circular 20/2006 also gives more advice on obtaining ECRB checks.

C.24 The YOTs will ensure that key available information about young offenders such as the Court report and ASSET risk assessment document is sent without delay to the Unpaid Work unit of the relevant Probation Area. YOTs will also contribute to the offenders' understanding of, and engagement with, Unpaid Work by ensuring that they are aware of the requirements of the Order and the consequences of breaching them. Except in cases where it is assessed as not being in the best interests of the young person, YOTs should also ensure that the parents/carers of young people undertaking Unpaid Work are aware of the requirements of the Order and the consequences that might follow from any enforcement action.

Gender recognition

C.25 If an offender who is undergoing Gender Reassignment or has a Gender Recognition Certificate needs to be found a placement, consideration should be given to any risks to the offender and whether a group placement would be appropriate. The views of the individual themselves should be sought and taken into account.

C.26 The Gender Recognition Act 2004 makes it an offence to disclose information about the gender history of anyone who holds a Gender Recognition Certificate. Good practice would be to treat those who are applying for a GRC in the same way. This has implications for the exchange of information with placement providers, especially in cases where offenders have changed their name.

Religious observance

C.27 Where religious practices require observance then the placement should endeavour to facilitate them, e.g. breaks from work may need to be timed to align with prayer times and other members of the group should be asked to respect such devotions.

Hate crime and attitudes that support it

C.28 Great care is needed in placing offenders who have been identified by Offender Managers as perpetrators of hate crime (e.g. racially or religiously motivated, homophobic crimes etc.) or as expressing views supporting such crimes. All Unpaid Work staff need to be vigilant in monitoring the behaviour of these offenders and should ensure that unacceptable behaviour and attitudes are challenged rigorously in a pro-social manner. Those delivering Unpaid Work have a responsibility to protect victims and potential victims of this unacceptable behaviour whether they are staff, offenders or members of the public. It is important that in such circumstances action is taken against perpetrators rather than, albeit for the best motives, disadvantaging victims (e.g. moving an offender to a different work site). The problem to be addressed is the behaviour of the perpetrator.

Challenging Unacceptable Behaviour

C.29 Unpaid Work takes place in the community and has an increasingly visible public profile. The behaviour of offenders and the way in which they are supervised will be seen by the public who will make judgements about the agency providing Unpaid Work on the basis of what they observe. All offenders should be informed of the conduct required on any work site and the ground rules for working on a particular project or placement.

C.30 The pro-social and inclusive approach of Unpaid Work explicitly requires all placements to be operated on anti-discriminatory principles. Persistent sexist or racist behaviour or remarks by offenders should be dealt with through enforcement action by the Offender Manager.

C.31 As Pro-Social Models, Supervisors should challenge all examples of inappropriate language and behaviour from offenders, including bullying. Guidance should be issued to them concerning the handling of poor behaviour on site. Offenders who persistently use unacceptable language, behave inappropriately, or refuse to accept the Supervisor's authority, should be excluded from the work site and reported to the Offender Manager. The Offender Manager will review the progress of the order and take appropriate action, including the instigation of breach proceedings if necessary.

Written and Oral information

C.32 The provision of good quality accessible information for offenders is important in ensuring that they understand what is required of them and to increase their motivation. This may require the use of an interpreter and the availability of written information in foreign languages.

Allocation

C.31 It is important to allocate offenders to the most appropriate project to maximise inclusion and compliance. It is also important to ensure that projects providing close supervision, skill development or improved access to employment are reserved for those offenders who need them most.

C.32 For those offenders with an OGRS score of less than 41 and whose OASys Risk Screening identifies no risk issues, an automatic allocation to a large scale group project or some form of outsourced supervision may be the most effective use of resources. This would allow Placement Managers and Offender Managers to focus their efforts on completing the Offender Needs and Placement Quality Matrix for those cases where matching the offender to the placement is most critical.

C.33 At all times, the proper management of the risk of harm posed by an offender is of paramount importance. Any change in an offender's circumstances that affects the risk of harm posed, must trigger review of the placement allocation. Any change in the allocation required to manage the new level of risk must be made before the offender is instructed to work again.

C.34 The following table identifies what type of allocation is appropriate for the different assessed levels of likelihood of reconviction and risk of harm:

Likelihood of Reoffending	Risk of Harm	Allocation
Under 41 OGRS	No risk issues	Large work group; or outsourced supervision (e.g. individual or agency placement/voluntary sector provider). Ideally not more than 10 offenders per supervisor
Low	Medium/High	Groups supervised by suitably skilled and knowledgeable staff. Group size must reflect the need for close supervision to manage risk (ideally not more than 6-8 offenders per supervisor)
Medium/High	Low	Placements providing opportunities for skill development (e.g. skills for life/vocational skills) or improving access to employment. Individual placements or work groups; group size needs to accommodate Supervisors/Tutors giving attention to individual offenders to develop skills (ideally not more than 6-8 offenders per supervisor)
Medium/High	Medium/High	Groups supervised by suitably skilled and knowledge staff. Group size must reflect the need for close supervision to manage risk. Ideally a project providing opportunities for skill development but management of risk remains the priority. (Ideally not more than 6 offenders per supervisor)

Placement Quality Standards

Requirements

- Projects and placements must be of a good standard (i.e. meet the Placement Quality Standards).
- Unpaid Work must not replace paid employment.

Good Practice

- A suitably skilled and trained member of staff should complete the PQS checklist when a project is set up and review it at least every six months.
- The scores from the checklist should be retained for reference and auditing purposes.
- Placements should be of sufficient quality to enable offenders to feel that they have done useful work. This will aid compliance with the order.

What are Placement Quality Standards?

D.1 Providers must ensure that placements and projects are of a good standard. Placement Quality Standards (PQS) provide a way of assessing the quality of Unpaid Work projects and placements.

D.2 The features that distinguish the best projects and placements are detailed in Appendix 3 giving the Placement Quality Standards Checklist and the accompanying Guidance Notes for its completion. They include the usefulness of the work, the degree of contact with the beneficiary, the opportunity to practice and acquire skills etc.

Implementing Placement Quality Standards

D.3 A suitably trained and skilled staff member must complete the PQS Checklist whenever an Unpaid Work project or placement is set up for the first time. It should then be reviewed and amended every six months. Reviews should take into account any feedback from Supervisors, work providers and offenders themselves. If there is any significant change in the project or placement, or if there has been any incident reported at the site, the review should be carried out immediately without waiting for the next routine review date.

D.4 When actions have been identified as necessary to bring a project or placement up to the required standards, the Checklist should be reviewed as soon as the remedial actions have been completed. Deadlines should be agreed for any remedial actions. Failure to implement them, or repeated failures to meet the standards, or a

serious breach of the standards, may all result in closing the work site and not using it again.

D.5 The scores from the Checklist assessments will be useful for those allocating work to offenders to enable a best match to be made. All Checklists and reviews should be retained in electronic and/or hard copy for future reference and auditing purposes. This should be standardised with the implementation of C-NOMIS. They are essential evidence of best practice and of defensible decision-making in the management of Unpaid Work. For this reason, a random sample should be audited annually by Unpaid Work Managers to ensure best practice. The results should be disseminated and discussed with staff and relevant work providers.

General guidance in using Placement Quality Standards

D.6 It is essential to remember that when allocating individual offenders to Unpaid Work sites it is necessary to take account of other factors including any particular risks posed by the offender that have been identified in their OASys assessment or Risk of Harm screening, the offender's skills and availability for work, and the location of the work site in relation to the offender's home address or victim's home address. These and other additional factors may override allocation to what is in theory the best work site.

D.7 Priority must always be given to the management of the risk of harm and likelihood of reconviction. Staff should always consult this Manual's section on Managing Risk in Unpaid Work and also Probation Circular 20/2006.

D.8 Staff should consider all the following in making decisions about allocation to an Unpaid Work site:

- the offender's risk of harm to self and others
- the offender's likelihood of reconviction
- whether the project or placement is only suitable for low risk offenders
- whether the nature of the project or placement requires enhanced CRB checks
- personal factors such as working hours and placement location (but staff should always consult this Manual's section on Maximising Inclusion and try to overcome obstacles to attendance and compliance)
- the offender's offending-related needs

D.9 Placement Quality Standards do **not** include the routine, practical considerations about assessing work sites that staff **must** also take into account such as:

- compliance with current Health and Safety legislation and the advice of qualified Health and Safety Officers in ensuring safe working practices
- evidence of Public Liability Insurance from all providers of Unpaid Work

- ensuring Unpaid Work does not deprive anyone else of paid employment
- considering whether the local community, including the CDRPs, have been involved in selecting the work
- considering whether the work has been nominated by, or benefits, a partnership with the local faith, voluntary, corporate or civic sectors
- considering how best the work can be made visible and attract favourable publicity under the Community Payback scheme
- all the numerous practical considerations such as the materials and staff skills required for the work

D.10 These factors should be included on checklists devised locally by those agencies delivering Unpaid Work. These can include specific local details such as Crime and Disorder Reduction Partnership (CDRP), neighbourhood panel, and media contacts, insurance company and certificate details, etc. These completed forms can be retained in electronic and/or hard copy for reference and audit purposes, perhaps along with the PQS Checklist and Work Provider Agreements in individually named Project/Placement Folders. These files can then be used in any self-assessment or other monitoring and evaluation exercises.

PQS and offenders

D.11 Unpaid Work projects and placements can provide opportunities for rehabilitating offenders. Examples include offenders having contact with work providers and beneficiaries, understanding the benefit of the work to others, and acquiring or improving practical and personal employment-related skills. The potential for delivering these is assessed by using the PQS checklist.

Working in Partnership – PQS and Communities

D.12 Unpaid Work is also beneficial to communities. It provides free labour on work projects and placements that might otherwise be left undone and makes a contribution to the activities of Crime and Disorder Reduction Partnerships. PQS can be used jointly with CDRPs in agreeing work that is of benefit to the offender and also contributes to safeguarding the local community from crime and the fear of crime. There is no reason why work undertaken for CDRPs should not be able to incorporate PQS features such as acquiring employment-related skills and having positive contact with work providers.

PQS and agencies delivering Unpaid Work schemes and providing the work

D.13 Unpaid Work can also promote a positive image of the agencies delivering the work schemes and providing the work projects and placements. It is expected that local communities will be made aware of the work offenders are doing in their neighbourhoods. This will usually involve using Community Payback promotional materials on all suitable work sites. Where this is not possible, there may well be other ways of making local communities aware of what Unpaid Work offenders have achieved, for example by using work providers' in-house publications. The local media should be asked to promote Unpaid Work achievements wherever possible.

D.14 PQS assumes that work providers work jointly with agencies delivering Unpaid Work schemes in creating a positive and pro-social working environment. When assessing and selecting work providers, the purposes and activities of their organisations should be confirmed as consistent with the principles of valuing diversity, social inclusion and justice. The attitudes and behaviour of people directly involved in the work activity (such as staff or volunteers) will be especially important where offenders are supervised directly by the work provider rather than Unpaid Work staff.

D.15 In such placements, where the number of people involved is small, it may be reasonable to expect them to undertake Pro-Social Modelling training alongside Unpaid Work staff. If this is not feasible, it may be more appropriate to provide a separate briefing event for all work providers on the importance of good role modelling.

The theory behind Placement Quality Standards

D.16 Research by Gill McIvor in the late 1980s, the original Community Punishment Pathfinders, and the Enhanced Community Punishment scheme, all demonstrated that certain features of work projects and placements appear to improve the rehabilitative impact of Unpaid Work. Work experienced by offenders as useful and rewarding has been shown to increase their likelihood of compliance with the order. Similarly, the opportunity to learn employment related skills has also been linked to a reduction in pro-criminal attitudes. The relationships formed by offenders with Supervisors and other staff who model good behaviour and challenge anti-social attitudes has a positive impact, as does the opportunity to help others by doing useful work. By ensuring that Unpaid Work meets PQS, it can be used not only as punishment and reparation but also for reform, rehabilitation and reducing re-offending.

Incorporating Placement Quality Standards into the delivery of Unpaid Work

Offender contact with work providers and beneficiaries

D.17 There should be a written agreement between the work provider and the agency delivering Unpaid Work, which specifies that contact between the offender and provider, and/or beneficiary will take place wherever feasible. The agreement should state not only the work to be carried out but also the roles and responsibilities of those providing the work and the agency delivering the Unpaid Work scheme. This should cover any other people involved such as customers, volunteer workers and other representatives of each organisation.

D.18 Contact between offender and work provider or beneficiary is more straightforward if all are usually on the same site. Individual or Agency Placements provide the best opportunity for this, as the work provider is responsible for supervising the offenders. On other work sites, Unpaid Work staff may need to negotiate with the work provider that a representative visits the site at agreed intervals, not only to see the progress being made but also to explain its importance to the offenders. Offenders will then understand the significance of their own contribution to the overall needs of others. They will also benefit from contact with a positive role model who is interested in the work and in the offenders themselves. This can improve offenders' motivation and self-esteem and increase their compliance with the Order. Contact by letter or by feedback relayed through Unpaid Work staff may also be beneficial but personal contact has the most impact. This contact may mean even more to the offender if the work provider or beneficiary is a member of an offender's own community.

D.19 A sample Work Provider Agreement form is included in the Appendices.

Work seen as useful by the offender and local communities

D.20 Achievements that attract positive publicity under the Community Payback scheme can increase an offender's readiness to comply with the Order by improving a sense of personal pride in the work done. This can also lead to acquiring or improving the work-related skills necessary to securing employment for offenders and reducing re-offending. Unpaid Work staff should ensure that local communities are involved in selecting work projects and placements and that these are well-publicised at every stage of the work wherever possible.

Opportunity to develop empathy

D.21 Unpaid Work that is for the benefit of disadvantaged groups can help offenders to understand, and sympathise with, the needs of others who may be worse off than themselves. This might well include the victims of crime.

Skills acquisition

D.22 Unpaid Work can provide opportunities for offenders to learn or improve personal and practical employment-related skills. These include the ability to accept instructions, to communicate and work co-operatively with others, to think through problems and identify solutions, and to gain vocational and skills for life qualifications. Improving all or any of these can help offenders who are unemployed or under-employed, to get and keep a job, or to get a better job and reduce the likelihood of re-offending.

D.23 Opportunities for skills acquisition in Unpaid Work come both from the nature of the work placement and from the provision of formal teaching. National Standards (SS 6.10) permit the use of 20% of an offender's Unpaid Work hours as:

“an allowance of completing basic literacy or other work necessary to enable the offender to gain maximum benefit from the sentence, or to provide qualifications directly related to work undertaken as part of the sentence.....”

D.24 The importance of acquiring employment-related skills is explained in more detail in the section on **Vocational Skills Learning**.

Managing Health and Safety on Unpaid Work sites

Requirements

- All agencies providing Unpaid Work must have a written Health and Safety Policy and provide training by suitably qualified staff.
- All work sites must be assessed and approved by suitably trained and skilled staff, and must meet the standards required by current Health and Safety legislation.

Good Practice

- The National Probation Service publishes a series of generic risk assessments for Unpaid Work projects and local areas may choose to use these as a basis for more detailed local risk assessments.

E.1 All agencies delivering Unpaid Work must have a written Health and Safety Policy that meets the standards established for the National Probation Service and provide training by suitably qualified staff. This should ensure that all employees understand the requirements and their responsibilities for health and safety towards themselves, their colleagues, offenders, beneficiaries and Unpaid Work providers, the public, and anyone else affected by work activities. Unpaid Work staff must be competent to:

- identify the hazards and evaluate the risks on an Unpaid Work site
- use appropriate workplace precautions for specific risks or seek advice on such precautions
- follow the agency's Health and Safety policy
- co-operate and communicate on all Health and Safety matters
- carry out work tasks without undue risk to themselves or others
- report accidents, incidents, near misses, dangerous occurrences and occupational ill health
- monitor their own activities and assist managers in active monitoring
- understand and use any equipment or systems provided for their personal safety
- seek and follow the advice of their agency's own Health and Safety Officer.

E.2 The National Probation Service publishes guidance on the contents of core Health and Safety Training modules and also issues advice on a wide variety of specific Health and Safety topics ranging from Asbestos to Violence in the Workplace and Lone Working.

E.3 All work sites must be assessed and approved by competent i.e. suitably trained and skilled staff and those decisions clearly communicated to staff with responsibility for the placement of offenders. Assessments of all work sites must be clearly recorded and reviewed at regular

intervals and whenever there is a change of the agreed tasks that offenders will be undertaking or there are other significant changes which indicate that the original assessment may be no longer be valid. All work sites must meet the standards required by current Health and Safety legislation. The National Probation Service publishes a series of generic risk assessments for many of the most popular Unpaid Work projects and these currently cover:

- catering
- carpentry
- groundwork and gardening
- graffiti removal
- individual agency placements
- painting and decorating
- transport and delivery
- small building work projects
- working on or near water
- workshops

E.4 Suggested risk evaluation templates are given for each project as well as descriptive advice on the risks, hazards and protective measures associated with each project or placement. The templates can be adapted for use with other types of Unpaid Work and areas may choose to write more detailed risks assessments for local use, based on the national templates. Further advice can be obtained from the National Probation Service's Corporate Health and Safety Manager.

E.5 Risk assessments of individual projects need to identify not only the maximum group size appropriate to that project and the appropriate level of staffing but the level of risk of harm that can be managed on the project.

E.6 General guidance and advice for undertaking Risk Assessments can be found in the NPS National Health and Safety Policy Manual (NPS/HS/3 or PC 22/2004). It identifies three layers of instruction. The National Policy Manual, the Local Area Policy Manuals and the Local Workplace Instructions the Local Workplace Instructions must provide the degree of detail needed within the workplace to ensure that all employees and other persons actually undertaking the work processes can do so safely. To ensure that these are fully effective, those people directly involved in the work processes and the relevant Safety Representatives (who are approved by the Trade Unions) must be directly involved in the production of the relevant local instructions.

E.7 Any organisation responsible for delivering Unpaid Work to offenders has a duty of care to them. Consequently attention must be paid to ensuring that offenders have suitable periods of rest.

E.8 Offenders who drive for a living must be able to fulfil the requirements imposed on them to rest from driving.

Modelling Good Behaviour – Pro-Social Modelling

Requirements

- Pro Social Modelling (PSM) is a key requirement of Unpaid Work.
- The quality of PSM must be monitored and assured.

Good Practice

- All staff in organisations delivering Unpaid Work should be trained in PSM.
- Staff in agencies providing Unpaid Work projects and placements should be familiar with PSM.
- The monitoring of PSM (Checklists and Quality Assurance Groups) should be undertaken routinely and a record kept for staff development and self assessment/auditing purposes.

What is Pro-Social Modelling?

F.1 At its simplest, ‘pro-social’ is the opposite of ‘anti-social’. Broadly, it can include showing understanding and tolerance for the differences in individuals’ backgrounds, values and lifestyles while encouraging a law-abiding and socially useful existence for all. Pro-social modelling (PSM) means promoting positive attitudes and behaviour in others by acting as a role model. It also means actively challenging anti-social attitudes and behaviour in others.

F.2 For this Unpaid Work Manual, the spirit of ECP’s, Problem Solving at Work (originally also referred to as Cognitive Skills Modelling) is incorporated into Pro-Social Modelling. An emphasis, therefore, is placed on supervisors modelling positive problem solving techniques when explaining and planning work with offenders or dealing with unexpected situations on a work site.

Why use Pro-Social Modelling?

F.3 Unpaid Work brings offenders into contact with a range of people who are able to provide a pro-social role model, including work providers and beneficiaries. Unpaid Work Staff, especially Supervisors who have long periods of contact with offenders, are essential pro-social models, challenging anti-social behaviour and attitudes, and reinforcing offenders’ pro-social attitudes and behaviour with praise. Modelling and teaching good interpersonal, problem-solving and self-management skills can increase the likelihood that the offender will adopt these in their own relationships and in resolving personal conflicts without recourse to anti-social, criminal behaviour.

F.4 PSM, including challenging the anti-social and reinforcing the pro-social, can help to change the way offenders behave. It may increase their compliance with

the Court Order and reduce their likelihood of re-offending.

F.5 Evidence from the original Enhanced Community Punishment pilots indicates that the use of PSM leads to an increased level of compliance with the Order and significant reductions in anti-social attitudes and behaviour. This may in turn help to reduce re-offending.

How does PSM work in practice?

F.6 PSM is a set of attitudes and behaviour that should underpin all work with offenders. Its impact depends on the relationship between the offender and all those involved in delivering Unpaid Work. People are more likely to learn from the example of another in a relationship which has developed over time and which is characterised by mutual respect. The relationship needs to be characterised by a firm but fair approach, which demonstrates honesty, warmth, empathy and appropriate humour, if it is to be the vehicle by which offenders’ attitudes and behaviour are positively influenced and helped to change for the better.

F.7 This process can be helped by the Offender Management model, which is designed to ensure that the offender is treated as a person who can be influenced and helped to change through the key relationship with one Offender Manager, rather than being processed through many changes of staff. Within Unpaid Work, it is important to try and achieve a similar consistency in staffing the offender’s work project or placement to allow positive and influential relationships to develop.

F.8 The impact of personal relationships in achieving change will be limited where there is insufficient time for Supervisors to give adequate attention to each offender on a work group. This should be a consideration in allocating group numbers to Supervisors.

F.9 Offenders must be clear about the rules and boundaries of acceptable behaviour on Unpaid Work and see these being applied consistently. This gives authority to the Supervisor’s pro-social modelling role. PSM is an important idea because its reverse is also true: anti-social attitudes and behaviour modelled by those in authority can be seen as legitimating undesirable attitudes or behaviour in offenders. For this reason, PSM should be introduced in the first Unpaid Work session with the offender (usually the Pre-Placement Work Session) as a specific method used in supervising and managing offenders on Unpaid Work.

F.10 In PSM, staff use themselves as models for the behaviour of the offenders, and the way in which things are done is as important as what is done. For PSM to be effective, it has to be modelled throughout the agency delivering Unpaid Work. The personal authority and pro-social stances of Supervisors will be undermined if

offenders see them being treated in a way which does not recognise and value their work. All staff, therefore, should be trained in PSM with the aim of creating an entire pro-social culture, not only within Unpaid Work but also within the whole organisation delivering Unpaid Work.

F.11 Agencies providing Unpaid Work projects and placements should also be familiar with PSM as their representatives will be in contact with offenders and may be involved in their direct supervision. Organisations responsible for delivering Unpaid Work should therefore give work providers training or briefing in the principles and purposes of PSM.

Some practical examples of Pro-Social Modelling in Unpaid Work

- Being punctual and courteous
- Addressing everyone by name
- Showing and asking, as well as telling
- Applying rules and expectations in a transparent and fair way which takes account of diversity
- Being consistent and impartial
- Being open to the offenders' concerns and questions
- Explaining the work to be done and any decisions taken during the work session
- Involving offenders as much as possible in planning the work and involving them in discussions and decisions about how tasks may be best accomplished. This approach is crucial for the practice and reinforcement of problem-solving skills
- Allocating both pleasant and unpleasant tasks fairly within groups of offenders
- Using appropriate humour and challenging inappropriate humour
- Using non-discriminatory language and challenging any discriminatory language and attitudes
- Praising work that is done to the best of an offender's ability
- Sharing positive comments about the work received from work providers and beneficiaries

Ensuring the Pro-Social delivery of Unpaid Work

F.12 PSM is a key requirement of Unpaid Work and it is important to ensure its quality. The Appendices contain templates for monitoring PSM quality in the key areas of UW delivery.

The PSM Action Checklist

F.13 This is used to assess the performance of Unpaid Work Supervisors while supervising offenders. The checklist is completed by a staff member responsible for quality assurance 'on location' five times per year for each full-time Supervisor and pro-rata for others, subject to a minimum of every six months for part-time Supervisors. The results are to be used in supervision and appraisal and form the basis for any development objectives for the following year if necessary.

Monitoring of the Pre-Placement Work Session

F.14 The relevant checklists should be completed by a staff member responsible for quality assurance in reviewing an annual sample of 10% of sessions. The review may use personal observation of sessions, audio or video monitoring, or a combination of these.

Quality Assurance Groups

F.15 Quality Assurance Groups are structured meetings for Supervisors facilitated by a staff member responsible for quality assurance. The role of the meetings is to support the pro-social delivery of Unpaid Work and to assist the professional development of staff. Guidance on Quality Assurance Groups is contained in Appendix 7 and the monitoring form is Appendix 8.

Maximising visibility and awareness of Unpaid Work – Community Payback

Requirements

- All suitable Unpaid Work placements should be made visible to the community as Community Payback
- All agencies responsible for delivering Unpaid Work must have systems in place whereby suggestions for projects can be made from neighbourhood representatives to Unpaid Work units

Good Practice

- Information to increase awareness of Unpaid Work should be routinely and widely available.

G.1 Community Payback was launched in November 2005 to raise the profile of Unpaid Work schemes by means of publicity material and media involvement and to make them visible to local communities. All suitable Unpaid Work placements must be made visible to the local community by, for example, using plaques, badged Supervisor clothing and vehicles, 'A' frames on work sites, etc. PC66/2005 gives further advice on Community Payback.

G.2 There have been some instances of offenders and Unpaid Work staff being abused or attacked whilst on Unpaid Work sites identified as Community Payback. Local managers have a responsibility for the safety of staff and offenders engaged in Unpaid Work and must take this into account when deciding which sites to badge as Community Payback.

G.3 Awareness of Unpaid Work is as important as the visibility of suitable local work sites. Local communities should be able to access information about local Unpaid Work schemes from a range of sources including leaflets, websites and telephone help desks. All agencies responsible for delivering Unpaid Work must also have systems in place whereby suggestions for projects can be made from neighbourhood representatives to Unpaid Work units for consideration.

G.4 Feedback from offender, sentencer and beneficiary surveys is often the best advertisement for Unpaid Work schemes. All agencies delivering Unpaid Work are encouraged to use these 'customer surveys' and publicise the results.

G.5 The local press and TV or radio stations should be used whenever possible to promote good publicity for Unpaid Work schemes. Communications Managers and Unpaid Work staff can foster good links with the local media by proactively supplying regular news stories. Whenever possible, a regional or national approach can

add weight to promoting Unpaid Work, perhaps in conjunction with other Criminal Justice agencies in Local Criminal Justice Boards (LCJBs).

G.6 Local MPs are influential community members and should receive regular publicity material and invitations to Unpaid Work sites whenever possible.

G.7 Visits by new sentencers and other incoming staff in partner criminal justice agencies can also pay dividends in terms of raising awareness and fostering good working relationships. Liaison meetings between sentencers and Unpaid Work and/or Offender Management staff should routinely include Community Payback as an agenda item for feedback and discussion.

G.8 The Unpaid Work Manager is responsible for ensuring that information to increase awareness of Unpaid Work is routinely available to:

- all Unpaid Work staff
- work providers
- all report writers and court duty officers
- all Offender Managers
- local sentencers
- local Criminal Justice Boards and Crime Disorder Reduction Partnerships and, through them, to other partners with an interest in criminal justice.

G.9 As a minimum, information should cover the following areas:

- current legislation about Unpaid Work
- the aims, content and methods of Unpaid Work
- information about its effectiveness nationally and locally
- what staff and work providers can do to support Unpaid Work
- how Unpaid Work can benefit local communities.

G.10 Local and national leaflets, promotional videos, etc should be used to give real-life examples of Unpaid Work in action in local communities. Publicity material should include everything produced for the Community Payback scheme.

G.11 Unpaid Work Managers should set up structured arrangements for liaison with all Offender Management staff. Good communications with Offender Management staff are essential and it may be beneficial for specific Unpaid Work staff to act as liaison officers with Offender Management units or vice versa. Unpaid Work staff should also liaise regularly with court liaison staff and report writers to discuss Unpaid Work policy and practice.

Maximising Compliance and Enforcement

Requirements

- Good quality information leaflets must be provided to offenders giving information about Unpaid Work, the expectations placed upon the offender and the expectations the offender can have of all organisations delivering Unpaid Work.
- Unpaid Work must be enforced as laid down in National Standards.
- Definitions of acceptable and unacceptable absences must be consistent with National Standards and local area policies on absence.
- Each time that an offender attends for work, National Standards require the offender to be given a record indicating the hours worked that session, the total hours worked so far and the hours remaining.

Good Practice

- Leaflets should be available in a range of languages appropriate to the area's offending population and in a range of accessible formats.
- Unpaid work schemes will need to operate a policy in relation to late arrival that is consistent with the local Probation Areas' general policy on late arrival for other supervision arrangements.
- Agencies responsible for delivering Unpaid Work are strongly encouraged to work closely with their local LSCs in order to deliver appropriate provision that can be nationally accredited.

Expectations

H.1 All Unpaid Work staff should be explicit about the expectations of the scheme at all times. The Post-Sentence Assessment Interview and Pre-Placement Work Session introduce the offender to the legal requirements of the Order and enforcement procedures. They should also introduce and explain the basic expectations of behaviour. The Unpaid Work Assessment Form (see Appendices) requires the offender to sign to indicate their consent to carrying out work and to personal information being relayed to work providers and contact with their GP where necessary.

H.2 Good quality accessible information leaflets for offenders should give information about Unpaid Work, the expectations placed upon the offender, and the expectations the offender can have of all organisations delivering Unpaid Work. It is important that leaflets are of good quality to show that the content should be read and taken seriously. Similarly, care must be taken to ensure the language and layout makes written information as accessible as possible. Leaflets should be available in a

range of languages appropriate to the area's offending population.

Promoting Compliance

H.3 Anyone delivering Unpaid Work has a responsibility to encourage offenders to attend and complete their Unpaid Work. Prompt starts to Orders, facilitated by arranging first appointments before offenders leave court, are important in getting the Order off to a good start. Post-Sentence Assessment Interviews and Pre-Placement Work Sessions must be timely (PSAI within 5 days of sentence; PPWS within 10 days of sentence) and conducted professionally, backed-up by good quality leaflets. Visual aids, including Unpaid Work videos, can engage offenders' attention and interest in the PPWS. A skills assessment should be conducted early in the Order, preferably as part of the PSAI or PPWS, to identify those offenders who could benefit from skills for life or vocational skills.

H.4 Standing offenders down in advance of their work session or sending them home on the day must both be avoided unless there is a genuine and unavoidable emergency. Both practices discourage offenders from attending regularly and weaken the case for enforcement proceedings.

H.5 Pro-social behaviour, modelled by all staff in contact with offenders, has an important role to play in encouraging their compliance. Good practice may include contacting offenders in advance of their work sessions to remind them to attend, perhaps by texting or telephoning. Absentees on the day might be collected from home to ensure attendance. All absences must be followed up promptly to establish reasons for failure and to help resolve any difficulties that are preventing offenders from attending.

H.6 Prompt liaison with Offender Managers is essential in working to remove barriers to attendance and in ensuring mutual understanding about the reasons for absence. It is the Offender Manager's responsibility to process any enforcement action resulting from absences or behaviour that are unacceptable. Roles and responsibilities of Unpaid Work staff and Offender Managers must be clarified in local Service Level Agreements or protocols.

Attendance and Participation Log

H.7 Each time an offender attends for work, National Standards require the offender to be given a record indicating the hours worked that session, the total hours worked so far and the hours remaining. It must also record information about the offender's behaviour and the quality of the work. This information is recorded on an Attendance and Participation Log.

H.8 This Log is an important part of the pro-social delivery of Unpaid Work because it acknowledges the work achieved and progress made by the offender. As a shared record, it encourages the involvement and motivation of the offender. Where relevant, the Log may also record progress on any skills acquisition and accreditation. The offender should keep a copy of the Attendance and Participation Log.

H.9 Probation Areas (or any other agency also delivering Unpaid Work) are free to determine the format of the Attendance and Participation Log. It could take the form of a simple record card, or be combined within an offender Unpaid Work information folder. This should be standardised with the implementation of C-NOMIS. In addition, offenders working towards acquiring skills accreditation will have an assessment record of their learning that will be used as evidence towards the award.

Guidance on offenders' behaviour on work sites

H.10 The pro-social delivery of Unpaid Work requires that all Unpaid Work staff apply rules fairly and consistently. The guidance covers a range of issues including:

- prompt arrival
- allowing others to speak in group discussions
- absence due to illness
- speaking for yourself and not others
- restrictions on smoking
- no offensive or discriminatory language
- restrictions on mobile phones
- no attendance under the influence of drink / drugs
- no alcohol and drugs on the premises
- no unreasonable, disruptive, aggressive or violent behaviour.

H.11 Managers will need to ensure that the implementation of guidance about offenders' behaviour is consistent with the principles of Pro-Social Modelling. For example, a blanket ban on bringing mobile phones to work sessions may fail to recognise some offenders' genuine and verifiable needs. A common-sense assessment of an individual's need must be balanced against avoiding the disruption to work sessions which inappropriate use of phones can cause.

H.12 Supervisors are responsible for maintaining discipline on the work site and the decision that a breach of discipline requires an offender to be sent off site is for them to make. Any infringement of discipline must be reported to the Offender Manager who will decide what action needs to be taken in response.

As a general guide:

- a minor breach (e.g. smoking) would lead to a warning – oral or formal

- a serious breach (e.g. aggressive behaviour towards others) or persistent minor breaches would lead to breach proceedings, with the possibility of return to complete the Unpaid Work requirement if the court agrees
- a very serious breach (e.g. assault on a member of staff – which would have been reported to the police as an offence) would lead to breach proceedings with no further work instructions issued and a recommendation for revocation and re-sentence.

Court Orders

H.13 The signing of the Unpaid Work Assessment Form confirms that the offender has understood the legal obligations conferred by the court and can be helpful in breach proceedings.

H.14 The offender will have a named Offender Manager responsible for the whole Order.

Lateness

H.15 Unpaid Work schemes will need to operate a policy in relation to late arrival that is consistent with the local Probation Area's general policy on late arrival for other supervision appointments. A sample policy is as follows:

- arrival up to 10 minutes late oral warning (but note that in some situations e.g. where offenders are collected by Unpaid Work transport, then any degree of lateness at the 'pick up point' will result in an unacceptable absence)
- arrival more than 10 minutes late counted as an unacceptable absence under National Standards unless a special arrangement has been agreed beforehand.

H.16 The decision on whether or not the offender is excluded from that work session and sent away is made by the Supervisor (with reference to a manager if necessary) and based on the individual situation.

Missed sessions and catching up

H.17 If an offender misses an Unpaid Work session, it may be possible for another work session to be arranged during the same week. Every effort should be made to do this in order to maximise the likelihood of achieving the National Standard of an average six hours work per week.

Enforcement

H.18 Unpaid Work must be enforced as laid down in National Standards. Enforcement procedures should follow current National Standards and local Probation Area procedures. Enforcement decisions and

enforcement actions are the responsibility of Offender Managers but these rely on relevant, timely information from Unpaid Work staff.

circumstances another sentencing disposal may be more appropriate.

H.19 Failures to attend work sessions or serious or repeated examples of inappropriate behaviour constitute a breach of the Order that should result in enforcement proceedings in line with National Standards.

Acceptable Absence

H.20 Definitions of acceptable and unacceptable absences from Unpaid Work sessions will need to be consistent with National Standards and local Area policies on absence. The following guidelines can be used:

- absence due to travel difficulties must be notified as soon as possible and will only be considered acceptable if they are independently verified
- absence due to illness must be notified as soon as possible and must be supported by a medical certificate or self certification form, submitted within the required time scale
- absence due to detention in custody will be considered acceptable subject to independent verification.

H.21 For any other absence to be deemed acceptable, it must have been agreed in advance. Each request will need to be considered on its merits.

Limits on Absence

H.22 Repeated absences, even for legitimate reasons, may make an offender unable to complete the Unpaid Work within the required twelve months from the date of sentence. Under these circumstances, consideration should be given by the Offender Manager to returning the Order to Court on the grounds that the offender is unable to comply with the requirement.

H.23 Repeated absences for genuine illness may indicate that the offender is not fit to complete the Order. Under the circumstances, consideration should be given by the Offender Manager to returning the order to court on the grounds that the offender is unable to comply with the requirement.

Attendance on subsequent Unpaid Work

H.24 There are no limits on the number of times an offender may undertake Unpaid Work. Subsequent Orders may build on the progress and learning demonstrated in previous Sentence Plans. The only exceptions are where previous attendance and behaviour on Unpaid Work has indicated that the offender is unable or unwilling to comply with the requirement and in these

Vocational Skills Learning (VSL)

Requirements

- Organisations responsible for delivering Unpaid Work must establish work placements capable of supporting Vocational Skills Learning.
- Vocational Skills Learning needs to be targeted at offenders with poor employment related skills linked to their offending.
- Offenders on Unpaid Work must have the same access to learning and advice about employment as all other offenders.
- For provision delivered under the Offenders' Learning and Skills Service (OLASS) all providers must be Learning and Skills Council (LSC) approved and offer nationally recognised accreditation.

Good Practice

- Full use should be made of the 20% allowance for learning and skills development.
- When setting up Unpaid Work placements and projects, staff should suggest guaranteed interview schemes for suitable offenders.
- For schemes that have been implemented locally using non OLASS funds (e.g. locally sourced European Social Fund (ESF) or other funding streams) then areas should be looking to link any learning outcomes with LSC approved qualifications structures.

I.1 Unpaid Work provides an ideal opportunity to deliver accredited learning to offenders who are already engaged in practical skills on, for example, work sites as part of their Court Order. One of the most effective methods of delivery for this particular group of offender's is via Vocational Skills Learning (VSL). VSL is gaining knowledge and skills, through both practical experience and tuition, which will help improve an offender's employability. As the learning is practical, it is likely to best suit the learning styles of many offenders. Vocational Skills may include literacy and numeracy as well as problem solving skills, which can be tailored in partnership with the local LSC and mainstream providers to deliver recognised job-related qualifications to offenders. The main purpose of this is to improve an offender's employability so that they can secure paid jobs as this has been shown to reduce re-offending.

I.2 Vocational Skills Learning has the potential to allow:

- offenders to learn new skills, or improve existing skills which can result in an accredited qualification. These include practical vocational skills e.g. in painting and decorating, catering, land work, etc. They also include:
 - skills for life delivery in literacy and numeracy.
 - skills of self-discipline e.g. getting up and getting to work on time.
 - skills in inter-personal relationships e.g. learning to work with others in a team, learning to work on one's own initiative, accepting instructions from others in authority.

I.3 The Placement Quality Standards (PQS) criteria recognise that Unpaid Work sites can offer a wide range of opportunities to learn or improve skills and can cover practical, vocational, interpersonal and problem-solving skills. Ideally, offenders should be placed on work sites where their individual levels of skills deficits can best be improved.

VSL and the Learning and Skills Council (LSC)

I.4 The introduction of the Offenders' Learning and Skills Service (OLASS) integrates learning and skills provision for offenders and supports continuity of learning both in custody and in the community in England. The service, planned and funded by the LSC alongside their mainstream post 16 responsibilities, provides a holistic end to end service for all offenders.

I.5 Welsh regions are adopting a separate strategy in partnership with the Welsh Assembly Government and the Director of Offender Management Services – Wales.

I.6 Under OLASS, professional assessment, the planning of provision and the delivery of outcomes to offenders, now rests with the LSC and its providers. Following this change, NPS areas will now focus on their core business, which includes the screening of offenders to identify potential skills deficits, referring them on to LSC led provision, maintaining motivation and encouraging them to engage with the opportunities provided for them by other partners.

I.7 NPS areas are strongly encouraged to work closely with their local LSCs in order to deliver appropriate provision that can be nationally accredited to those undertaking Unpaid Work. All providers need to be LSC accredited and any outcomes linked to the LSC recognised qualifications structure in order to gain the maximum benefit for the Offender Learner. A number of local delivery models are being tested in 2006 using non-OLASS funds (such as locally sourced ESF, Prison

Service Plus 3 or other such funding streams) with a view to establishing a national model.

I.8 The skills learning offered should also take into account local skills deficits and opportunities in the local labour markets, some of which may fall outside the OLASS criteria. Staff organising Unpaid Work should also remember that the organisations providing the placements and projects are usually employers in their own right and may therefore be very valuable sources of jobs for offenders after completion of their requirement. When setting up Unpaid Work placements and projects, staff should therefore suggest guaranteed interview schemes for suitable offenders. Even voluntary work placements following the completion of Unpaid Work can be very valuable stepping-stones to paid employment.

I.9 In addition to the above, OLASS will also complement the integration of offender learning with mainstream provision. Under OLASS, the LSC with its network of approved providers will further ensure that offenders have access to a much wider range of quality provision. Such engagement with offenders will allow mainstream providers to draw down mainstream funding directly from the LSC as such provision is funded outside the OLASS project. OLASS recognises that many offenders will not be immediately ready for mainstream engagement and require specialist support services in order to bridge the gap between discrete 1:1 provision to attending the local college for learning.

I.10 OLASS will also provide offenders with a more integrated approach to the delivery of Information Advice and Guidance (IAG) services. IAG services have a pivotal role to play in promoting the benefits of learning, helping overcome barriers and supporting offenders make informed choices.

Targeting VSL in Unpaid Work

I.11 The delivery of Vocational Skills Learning needs to be relevant and appropriate to the individual offender for it to be effective. The need for VSL should be itemised in the Supervision Plan as part of the post-sentence assessment process, with particular skills deficits identified. The following factors should be considered in targeting Vocational Skills:

- VSL needs to be targeted at offenders with poor employment-related skills and not at those with a good history of stable employment.
- it has to be evident that where an offender has poor employment-related skills, that this is a factor which has contributed to their offending.
- the level of learning available through Unpaid Work has to be above the level of skill already attained by the offender. To offer learning at a level already achieved

may well be demoralising. However, for skilled but unqualified offenders, the opportunity to gain a nationally accredited qualification that confirms the skill level already attained may well be helpful in obtaining employment.

I.12 An opportunity for VSL should be made available in all areas and for all cases where a deficiency in employment related skills is related to offending. The overriding principle is that offenders on Unpaid Work must have the same access to skills learning and further advice about employment as all other offenders and all assessment and induction procedures for Unpaid Work offenders should take account of this.

I.13 Staff providing Unpaid Work should remember that National Standards currently allow 20% of Unpaid Work hours to be used for “basic literacy or other work necessary to enable the offender to gain maximum benefit from the sentence or to provide qualifications directly related to work undertaken as part of the sentence”. **Full use should be made of this 20% allowance wherever appropriate.** Clearly, longer orders can provide more effective opportunities for formal learning.

I.14 It is also crucial to track offenders’ learning and employment records throughout their Orders.

Other useful Documents:

The Offenders Learning Journey (OLASS Website via the LSC website).
www.lsc.gov.uk/national.partners/policyanddevelopment/olass

Reducing Re-Offending Through Skills and Employment – CM 6702

National Qualifications Framework (QCA web site - www.qca.org.uk/qualifications/types/2791.html)

Reducing Re-offending, National Action Plan – Available from the Home Office Communications Directorate.
www.noms.homeoffice.gov.uk/news-publications/policy-consultation

Criminal Justice Act and Implications for providers (OLASS Website via the LSC website).
www.lsc.gov.uk/national.partners/policyanddevelopment/olass

A Contextualised Guide to support success in literacy, numeracy and ESOL provision – DfEs Publications REF: SFL Probation (Tel: 0845 602 2260).

IAG supporting offenders in custody and in the community – Available from the Learning and Skills Council, Cheylesmore House, Quinton Road, Coventry, CV1 2WT (www.lsc.gov.uk).

Offender Management

Requirements

- A sentence plan must be drawn up by the Offender Manager for all Unpaid Work offenders and reviewed in accordance with National Standards. This will be part of OASys in those cases where it is completed. For those cases not requiring a full OASys a separate sentence plan must be drawn up (an example of such a plan is included in Appendix 12)
- An OASys Risk of Harm Screening must be completed as a minimum before any offender can be allocated to an Unpaid Work site.

Good Practice

- The Unpaid Work Assessment Form and the Offender Needs and Placement Quality Matrix should be used in assessing offenders sentenced to Unpaid Work.
- All relevant documentation should be shared between offender management and Unpaid Work staff and regular recording should reflect joint contributions to the overall management of each offender.

J.1 The principle of the Offender Management model is that offenders should receive a consistent, co-ordinated, 'end-to-end' integrated case management service throughout all the activities required in a supervisory Order or Licence. Good offender management requires sound assessment (using OASys or ASSET) and sentencing planning underpinned by good working relationships and communications between offender management staff and those delivering interventions. It should provide:

- mutual reinforcement of the purposes of the Order
- proper assessment and planning to under-pin Unpaid Work
- management and supervision of the Order that meets current National Standards, especially in timely enforcement.

J.2 Examples of ways in which Unpaid Work can reinforce the principle of Offender Management include:

- progress made in skills learning can be supported in supervision with the offender manager, including participation in accredited programmes
- personal difficulties that become apparent on Unpaid Work can be addressed in supervision with the Offender Manager
- opportunities can be provided on Unpaid Work to

practise and reinforce skills learned on offending behaviour programmes or in individual supervision

Assessment & Management

J.3 All offenders sentenced to perform Unpaid Work must have an OASys Risk of Harm screening completed as a minimum requirement before allocation to any work site. If any further risk factors are indicated in the screening, a full OASys should be completed. The OGRS score and a copy of the previous convictions must also be provided to Unpaid Work staff before an allocation to work can be made.

J.4 A sentence plan must be drawn up for all Unpaid Work offenders. This should be regularly reviewed as required by current National Standards. This will be part of OASys in those cases where it is completed. For those cases not requiring a full OASys a separate sentence plan must be drawn up (an example of such a plan is included in Appendix 12). Both the Offender Manager and Unpaid Work staff should contribute to the plan and its reviews.

J.5 As outlined in the section on the process earlier in this manual Post Sentence Assessment Interviews are conducted by Offender Managers. This is an important meeting as it provides the information for assessment and allocation of the offender to a work placement by Unpaid Work staff. It also helps to set the tone for the remainder of the Order. In those cases where Unpaid Work is the only requirement, National Standards only stipulates two contacts as a minimum. The importance of this meeting, therefore, cannot be stressed too highly.

J.6 The Unpaid Work Assessment Form and the Offender Needs and Placement Quality Matrix in the Appendices should be used in assessing offenders sentenced to Unpaid Work. Where no full OASys has been completed, and the Risk of Harm screening indicates none is required, there is no requirement to complete the Offender Needs and Placement Quality Matrix as long as an alternative local allocation system is in operation.

J.7 All relevant documentation, particularly that relating to risk of harm, should be shared between offender management and Unpaid Work staff and regular recording should reflect joint contributions to the overall management of each offender.

J.8 Both Unpaid Work staff and Offender Managers should be aware of the Standards, Probation Circulars, and other local and national guidance that affect successful joint working and quality service delivery to offenders. These will include PC65/2005, PC83/2005 and PC09/2006 and The NOMS Offender Management Model handbook 2006.

Staffing Unpaid Work

Requirements

- Agencies delivering Unpaid Work must have an overall Unpaid Work Manager.
- There will be Placement Managers or Placement Officers responsible for finding and assessing suitable work projects and placements in the local communities.
- There will be a range of Supervisors or Supervisor/Tutors responsible for the supervision of offenders on site and ensuring that they complete the work to a good standard.
- Arrangements must be made so that Supervisors always have access to a member of Unpaid Work staff who has the appropriate training and experience to advise and assist them in any issues of risk, dangerousness or inappropriate behaviour and to decide what action should be taken.

Good Practice

- Responsibility for quality assurance may be held by the Unpaid Work Manager, assigned to a Quality Assurance Manager or delegated to another member of staff.

The Unpaid Work staffing structure

K.1 The precise arrangements for staffing and managing Unpaid Work depend on the agency delivering Unpaid Work and on local circumstances.

K.2 It is also possible for Unpaid Work staff to hold more than one role, subject to their training and competence. All staff should have person specifications, job descriptions and task lists which fit current competencies and occupational standards.

K.3 As a minimum, agencies delivering Unpaid Work are expected to have an overall **Unpaid Work Manager**, who may also be responsible for ensuring the quality of service delivery, but this responsibility might be delegated to a specialist member of staff such as a **Quality Assurance Manager**.

K.4 There will be **Placement Managers**, or **Placement Officers**, who are responsible for finding and assessing suitable work projects and placements in the local communities. They will also be responsible for all the routine operational tasks associated with ensuring effective front-line service delivery including the allocation of offenders to work. Occasionally, one or more Placement Managers or Placement Officers may take on the quality assurance tasks in the team, rather than the Manager or QAM. In this case it is important to ensure

that they can retain sufficient objectivity, for instance by ensuring that they do not audit their own assessments when Placement Quality Standards Checklists are monitored.

K.5 Finally, there will be a range of **Supervisors** or **Supervisor/Tutors** who are responsible for the supervision of offenders on site and ensuring that they complete the work to a good standard. Sometimes Supervisors and Placement Managers or Placement Officers may cover each other's roles and tasks.

K.6 Line management arrangements will vary along with agency management structures and the chosen staffing patterns for delivering Unpaid Work. In general, responsibility for staff management and supervision will rest with the Unpaid Work Managers, but this may be partly delegated to other staff, especially in large teams or units.

K.7 Much of Unpaid Work is delivered out of normal office hours and often on isolated sites. Arrangements should be made so that Supervisors always have access to a member of Unpaid Work staff who has the appropriate training and experience to advise and assist them in any issues of risk, dangerousness, or inappropriate behaviour and to decide what action should be taken. This means that there must be adequate duty arrangements for out-of-office-hours, preferably by means of personal visits to work sites as well as access by phone.

K.8 There will also be staff involved with Unpaid Work offenders who are not directly employed by the agency responsible for delivering Unpaid Work itself. This will include staff from external organisations delivering skills learning. There should be written protocols or Service Level Agreements setting out clear mutual expectations. SLAs are also useful for clarifying the roles and responsibilities of Unpaid Work staff and Offender Managers.

K.9 The suggested responsibilities and competencies for the main Unpaid Work staff posts are given in Appendix 9. Appendix 10 contains forms for collating evidence of competence which are useful for new members of staff in particular, and for the appraisal process in general.

Staff supervision, appraisal and continuing development

Requirements

- Supervision must be provided for all staff in line with the agency's policy on staff supervision and appraisal.

Good Practice

- Responsibility for staff supervision rests with the Unpaid Work Manager although it can be delegated to other staff for some roles.
- All Unpaid Work Supervisors should attend at least four Quality Assurance Groups per year.

L.1 Staff supervision, appraisal and development ensure the quality of Unpaid Work delivery. The purpose of supervision is to:

- monitor and improve the consistency and quality of service delivery
- hold staff accountable
- offer support and advice to staff
- provide ongoing training and coaching to build on training
- appraise individual's level of competence.

L.2 This is achieved through:

- individual or group staff supervision
- quality Assurance Groups (Supervisors' meetings)
- unit or Team Meetings for all Unpaid Work staff
- annual Performance Appraisal.

L.3 In all these processes, individual staff members have responsibility for their own learning and professional development by:

- preparing for supervision sessions and meetings and bringing evidence or examples of their own work for discussion
- being honest, open and prepared to learn
- changing and improving practice where this is required.

Individual staff supervision

L.4 Responsibility for staff supervision rests with the Unpaid Work Manager although it can be delegated to other staff for some roles. Supervision must be provided for all staff in line with the agency's policy on staff supervision and appraisal.

L.5 Supervision may be organised in small groups of staff sharing the same role, in individual sessions or a mixture of both. For full-time staff, supervision will be in line with local area/agency policy. Frequency for part-time staff may be less, subject to an ideal minimum of quarterly meetings.

L.6 The line manager's responsibilities include:

- arranging the supervision dates and conducting the meetings
- structuring the process clearly and keeping the focus on Unpaid Work delivery and staff performance
- addressing issues of diversity and inclusiveness
- reviewing sources of monitoring information and providing feedback
- producing a written record of the meeting with action points and completing appraisal documents with objectives.

Quality Assurance Groups (Supervisors' meetings)

L.7 QAGs are structured practice development meetings in which experiences are shared and practice developed. They should be an important part of the working life of Supervisors. They are an opportunity for staff to discuss the practical application of Pro-Social Modelling. This is important for Unpaid Work where the front-line practice takes place in a wide range of different situations. Staff will be trained in Pro-Social Modelling but it will only be possible to provide staff with a set of principles for applying PSM, and not a detailed guide for what is a pro-social response in every situation.

L.8 QAGs also provide an opportunity for the manager/delegated staff member running them to demonstrate pro-social behaviour in conducting the discussion and giving feedback. This can help to develop pro-social skills within the group.

L.9 Detailed guidance on QAGs is provided in Appendix 7 and a monitoring form in Appendix 8.

Unpaid Work Unit or Team Meetings

L.10 Unit meetings can deal with routine business but can also be used to develop and improve specific elements of Unpaid Work delivery. Meetings should be conducted in a pro-social style. While they should be kept distinct from QAGs, they might usefully be held immediately before or after and used to review other areas of practice such as problem-solving, Placement Quality Standards and improving liaison with Offender Managers. Examples from recent practice can again be used to prompt ideas about different ways of resolving particular problems and improving future practice.

Performance Appraisal

L.11 The arrangements already outlined for the continuing support and development of staff after training are dependent upon local agency systems for staff supervision and performance appraisal. Staff performance should be reviewed through supervision meetings using evidence from a wide range of sources.

Annual appraisal systems must ensure that developmental needs are identified and met through additional training and supervision where necessary.

Dealing with under-performance

L.12 Staff whose performance is assessed as below the acceptable standard but are making progress should be given further training and other assistance to improve their performance. Consideration must be given to competency proceedings for staff who are not making progress in achieving the required standard of performance, usually in conjunction with an agency's HR department, and it is crucial that all procedures used are followed fairly and objectively.

L.13 Evidence of lack of competence should be collated by the line manager and discussed with the staff member and with the agency's HR department. Unsubstantiated rumour and gossip does not constitute evidence. Reasonable opportunities to improve performance, together with further training and supervision if necessary, must be given.

L.14 Wilful under-performance and refusal to meet the required standards will invoke the relevant disciplinary processes of the agency delivering Unpaid Work. Again, the line manager must collect evidence and the advice of agencies' HR departments must be sought and followed.

Unpaid Work Staff Training

Requirements

- Staff delivering Unpaid Work must be suitably trained for their roles to ensure quality service delivery.

Good Practice

- Revised training materials are being developed and local areas/agencies delivering Unpaid Work should ensure that staff access the relevant elements of training.

M.1 Unpaid Work accounts for a significant and growing proportion of offenders sentenced to penalties in the community. Staff training should be designed to ensure quality service delivery in Unpaid Work. Offenders should then get the maximum benefit from their experience of Unpaid Work in terms of reduced re-offending, especially by improving their chances of obtaining and sustaining paid employment. ‘What Works’ research has demonstrated that even the best interventions with offenders can have an adverse effect if badly delivered so the quality of staff training is crucial to Unpaid Work’s success.

M.2 The training materials developed to support the delivery of ECP will be revised in line with the requirements of Unpaid Work set out in this manual and issued in due course. Agencies responsible for delivering Unpaid Work must ensure that their staff are appropriately trained. If they choose to provide training other than using the revised materials issued by NPD, they must cover the following as a minimum.

- **Risk Assessment and Risk Management of Offenders** for all grades of Unpaid Work staff. Work providers must also be familiar with the principles of risk assessment and risk management.
- **Performance Management** for all grades of Unpaid Work staff; this should include National Standards, national and local practice guidance, targets, monitoring stand-downs and send-homes, etc. Unpaid Work providers should also be familiar with the importance of performance management.
- **Pro-Social Modelling** for all grades of Unpaid Work staff; all staff in the organisation delivering Unpaid Work should be familiar with PSM and build its principles into their contacts with offenders. Unpaid Work providers should also be familiar with PSM by training or briefing sessions. PSM training, for supervisors at least, should cover a structured approach to problem solving (such as Problem Solving at Work in the ECP Manual) and techniques for modelling its use to offenders.

- **Placement Quality Standards** for all grades of Unpaid Work staff and for all work providers.
- **Health and Safety Training** that should cover all current relevant legislation and guidance; agencies delivering Unpaid Work may have their own qualified H & S Officers who are available to train staff and give ongoing advice on projects and placements. Agencies which do not employ their own H & S Officers must ensure that Unpaid Work staff are trained by, and receive ongoing guidance from suitably qualified professional advisors.
- **Skills Learning** familiarisation for all Unpaid Work staff and for all work providers to ensure that offenders are motivated to engage with programmes delivering employment-related skills.
- **Offender Management Model** familiarisation for all Unpaid Work staff.

M.3 These will be in addition to any generic agency induction or training programme.

M.4 The best staff training is designed as a process of individual professional development and will be delivered in a way that is inclusive, fair, transparent and anti-discriminatory. It will dovetail with many agencies’ HR processes in covering the following stages and may often be delivered in conjunction with HR staff:

- selection of staff, including the use of assessment centres and interviews
- initial induction and training
- ongoing supervision, development and quality assurance monitoring, including evidence from assessed practice
- performance appraisal.

M.5 There is no longer a requirement to use an assessment centre process as Unpaid Work is not an accredited programme. However, many areas, or agencies responsible for delivering Unpaid Work, may choose to do so. In such circumstances the revised training materials can be used to inform the content of the assessment centre.

Quality assuring the delivery of Unpaid Work

Requirements

- Agencies responsible for Unpaid Work must take steps to quality assure the delivery of Unpaid Work.
- As a minimum, an OASys Risk of Harm screening must be completed on all offenders performing Unpaid Work.
- A sentence plan, must be completed in each case and reviewed in accordance with National Standards.
- An Unpaid Work Exit Questionnaire must be used in all cases.
- As a minimum, quality assurance of Unpaid Work must assess the following:
 - The management of Unpaid Work cases (the proper provision and exchange of information);
 - Pro-Social Modelling;
 - Placement Quality Standards;
 - Skills Learning (appropriate assessment, provision and allocation).

Good Practice

- The results of quality assurance should be stored for self assessment and auditing purposes, and used to drive forward improvement.

Quality assurance measures

N.1 It is essential that providers take steps to quality assure the delivery of Unpaid Work. Unpaid Work uses a number of quality assurance measures. The purpose of these is to:

- measure progress made in reducing offenders' offending-related risk factors before and after Unpaid Work
- identify future offending-related needs
- measure the quality of Unpaid Work placements and projects and progress made to meet any required improvements
- measure the degree to which Unpaid Work is pro-social
- ensure the management of cases is integrated with Offender Management
- ensure skills learning is offered to all those offenders for whom it is appropriate
- inform future developments in Unpaid Work.

The Unpaid Work Exit Questionnaire

N.2 An Unpaid Work Exit Questionnaire must be used in all cases. The questionnaire is designed to measure:

- how the offenders regard their treatment on Unpaid Work and whether they have experienced this as pro-social
- the extent to which they think Unpaid Work has benefited both themselves and the beneficiaries of the work
- how motivated they were to undertake the work.

N.3 It should be used towards the end of an offender's sentenced hours of work, either on site or in an office interview. The scoring sheet at the end should be completed and attached to the questionnaire. The Quality Assurance Manager (QAM), or relevant staff member responsible for ensuring quality service delivery, should ensure that the questionnaires are all scored, collated and stored. Results should be disseminated to staff routinely. A summary of the results may also be useful publicity to promote Unpaid Work internally and also externally under the Community Payback scheme.

N.4 A copy of the questionnaire is contained in Appendix 11 at the end of this Manual.

N.5 The following assess Pro-Social Modelling:

- the Unpaid Work Exit Questionnaire (see above)
- the PSM Checklists – these appear in Appendix 5/6 at the end of the Manual with guidance notes and worked examples. The PSM Action Checklist assesses the performance of Supervisors on work sites. The PSM Monitoring Checklists assess the delivery of Pre-Placement Work Sessions. The PPWS can be recorded by video or audio tape and/or by observation during which notes are made. A sample selection of tapes and/or observation notes (10% of the total is suggested) should be made at least annually and the results used in supervision and appraisal. Ideally, the QAM should be responsible for this quality monitoring but the tasks may be delegated to other grades if necessary, providing that the principle of objectivity is maintained and staff are not assessing themselves or their own piece of work.

N.6 The following assess Placement Quality Standards:

- the Unpaid Work Offender Questionnaire (see above)
- the results of the Placement Quality Standards Checklist, completed regularly by the Placement Manager as described in the guidance notes in Appendix 3 at the end of this Manual, will form a database for auditing by the QAM, or other appropriate staff member. Again, a random sample of 10% for an annual audit is suggested.

N.7 The following assess Skills

Learning:

- the Unpaid Work Offender Questionnaire will also measure the opportunities given to offenders to improve all their employment-related skills
- national standards allows a proportion of Unpaid Work hours (currently 20%) to be spent on activities such as skills learning which will help to achieve the purpose of the sentence and the use of the 20% should be monitored to ensure that Unpaid Work offenders are given this opportunity
- targets for measuring basic skills commencements and employment outcomes will be relevant to Unpaid Work offenders
- accredited qualifications gained by Unpaid Work offenders will also be an additional measure.

The Management of Unpaid Work Cases

N.8 The Quality Assurance Managers, or the member of staff responsible for quality assurance, should routinely audit a sample of cases to assess the quality of:

- the Unpaid Work Assessment Form
- the Offender Needs and Placement Quality Matrix
- the appropriateness of the work allocation
- unpaid Work Staff's contribution to and use of the sentence plan
- the constructive exchange of information (evidenced by reviews, contact logs etc)
- risk of Harm information (screening, full assessment etc) provided, acted upon and updated.

Appendix 1

Unpaid Work Assessment Form

1 Personal Details Enter details from relevant sections of OASys or OASys RoH Screening

Family Name	<input type="text"/>	d o b	<input type="text"/>
Forenames	<input type="text"/>	Case ID No	<input type="text"/>
Alias	<input type="text"/>	PNC No	<input type="text"/>
Ethnic category	<input type="text"/>	Gender	M <input type="checkbox"/> F <input type="checkbox"/>

2 Address

<input type="text"/>	
<input type="text"/>	Home phone <input type="text"/>
<input type="text"/>	Mobile phone <input type="text"/>

3 Emergency contact details

Name	<input type="text"/>	Relationship to offender	<input type="text"/>
Address	<input type="text"/>		
	<input type="text"/>		
	Home phone	<input type="text"/>	
	Mobile phone	<input type="text"/>	

4 Benefit Details Enter details from relevant sections of OASys or OASys RoH Screening

	Yes	No		Yes	No
Income Support	<input type="checkbox"/>	<input type="checkbox"/>	Job Seeker's Allowance	<input type="checkbox"/>	<input type="checkbox"/>
Sickness Benefit	<input type="checkbox"/>	<input type="checkbox"/>	Disability Living Allowance	<input type="checkbox"/>	<input type="checkbox"/>
Incapacity Benefit	<input type="checkbox"/>	<input type="checkbox"/>	Other (eg student loan)	<input type="checkbox"/>	<input type="checkbox"/>
			Severe Disability Allowance	<input type="checkbox"/>	<input type="checkbox"/>

Please note any benefit 'signing on' details in Section 12

5 Employment and Education

Is the offender in employment or education? Yes No

Is employer or college aware of the Unpaid Work requirements? Yes No

Name of employer or college

Address

Days / hours per week

Type of work or education

7 Qualifications and Skill Development

Please indicate if there are problems with: Reading Writing Numeracy

List qualifications the offender has gained

Particular skills or experience eg decorating, gardening, building, retail, work with people

Skills the offender would like to learn

Offender's preference for type of work

8 Health and Safety Information

Please give details below

	Yes	No		Yes	No
Vertigo	<input type="checkbox"/>	<input type="checkbox"/>	Angina	<input type="checkbox"/>	<input type="checkbox"/>
Skin conditions	<input type="checkbox"/>	<input type="checkbox"/>	Diabetes	<input type="checkbox"/>	<input type="checkbox"/>
Allergies	<input type="checkbox"/>	<input type="checkbox"/>	Asthma	<input type="checkbox"/>	<input type="checkbox"/>
Claustrophobia	<input type="checkbox"/>	<input type="checkbox"/>	History of psychiatric illness	<input type="checkbox"/>	<input type="checkbox"/>
Other phobias	<input type="checkbox"/>	<input type="checkbox"/>	Treatment for depression or nervous disability	<input type="checkbox"/>	<input type="checkbox"/>
Giddiness / fainting	<input type="checkbox"/>	<input type="checkbox"/>	Disability (see next section)	<input type="checkbox"/>	<input type="checkbox"/>
Blackouts	<input type="checkbox"/>	<input type="checkbox"/>	Back problems	<input type="checkbox"/>	<input type="checkbox"/>
Epilepsy	<input type="checkbox"/>	<input type="checkbox"/>	Pregnant	<input type="checkbox"/>	<input type="checkbox"/>
Eyesight problems	<input type="checkbox"/>	<input type="checkbox"/>	Other health problems relevant to work	<input type="checkbox"/>	<input type="checkbox"/>
Hearing problems	<input type="checkbox"/>	<input type="checkbox"/>	Any prescribed medications being taken	<input type="checkbox"/>	<input type="checkbox"/>

Give details here including contact details for GP

Disability (DDA categories)

	Yes	No		Yes	No
Hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	Reduced physical capacity including difficulty with physical co-ordination	<input type="checkbox"/>	<input type="checkbox"/>
Speech impairment	<input type="checkbox"/>	<input type="checkbox"/>	Mental illness	<input type="checkbox"/>	<input type="checkbox"/>
Severe disfigurement	<input type="checkbox"/>	<input type="checkbox"/>	Visual impairment (not corrected by glasses or contact lenses)	<input type="checkbox"/>	<input type="checkbox"/>
Reduced mobility	<input type="checkbox"/>	<input type="checkbox"/>	Learning difficulties	<input type="checkbox"/>	<input type="checkbox"/>
Dyslexia	<input type="checkbox"/>	<input type="checkbox"/>	Progressive condition (e.g. cancer, muscular dystrophy)	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	Do not wish to disclose	<input type="checkbox"/>	<input type="checkbox"/>

What obstacles and barriers does this place on day to day activities

9 Placement considerations Please give details below

	Yes	No		Yes	No
Risk to children	<input type="checkbox"/>	<input type="checkbox"/>	Risk to staff	<input type="checkbox"/>	<input type="checkbox"/>
Alcohol or drug problems	<input type="checkbox"/>	<input type="checkbox"/>	Needs close supervision or restricted placement	<input type="checkbox"/>	<input type="checkbox"/>
Racially motivated offender	<input type="checkbox"/>	<input type="checkbox"/>	Known difficulty with others on UW	<input type="checkbox"/>	<input type="checkbox"/>
Cultural / religious needs	<input type="checkbox"/>	<input type="checkbox"/>	Cannot be placed with male supervisor	<input type="checkbox"/>	<input type="checkbox"/>
Other considerations	<input type="checkbox"/>	<input type="checkbox"/>	Cannot be placed with female supervisor	<input type="checkbox"/>	<input type="checkbox"/>

Give details here:

10 Risk Issues Please give details below

	Yes	No		Yes	No			
OGRS under 41	<input type="checkbox"/>	<input type="checkbox"/>	Full OASys completed	<input type="checkbox"/>	<input type="checkbox"/>			
Victim location considerations	<input type="checkbox"/>	<input type="checkbox"/>	Full Risk of Harm Assessment completed	<input type="checkbox"/>	<input type="checkbox"/>			
ASBO/Injunction or similar order	<input type="checkbox"/>	<input type="checkbox"/>						
OASys Risk of Harm Category	Low	<input type="checkbox"/>	Medium	<input type="checkbox"/>	High	<input type="checkbox"/>	Very High	<input type="checkbox"/>

Give details here

11 Travel

Cost of public transport from home to UW work

Offender has valid driving licence Yes No Public transport is accessible Yes No

Placement restrictions due to travel difficulties

12 Availability for Unpaid Work

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Afternoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Benefit 'signing on' details - see Section 4

Any dependant care issues

Any other time restriction

13 Declaration These things have been given and explained to me:

Information about Unpaid Work

Yes No

THESE LINES ARE LEFT BLANK FOR UNITS TO INCLUDE FURTHER LOCAL INFORMATION

A copy of instructions for my first UW session on Date Yes No

I agree to you sharing information with my placement provider, and contacting my GP if necessary

I believe the information on this form is correct. I agree to attend for Unpaid Work as instructed

Offender's signature Date

Staff signature Date

Appendix 2

Guidance Notes for completing the Unpaid Work Assessment Form and Offender Needs and Placement Quality Matrix

The Unpaid Work Assessment Form

1. The Unpaid Work Assessment Form is designed to be completed after sentence and builds on any available OASys assessment. The form summarises the offending related factors that can be addressed on the Unpaid Work and logs additional information necessary for the administration and management of Unpaid Work.

The Offender Needs and Placement Quality Matrix

2. The Offender Needs and Placement Quality Matrix enables the offender to be matched with and allocated to a placement which has an appropriate balance of qualities to address the needs identified. It matches variations in the offender's needs with the degree to which these are offered by a given placement.
3. **When available** OASys section scores are used to estimate the degree of offender needs that can be addressed by the placement. In some cases only part of the OASys section assesses the specific dynamic risk factor addressed by UW. However research using OASys data shows a sufficient correlation between the whole section and the specific parts related to the dynamic risk factor to justify use of the whole section scores.
4. The form is started by reviewing scores from OASys Summary Sheet, and entering an 'offender need' score in the OASys score column, calculated as follows:
0 = 0 other scores to left of line = 1 scores to right of line = 2.
5. The Placement Quality Standards Checklist scores from a likely placement are then entered in the PQS Checklist score row and the degree of matching checked. The clear boxes in the matrix show the main points where the offender's dynamic risk factors can be addressed by the Placement Qualities.

**Where the placement score is equal to or greater than the OASys score mark the box with a ✓.
 Allocate the offender to a placement where all clear boxes are ✓.**

6. The process can be repeated with several different placements to see which has the best fit with the offender's needs. The best quality placement will always be that with the highest placement quality scores, but the best match requires only that the placement quality scores are high where the 'offender need' scores are high.
7. **It is recognised that in allocating individual offenders to placements it will be necessary to take account of other factors including any particular risks posed by the offender identified in the OASys assessment, the offender's availability for work, and the location of the placement and the offender's home address. These factors may preclude allocation to the best possible placement, and priority should always be given to the management of the risk of harm and re-offending.**

A copy of the Matrix and a working example appears in the Appendices.

8. Where there is no full OASys, a best match should be made based on available information.

Offender Needs and Placement Quality Matrix

to be completed before (re) allocation to placement

OFFENDER'S NAME

PLACEMENT NAME

OFFENDER'S NAME		PLACEMENT NAME					
Date form completed		Placement Quality	Contact with beneficiary	Work seen as useful	Opportunity to develop empathy	Opportunity to practice and reinforce cognitive skills	Opportunity to gain employment related skills
Dynamic risk factors		PQS Checklist score 1					
OASys Section		OASys score 2					
7	Lifestyle and associates	Identification with anti social role models. Anti social self esteem					
10	Emotional well being	Anti social self esteem					
12	Attitudes	Anti social attitudes Low empathy					
11	Thinking and behaviour	Poor cognitive skills Low empathy					
4	Education, training and employability	Poor employment skills					

1 Insert PQ score of 0, 1 or 2. **2** Insert a score from the OASys Summary Sheet as follows: 0 = 0, other scores to left of line = 1, scores to right of line = 2.

The clear boxes in the matrix show the main points where the offender's dynamic risk factors can be addressed by the Placement Qualities.

Where the placement score is equal to or greater than the OASys score mark the box with a ✓. Allocate the offender to a placement where all clear boxes are ✓. Where there is no requirement for OASys to be completed in full, this matrix does not have to be completed.

Offender Needs and Placement Quality Matrix to be completed before (re) allocation to placement

OFFENDER'S NAME

John Smith

PLACEMENT NAME

Missing Persons Charity Shop

Date form completed

1 April 2003

Placement Quality		Contact with beneficiary	Work seen as useful	Opportunity to develop empathy	Opportunity to practice and reinforce cognitive skills	Opportunity to gain employment related skills
PQS Checklist score 1		1	2	1	0	2
OASys score 2						
OASys Section	Dynamic risk factors					
7 Lifestyle and associates	Identification with anti social role models. Anti social self esteem	✓	✓	✓		
10 Emotional well being	Anti social self esteem	✓	✓	✓		
12 Attitudes	Anti social attitudes Low empathy	✓	✓	✓		
11 Thinking and behaviour	Poor cognitive skills Low empathy	✓		✓	✓	
4 Education, training and employability	Poor employment skills					✓

1 Insert PQ score of 0, 1 or 2. **2** Insert a score from the OASys Summary Sheet as follows: 0 = 0, other scores to left of line = 1, scores to right of line = 2.

The clear boxes in the matrix show the main points where the offender's dynamic risk factors can be addressed by the Placement Qualities.

Where the placement score is equal to or greater than the OASys score mark the box with a ✓. Allocate the offender to a placement where all clear boxes are ✓. Where there is no requirement for OASys to be completed in full, this matrix does not have to be completed.

Offender Needs and Placement Quality Matrix

to be completed before (re) allocation to placement

OFFENDER'S NAME

Cherie Brown

PLACEMENT NAME

Apsey Homes

Date form completed

1 April 2003

Placement Quality		Contact with beneficiary	Work seen as useful	Opportunity to develop empathy	Opportunity to practice and reinforce cognitive skills	Opportunity to gain employment related skills
PQS Checklist score 1		2	2	2	2	2
OASys score 2						
7	Lifestyle and associates	✓	✓	✓		
10	Emotional well being	✓	✓	✓		
12	Attitudes	✓	✓	✓		
11	Thinking and behaviour	✓		✓	✓	
4	Education, training and employability					✓

1 Insert PQ score of 0, 1 or 2. **2** Insert a score from the OASys Summary Sheet as follows: 0 = 0, other scores to left of line = 1, scores to right of line = 2.

The clear boxes in the matrix show the main points where the offender's dynamic risk factors can be addressed by the Placement Qualities.

Where the placement score is equal to or greater than the OASys score mark the box with a ✓. Allocate the offender to a placement where all clear boxes are ✓. Where there is no requirement for OASys to be completed in full, this matrix does not have to be completed.

2 Work seen as useful by offender

0 1 2

Please record evidence to support the score given and any remedial action needed to improve compliance with standard

Score after remedial action Signature Date

3 Opportunity to develop empathy

0 1 2

Please record evidence to support the score given and any remedial action needed to improve compliance with standard

Score after remedial action Signature Date

4 Opportunity to practise and reinforce problem solving skills

0 1 2

Please record evidence to support the score given and any remedial action needed to improve compliance with standard

Score after remedial action Signature Date

5 Opportunity to gain employment related skills (overall rating)

				0	1	2
Skills for life	Yes	No	Vocational skills		Yes	No
Interpersonal skills	Yes	No	Opportunity for formal certification		Yes	No

Please circle score and details above. Record evidence to support the score given and any remedial action needed to improve compliance with standard

Score after remedial action Signature Date

General comments regarding the suitability of the project

Include any restrictions regarding offender type, any unusual risk factors or any other remedial action needed to improve the quality of the placement. Note if the local community nominated this work. Note opportunities to make the work visible to the local community and how positive publicity can be promoted.

Score after remedial action Signature Date

Please summarise scores below

	Contact with beneficiary or provider	Work seen as useful	Opportunity to develop empathy	Opportunity to practise and reinforce problem solving skills	Opportunity to gain employment related skills	TOTAL score Range 0 – 10
At initial audit	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
After remedial action	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

These scores can be transcribed onto the Offender Needs and Placement Quality Standards Matrix

Guidance Notes for completing the Placement Quality Standards Checklist

1 Offender contact with beneficiary or work provider

Contact with the beneficiary or work provider must be a rewarding and pro-social experience for the offender that increases the degree to which they perceive the work as of value to others and thereby enhances an appropriate, pro-social self esteem.

2 Work seen as useful by offender

This standard requires that the work is purposeful and has a clearly visible output of value to others. Measurable weekly progress is important. Work will be seen as useful where it meets needs for the beneficiary with which the offender can identify. This will be enhanced further where the work is carried out in the offender's own community or the beneficiaries are part of the offender's own community. The standard requires staff to make a judgement based on their experience of the perspectives of offenders on UW placements.

3 Opportunity to develop empathy

Placements can provide an opportunity for offenders to develop empathy with others, and an awareness of the needs of others, and of victims of crime in particular. They can provide an opportunity to deal with any negative attitudes to minority groups through pro-social modelling where members of such groups are the beneficiary of, or otherwise involved in, the placement. The ability to match offenders from a minority group to a beneficiary or other workers of the same group may enhance the degree to which the offender sees the placement as relevant and useful.

4 Opportunity to practise and reinforce problem-solving skills

While the relevance of opportunities will vary with each offender, the placement should be rated on its overall ability to provide opportunities for modelling and practice of problem-solving skills. The scoring should rate the ability to demonstrate problem-solving in the placement and should take account of the provision of opportunities for learning but not the availability of staff competent to deliver it.

5 Opportunity to gain employment related skills

While the relevance of opportunities will vary with each offender, the placement should be rated on its overall ability to provide opportunities to learn employment-related skills. The scoring should rate the ability to deliver skills learning in the placement and should take account of the provision of opportunities for learning but not the availability of staff competent to deliver it.

Please indicate an overall score for the placement, and circle the Yes No boxes to indicate details

Note: 6 is the preferred minimum score below which remedial action should be identified

Placement Quality Standards Checklist **EXAMPLE 1**

UW Unit	Example 1	Placement name	Apsey Homes	
Type of work	Landscaping	Group	3	Individual <input type="checkbox"/>
Name of auditor	A Sample	Date of audit	d/m/y	Date rechecked <input type="checkbox"/>

- Please enter scores at the top of each section [and in the summary section at the end]
- Then enter revised scores at the bottom of each section [and in the summary section at the end] when re checking the placement after any remedial action has been completed
- Complete a new checklist for subsequent audits
- All placements should be assessed against the checklist when they are set up, and thereafter every six months or if there is a significant change in the nature of the placement or a serious incident

Please rate each characteristic overall by circling a score where 0 = none, 1 = some, and 2 = a lot.

For questions 1 and 5 please also circle YES or NO options to indicate details.

1 Offender contact with Work Provider or beneficiary (pro social and rewarding)			
	0	1	2
Unless 'With direct provider or beneficiary' → is 'Yes' max score above is limited to 1			2
With direct beneficiary/provider		Yes	No
With representative or other person		Yes	No
By letter		Yes	No
By contact at work site		Yes	No
By contact at UW premises		Yes	No
Please enter likely frequency of contact			daily

Please record evidence to support the score given and any remedial action needed to improve compliance with standard.

Work will be undertaken to maintain garden at rear of premises.

The premises are a small residential home for people with physical disabilities and learning difficulties, where workers will have direct supervised contact with residents each time they visit.

No remedial action is necessary for this placement to meet the standards.

Score after remedial action **N/A** Signature Date

2 Work seen as useful by offender

0 1 **2**

Please record evidence to support the score given and any remedial action needed to improve compliance with standard

Work will include improving the accessibility of the garden to residents, and workers will be able to see the improvements this makes to the residents' enjoyment of their environment.

No remedial action is required.

Score after remedial action **N/A** Signature _____ Date _____

3 Opportunity to develop empathy

0 1 **2**

Please record evidence to support the score given and any remedial action needed to improve compliance with standard

Suitable assessed Workers will associate with the residents under supervision and will be able to interact with them and appreciate the difficulties encountered by people with mobility problems and learning difficulties.

No remedial action necessary.

Score after remedial action **N/A** Signature _____ Date _____

4 Opportunity to practise and reinforce problem solving skills

0 1 **2**

Please record evidence to support the score given and any remedial action needed to improve compliance with standard

Workers will be supervised by a UW Supervisor who will involve them in project planning, such as how to plan the work, complete their assigned tasks, minimise disruption to residents, and work safely complying with health and safety requirements and the job risk assessment.

No remedial work necessary.

Score after remedial action **N/A** Signature _____ Date _____

5 Opportunity to gain employment related skills (overall rating)

			0	1	2
Skills for life	Yes	No		Yes	No
Interpersonal skills	Yes	No		Yes	No

Please circle score and details above. Record evidence to support the score given and any remedial action needed to improve compliance with standard

Interpersonal skills – workers will interact with both the direct beneficiaries of the work and the staff at the project

Vocational skills – workers will have the opportunity to gain basic gardening, clearance and construction skills and learn to use the associated tools.

There are opportunities for formal approved and accredited certification.

Score after remedial action **N/A** Signature _____ Date _____

General comments regarding the suitability of the project

Include any restrictions regarding offender type, any unusual risk factors or any other remedial action needed to improve the quality of the placement. Note if the local community nominated this work. Note opportunities to make the work visible to the local community and how positive publicity can be promoted.

This is a residential project occupied by vulnerable residents. Care must be taken in assessing offender suitability. Guidance given in PC20/06 must be followed.

The beneficiary contacted Unpaid Work staff directly to ask about the work being done by offenders following a leaflet drop in the area.

The local media have agreed to include a story about the project on its completion in the local press and on the local TV morning and evening news bulletins.

Score after remedial action **N/A** Signature _____ Date _____

Please summarise scores below

	Contact with beneficiary or provider	Work seen as useful	Opportunity to develop empathy	Opportunity to practise and reinforce problem solving skills	Opportunity to gain employment related skills	TOTAL score Range 0 – 10
At initial audit	2	2	2	2	2	10
After remedial action	_____	_____	_____	_____	_____	_____

These scores can be transcribed onto the Offender Needs and Placement Quality Standards Matrix

Placement Quality Standards Checklist EXAMPLE 2

UW Unit	Example 2	Placement name	Missing Persons Charity Shop		
Type of work	General Retail Work	Group		Individual	3
Name of auditor	A Sample	Date of audit	d/m/y	Date rechecked	d/m/y

- Please enter scores at the top of each section [and in the summary section at the end]
- Then enter revised scores at the bottom of each section [and in the summary section at the end] when re checking the placement after any remedial action has been completed
- Complete a new checklist for subsequent audits
- All placements should be assessed against the checklist when they are set up, and thereafter every six months or if there is a significant change in the nature of the placement or a serious incident

Please rate each characteristic overall by circling a score where 0 = none, 1 = some, and 2 = a lot.

For questions 1 and 5 please also circle YES or NO options to indicate details.

1 Offender contact with Work Provider or beneficiary (pro social and rewarding)			
	0	1	2
Unless 'With direct provider or beneficiary' → is 'Yes' max score above is limited to 1			
With direct beneficiary/provider		Yes	No
With representative or other person		Yes	No
By letter		Yes	No
By contact at work site		Yes	No
By contact at UW premises		Yes	No
Please enter likely frequency of contact			daily

Please record evidence to support the score given and any remedial action needed to improve compliance with standard

Workers will never come into contact with the direct beneficiaries since they are the friends and families of missing people.

However the manageress works on a one to one basis with the UW workers on this placement.

No remedial action is required or possible to improve compliance with Placement Quality Standards.

Score after remedial action **N/A** Signature  Date 

2 Work seen as useful by offender

0 **1** 2

Please record evidence to support the score given and any remedial action needed to improve compliance with standard

Details of missing persons are freely displayed in the store and the shop receives a lot of publicity in the local area.

Remedial action

The manageress has undertaken to explain fully the role the shop plays in funding the tracing of missing people while doing the worker induction.

Score after remedial action **2** Signature **A Sample** Date **d/m/y**

3 Opportunity to develop empathy

0 1 2

Please record evidence to support the score given and any remedial action needed to improve compliance with standard

The missing persons displays around the shop can help to develop the workers' empathy.

Manageress has undertaken to share with workers details of successful traces and the impact this has had in peoples' lives, and also details of their experience before their situation was changed by the missing person being found.

It is not possible to arrange personal contact with direct beneficiaries of the work, so a top score is not possible.

Score after remedial action **1** Signature **A Sample** Date **d/m/y**

4 Opportunity to practise and reinforce problem solving skills

0 1 2

Please record evidence to support the score given and any remedial action needed to improve compliance with standard

Planning the sorting of clothes and general decision making tasks.

Score could be increased if the shop were willing to include workers in the shop management and planning decisions, but they are unhappy to consider this for at least the first 6 months of the project. However the manageress is open to reconsider this at some point in the future.

Score after remedial action **N/A** Signature **/** Date **/**

Appendix 4

Example Placement Data & Work Provider Agreement Form

1 Placement Details

Project or Placement Name

Project or Placement type

Project or Placement ID No

Individual Group Max No. Days available

Placement Address

Telephone

Mobile

Email Address

Directions/map reference

Contact name

Title/position

Placement Address

Telephone

Mobile

Email Address

Proposed start date Projected completion date

2 Placement Quality Standards – records of assessments using PQS Checklist

Assessed by	<input type="text"/>	Date	<input type="text"/>
Assessed by	<input type="text"/>	Date	<input type="text"/>
Assessed by	<input type="text"/>	Date	<input type="text"/>
Assessed by	<input type="text"/>	Date	<input type="text"/>

3 Site details

Please note arrangements for provision of the following

Keys & access arrangements

Refreshments

Smoking

Toilet & washing facilities

Other details

4 Placement Provider's Requirements

5 Job Requirements

Materials required	Quantity	Supplied by	Date required
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Equipment required	Quantity	Provided by	Date required
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

6 Beneficiary Contact with Offenders see Placement Quality Standards Checklist

Details of planned contact with work provider and / or beneficiaries and frequency and nature of feedback to offenders. Please record actual contacts as they occur.

7 Placement Provider Agreement

I have been given a copy of the information for Work Providers and confirm that I understand that the Work Provider is responsible for ensuring that there is insurance cover in place for the period that offenders and staff are engaged on the project. I have fully discussed the work tasks, as listed, to be carried out at the above site and understand that other tasks not listed would have to be separately assessed before they can be added to this job specification.

I understand that the Work Provider will keep in touch with the agency delivering Unpaid Work as required, especially to provide positive feedback to offenders engaged in work on the project as agreed in 6 above, and to promote positive publicity whenever appropriate.

I also understand that the Work Provider will ensure that all project personnel in contact with offenders at the project will act as positive pro-social role models.

Signed by Work Provider	<input type="text"/>	Date	<input type="text"/>
Title / Position	<input type="text"/>	Date	<input type="text"/>
Signed by Unpaid Work Staff	<input type="text"/>	Date	<input type="text"/>

8 Other Documentation

- The following documents should be kept in the Project/Placement File behind this form:
- Log detailing dates worked and contact with the provider
 - Completed Placement Quality Checklists
 - Completed Risk Assessments and reviews
 - Correspondence relating to the placement/project
 - Photographs, press cuttings etc

Appendix 5 Pro-Social Modelling Action Checklist

UW Unit Placement name

Name of Supervisor Group Individual

Name of Assessor Date of Assessment

Activities observed

Length of time observed

Verbal feedback given on site Yes No

Please complete a new checklist each time the supervisor is visited

Please complete the checklist after a period of observation that allows a reasonable length of time for a full range of examples of PSM to be demonstrated. For each example mark either the:

Pro column with a ✓ if the pro social-example was observed

Anti column with a ✗ if the situation arose but the supervisor did not respond in a pro-social way

None column with a **N** if that opportunity to be pro-social did not arise during the period of observation

Use the space provided at the end of each section to record any additional pro-social examples observed but which are not listed. It is possible to mark criteria both ✓ and ✗ if the situation occurs more than once

Finally complete the totals at the end and transfer the scores to any relevant UW databases

Place a copy of this completed form in the Supervisor’s supervision file and retain the original on file for audit purposes.

Pro-Social modelling by example

Did the supervisor model these pro social attitudes and behaviour?	Pro ✓	Anti ✗	None N
1 Greet each offender individually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Address offenders politely by name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Use appropriate eye contact in conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Use appropriate body language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Use appropriate gestures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Use a balanced tone of voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Give attention to everybody	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Treat everybody fairly having regard to individual needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Give clear instructions about the work to be done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Hold people to task firmly but fairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Uphold the rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other observed examples of pro-social modelling by example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Pro social attitudes

	Pro ✓	Anti ✗	None N
Did the supervisor reinforce these desirable attitudes?			
12 An anti-drugs stance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 A responsible attitude to the use of alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 A positive attitude to the police, the courts and the Probation Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 A positive attitude to Unpaid Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 A positive attitude to employment and education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Anti sexist attitudes and socially inclusive values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Respect for minority ethnic groups and other cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other observed examples of desirable attitudes being reinforced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Pro social rewards

	Pro ✓	Anti ✗	None N
Did the supervisor reward these pro social attitudes and behaviour?			
19 Good time keeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Courtesy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 Good relationships with others involved in the work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 Attention to the task in hand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 Complying with instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 Compliance with health and safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 Making useful contributions to the planning and organising of the work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other observed examples of desirable behaviour being rewarded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 6**PSM Monitoring Checklist for the Pre-Placement Work Session**

UW Unit	<input type="text"/>	Location of Session	<input type="text"/>
Name of Session Leader 1	<input type="text"/>	Session date	<input type="text"/>
Name of Session Leader 2	<input type="text"/>	Name of assessor	<input type="text"/>

A selection of sessions should be recorded or observed and assessed against this checklist.

The first part of this form is divided into three sections containing questions covering:

- 1 Delivery of the material in the Pre-Placement Work Session required for a pro-social approach
- 2 Delivery of the session in a pro-social style
- 3 Use of groupwork skills.

Each question is scored as Not Applicable or on a scale of 1 to 5 for **Leaders 1** and **2**, and **Overall** as follows:

N A	1	2	3	4	5
	Poor	Need for improvement	Adequate	Good	Excellent

Section 4 records the Leaders' overall strengths, the setting of new objectives for improving delivery, and work done on objectives set previously.

Section 5 makes an overall assessment of the Leaders' performance.

Copies of the checklist should be placed in the Leaders' Supervision Files and used as a basis for appraisal in supervision.

1 Delivery of the material required for a pro-social approach	please score	L1	L2	Ov
a Welcome attenders		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b Check identity of everyone attending		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c Share detailed information about what Unpaid Work is		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Explain enforcement processes		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e Emphasise the importance of keeping in touch		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f Explain the content of standard letters		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g Explain that enforcement letters are not a personal attack		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h Give H & S information		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l Provide an opportunity to ask questions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j Respond to questions and anxieties		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k No inappropriate extra material or content is added		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l Check out the participants have understood the session content		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information about the work placement which explains to the offender				
m What the work is		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n Why it is being done		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Who will benefit		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p Details of any other people involved		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q Location and travel details		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

q	Location and travel details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r	Work times and domestic arrangements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s	Length and content of session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t	Clothing and other items required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

2 Delivery of the session in a pro-social style please score **L1 L2 Ov**

a	Treating everyone courteously and with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Starting and finishing the session on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Using open questions to facilitate learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Listening and allowing for answers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Summarising points and reflecting back	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Challenging anti-social / pro-criminal attitudes	N/A	<input type="checkbox"/>	<input type="checkbox"/>
g	Challenging inappropriate behaviour or banter	N/A	<input type="checkbox"/>	<input type="checkbox"/>
h	Using pro-social language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

3 Groupwork skills please score **L1 L2 Ov**

a	Materials introduced and summarised well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Leaders clearly spoken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Effective co-working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Switching between leaders conducted well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Group managed well (control disruptive and quiet group members)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	All group members involved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Good use of praise (verbal and non verbal encouragement)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

4 Assessment of Leaders' performance

Leader 1

Strengths

New Objectives

Work on objectives set previously

Leader 2

Strengths

New Objectives

Work on objectives set previously

5 Overall assessment of the session

Delivery of the material required for pro-social approach

Delivery of the session in a pro-social style

Use of groupwork skills

Overall score

please score **L1** **L2** **Ov**

Appendix 7

Pro-Social Modelling – Quality Assurance Groups

Purpose

- To support and advise on the routine practice of PSM in Unpaid Work.
- To provide ongoing training and coaching for staff in PSM.
- To enhance the level of staff performance in PSM.

Organisation

1. All UW Supervisors should attend at least four groups per year.
2. Where possible groups should not exceed ten participants.
3. The relevant UW Manager should maintain a calendar of meetings for the year with a register to record the attendance of all required staff, and reasons for any non-attendance. To ensure Supervisors attend regularly, attendance across Unit boundaries may need to be arranged.
4. Groups should be convened and chaired by a relevant UW staff member and recorded on the following Quality Assurance Group Monitoring Form.
5. Groups should focus on the quality of interactions with offenders.
6. Groups should use Critical Incident (or practice development) Analysis as an effective learning method (see below).
7. Routine business matters should only be considered separately or where they can be used to illustrate the principles of PSM. It would be particularly appropriate to use a following business meeting to review another key quality assurance issue, the application of Placement Quality Standards to the Unit's placements. Recent placement assessments could be reviewed to ensure an appropriate and consistent application of the Standards.
8. At the start of each meeting the Chair should draw up an agenda to establish:
 - incidents the Supervisors want to discuss
 - issues the UW staff want to discuss
 - the allocation of time to each item.
9. The meeting should not exceed 90 minutes.

Monitoring

1. Quality Assurance Groups will be monitored by checking monitoring forms and discussion between the relevant UW staff. At least twice a year the meeting should be recorded or observed and the results used to review the Chair's practice in supervision.

Critical Incident (or practice development) Analysis

The use of Critical Incident Analysis enables a particular piece of work to be examined in a disciplined way so that specific learning points can be identified for group members. It requires the facilitator to chair the discussion tightly, keeping to the time slots agreed and focused on the specific item. For each incident on the agenda the facilitator should follow this routine:

1. Establish clearly and as simply as possible what the issue is for the member of staff
 - write it in one sentence on a flip chart [eg "After I reminded him about the 'no smoking' rule Paul threw down his paintbrush and stormed out"]
 - the facilitator should ask the staff member to explain briefly the context of the incident – the facilitator should not allow a long story about what happened
 - the facilitator should ask the staff member to be specific: who said or did what to whom
 - and what did they THINK and FEEL and DO ?
2. The facilitator should then invite self appraisal
 - ask a positive question first – eg "What do you think was effective about what you did ?"
 - then ask "What would you have done differently ?"
3. The facilitator then invites comments from other group members but does not allow criticism
 - invite group members to say what was effective – eg "What I liked about the way Frank dealt with this incident was..."

- and to put critical comments in positive terms – eg “What I would have liked Frank to do differently is...”
 - avoid blanket generalisations
4. The facilitator should ask group members for evidence of their assessment
 5. The facilitator should invite final comments from the staff member bringing the item
 6. And then highlight the learning points from the discussion.

Style and practice

1. To maximise its effect Critical Incident (or practice development) Analysis should be conducted quickly to maintain a momentum and sense of purpose. It is important that the event remains focused on examining the situation raised in order to determine the best pro-social approach to dealing with it. The process should not be allowed to turn into a general discussion around the issue but should work clearly towards a resolution or solution.
2. Quality Assurance Groups provide an opportunity for the facilitator to model pro-social behaviour in conducting a discussion and giving feedback, and highlight pro-social principles as they arise within the meeting. Modelling pro-social feedback can help to enhance learning and develop pro-social skills within the group. The facilitator should use a flipchart to emphasise learning points and establish their teaching role at important stages in the group.

Appendix 8 PSM – Quality Assurance Group Monitoring Form

UW Unit

Chair/Facilitator

Date of meeting

Signed

Completed forms should be retained by the Chair/Facilitator and copied to attenders as required

Names of staff attending

- 1
- 2
- 3
- 4
- 5

- 6
- 7
- 8
- 9
- 10

Names of staff booked to attend but absent

- 1
- 2
- 3

Reason for absence

-
-
-

Incidents discussed

<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>

Learning and Action Points

<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>

Appendix 9

Staff Competencies

Key Each role holder must have all the competencies marked for that role

QAM = Quality Assurance Manager

PM = Placement Manager

SUP = UW Supervisor/Tutor

OM = Offender Manager (if applicable)

Competence	Notes	Role
Assessment and Case Management		
1 Understand and administer OASys	Includes offender risk assessment and management	OM PM
2 Understand and administer UW Assessment	–	OM PM
3 Draw up and agree UW Sentence Plan	Requires understanding of all components of the Order	OM
4 Allocate case to appropriate placement	Requires understanding of all components of the Order	PM
5 Recognise boundaries of own role and that of others	Requires familiarity with design of Unpaid Work	ALL
6 Contribute to and operate enforcement process and manage delivery of UW Supervision Plan	Accurate and timely communication, and organising and recording of reviews	SUP OM PM
Vocational Skills Learning		
7 Facilitate further / continuing learning in employment related skills	Requires liaison with local college / learning provider	PM SUP
8 For vocational training be occupationally qualified	–	TUT
9 Conduct verification processes	–	External Provider in liaison with PM, Supervisor/ Tutor
10 Facilitate problem-solving skills in a work setting	–	SUP/TUT

Competence	Notes	Role
Pro Social Modelling		
11 Act as a pro-social role model	Demonstrate pro-social values and specific desired behaviours. Value difference and diversity, respect for others, equality and non-oppressive relationships, be law abiding and take responsibility for own actions	ALL
12 Engage and communicate with offenders and use rewards and sanctions, and act legitimately	Develops rapport, honesty, respect and empathy. Owns legal context and agency rules and applies authority fairly and transparently, to reinforce desired attitudes and behaviours in offenders	ALL
13 Use PSM monitoring tools	Monitor Scheme quality delivery	QAM or Manager
14 Convene and facilitate Quality Assurance Meetings	Ensuring Scheme quality through staff development	QAM or Manager
Placement Quality Standards		
15 Understand and use PQS checklist	Understand standards and able to interpret them locally	QAM or Manager SUP PM
16 Liaison with placement providers and continuing management of the placement	Find and negotiate placements and act as an ambassador for UW. Ongoing liaison with placement provider	PM SUP PM
17 Identify and carry out remedial action to meet Standards and follow through	Action planning and review	PM, QAM or Manager
18 Understand the types of placements wanted, and to be assertive and create win – win situations for the agency, work providers and beneficiaries	Requires knowledge of what will provide good opportunities in working with offenders	PM/ QAM or Manager

Competence	Notes	Role
Supervision of work		
19 Estimate, obtain and manage resources required for the work	–	SUP PM
20 Match people to tasks in line with UW Sentence Plan	–	PM
21 Manage group dynamics	–	SUP
22 Plan and manage tasks	–	SUP/TUT
23 Assess and manage risks on work site	Health and safety, personal safety and contingency planning	SUP
24 Assess and record progress of project and offenders	–	SUP
25 Recognise and respond to offender needs		SUP PM OM

Appendix 11

Unpaid Work Exit Questionnaire

Offender Details – from OASys Case Identification Section

Family Name DOB
 Family Name Case ID No
 Ethnic category Order type Straight Combined Gender M/F

Interviewer Details

Interviewer Date

This questionnaire should be completed at or near the end of the Order. This should not be done by a Supervisor directly connected with the Unpaid worker.

The completed questionnaire should be passed to the Quality Assurance Manager.

The scoring sheet at the end should be completed subsequently and left attached to the questionnaire.

A Before a UW session I usually feel:		Yes	No	Don't know		
1	I'm only going because I have to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2	I don't want to be told what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4	At least I'll be able to take it easy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5	I'm expecting it to be very boring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6	I'm looking forward to getting on with the work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7	I'm looking forward to learning something new	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B After the UW session I usually feel:		Yes	No	Don't know		
9	Fed up with being bossed around	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11	Pleased with what I have learned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12	Glad to have done something for the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
13	Pleased with a job well done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14	Relieved to get away	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C About the work you did:		Always	Mostly	Sometimes	Hardly ever	Never
16	Did you have a say in choosing your work site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	If you told UW staff you had difficulties doing UW work did they take them into account?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Have some people got the best jobs for no real reason?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Have some people got away with working less hard than others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Did the work use your skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C About the work you did (continued):		Always	Mostly	Sometimes	Hardly ever	Never
19	Did the community benefit from your work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Have you met the people who benefited from your work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Have you heard what the people who benefited thought about your work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D What was the person who supervised most of your Unpaid Work like to work with?		Yes	No	Don't know
27	Do they boss you around the whole time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Are they good at showing you how to do the work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	Do they stick to the rules?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	Can you learn something from them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	Do they always tell you when you've done something well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

More questions about your supervisor		Always	Mostly	Sometimes	Hardly ever	Never
35	Has your supervisor treated you fairly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	Has your supervisor treated you with respect?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for completing this questionnaire. Please make any comments on the next page.

UPW Exit Questionnaire Scoring Sheet – for staff use only

Questions – some appear in two sections

All responses not listed should be scored 0

Treatment score = offender's view of their treatment		Score
2	I don't want to be told what to do	No = 1
3	I'll enjoy having a laugh with the others	Yes = 1
9	Fed up with being bossed around	No = 2
10	I enjoyed having a good laugh	Yes = 1
16	Did you have a say in choosing your work site?	Always = 4, Mostly = 3, Sometimes = 1
17	If you told CP staff you had difficulties...	Always = 4, Mostly = 3, Sometimes = 1
24	Have some people got the best jobs...	Sometimes = 1, Hardly ever = 3, Never = 4
25	Have some people got away with...	Sometimes = 1, Hardly ever = 3, Never = 4
27	Do they boss you around the whole time ?	No = 1
28	Are they good at showing you how...	Yes = 6
31	Do they stick to the rules ?	Yes = 1
32	Can you learn something from them ?	Yes = 6
34	Will they always tell you when you've done...	Yes = 3
35	Has your Supervisor treated you fairly ?	Always = 12, Mostly = 9, Sometimes = 3
36	Has your Supervisor treated you with respect ?	Always = 8, Mostly = 6, Sometimes = 2
Max score = 58. Please total scores and record as %		Total Treatment score = sum/58 x100 = %
Offender score = offender's view of the value to the offender		
7	I'm looking forward to learning something new	Yes = 4
11	Pleased with what I have learned	Yes = 4
18	Did the work use your skills ?	Always = 12, Mostly = 9, Sometimes = 3
28	Are they good at showing you how to do...	Yes = 6
32	Can you learn something from them ?	Yes = 6
Max score = 32. Please total scores and record as %		Total Offender score = sum / 32 x 100 = %
Beneficiary score = offender's view of the value to the beneficiary		
12	Glad to have done something for the...	Yes = 4
13	Pleased with a job well done	Yes = 2
20	Have you met the people who benefited...	Always = 8, Mostly = 6, Sometimes = 2
21	Have you heard what the people who...	Always = 8, Mostly = 6, Sometimes = 2
Max score = 22. Please total scores and record as %		Total Beneficiary score = sum / 22 x 100 = %
Motivation score = offender's level of motivation		
1	I'm only going because I have to	No = 1
4	At least I'll be able to take it easy	No = 1
5	I'm expecting it to be very boring	No = 1
6	I'm looking forward to getting on with the work	Yes = 2
13	Pleased with a job well done	Yes = 2
14	Relieved to get away	No = 1
18	Did the work use your skills?	Always = 4, Mostly = 3, Sometimes = 1
Max score = 12. Please total scores and record as %		Total Motivation score = sum / 12 x 100 = %

Sentence Plan Objectives and plans.

Relevant Offending-Related Need	Objective – what are you trying to achieve (B)	How will you measure any progress made (C)	What work will be done to achieve the objective (D)	Who will do the work (E)	What is the timescale for the work and for review (F)
Attitudes	To make indirect reparation to the community for his/her offending.	UW hours undertaken. Feedback from UW Supervisors.	Completion of UW hours.	Offender. UW Supervisors. Offender Managers.	Undertake a minimum of 6 hours per week. Complete UW hours within 12 months. Review at 16 weeks and at end of the Requirement.
Risk/Attitudes	To complete hours in a pro-social manner.	Feedback from UW Supervisors. Direct observation in interviews.	Information on pro-social behaviour given on Pre-Placement Work Session. Pro-Social behaviour modelled to offender.	Offender. UW Supervisors. Offender Manager. Placement Manager.	Pre-Placement Work Session within 10 days of Order being made. Review at 16 weeks and at end of the Requirement.
Education	To improve his/her literacy/numeracy skills.	Completion of Skills for Life assessment. Feedback from provider.	Provision of relevant teaching.	Offender. Offender Manager. Partner Agency. Education provider.	Assessment completed within 10 days of Order commencing. Review at 16 weeks. Provision can continue on voluntary basis after expiry of Order.
Employment	To increase his/her level of employability.	Offender undertakes VSL opportunities. Feedback from VSL Tutors. Obtaining a qualification.	Achieve VSL award. Employment interview with partner agency.	Offender. VSL tutor. Case Manager. Partner agency.	Review at 16 weeks and at end of the Requirement.
Thinking & Behaviour	To improve his/her problem solving skills.	Reduction in number of convictions/no further convictions during currency of Order. Feedback from UW Supervisors.	Problem Solving modelled to offender.	Offender. UW Supervisors.	Review by 16 weeks and at termination.
Signed		Dated		Signed	Dated

Glossary

CJB	Criminal Justice Board
CRB	Criminal Records Bureau
CDRP	Crime and Disorder Reduction Partnership
ECP	Enhanced Community Punishment
ESF	European Social Fund
FE	Further Education
GRC	Gender Recognition Certificate
GSL	Guided Skills Learning
HR	Human Resources
IAG	Information Advice and Guidance
IP	Individual Placement
LCJB	Local Criminal Justice Board
LSC	Learning Skills Council
NPD	National Probation Directorate
NOMS	National Offender Management Service
OASys	Offender Assessment System
OGRS	Offender Group Reconviction Scale
OLASS	Offender Learning and Skills Service
OM	Offender Manager
ONQM	Offender Needs and Quality Matrix
PC	Probation Circular
PSM	Pro-Social Modelling
PQS	Placement Quality Standards
PSW	Problem Solving at Work
PSAI	Post Sentence Agreement Interview
PPWS	Pre-Placement Work Session
PS Plus	Prison Service Plus 3
ROH	Risk of Harm
ROM	Regional Offender Manager
QAM	Quality Assurance Manager
QAG	Quality Assurance Group
UWAF	Unpaid Work Assessment Form
UW	Unpaid Work
VSL	Vocational Skills Learning
YJB	Youth Justice Board
YOT	Youth Offending Team