



LAURUS
DEVELOPMENT

Level 4 Certificate

in

Community Rehabilitation

Learner Handbook



Foreword

It is with pleasure that the assessment team and I welcome your registration for the Level 4 Certificate in Community Rehabilitation.

As a *Responsible Officer* within your CRC, your work is critical to the achievement of improved outcomes for service users, victims and their communities. This qualification has been specifically designed to cover the range of knowledge and skills that you need to meet the demands of *Transforming Rehabilitation* and the new operating environments. Assessment of your knowledge and performance against focused assessment criteria will give you, your employer and those whom we serve confidence in your professionalism and the quality of your work.

It is our aim to support your progress towards qualification and you will find all the information you need in this handbook.



Julia Summerfield

Chief Operating Officer

LAURUS Development

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Registration

You are registered by LAURUS Development Awards (the Assessment Centre) for the **Skills for Justice Awards Level 4 Certificate in Community Rehabilitation (QCF)**. The Assessment Centre is approved by Skills for Justice Awards (the Awarding Organisation) to offer this qualification.

The qualification number is 601/5723/9. It is a nationally recognised qualification regulated by OFQUAL.

The units of this qualification are:

- Understanding rehabilitation in the community
- Engage individuals in their rehabilitation journey
- Provide continuity of services for individuals from custody into the community
- Assess and manage risk of harm
- Work with partners to promote community rehabilitation

You can find the detail of the associated learning outcomes and assessment criteria in the Skills for Justice Qualification Handbook in the appendix. This will tell you exactly what you must understand and what you must be able to do (the learning outcomes) and what competent practice looks like (the assessment criteria).

Assessment

a) Roles and Responsibilities

The Assessor

Your assessor will

- Formulate with you the plan for achieving your qualification
- Identify with you the opportunities for demonstrating your competence
- Judge the evidence you provide against the qualification assessment criteria
- Give you constructive feedback
- Tell you when you have achieved the level of competence required

The Learner

It is important to us that your experience of assessment is as positive and encouraging as possible. During your qualification you may be asked, as part of a sample of learners, about your views and experience of assessment by either the internal quality assurer or the external quality assurer. This is one of the ways in which we seek to include the learner perspective in the development of our service.

If you wish to give us feedback, you do not need to wait to be asked for it. Your views will be welcomed by your assessor or the internal quality assurer, whomever is the most appropriate. You will be given contact details.

As the learner, it is expected that you

- take responsibility for your progress
- prepare effectively for your assessment sessions

- keep assessment appointments
- respond positively to assessment plans and requests from your assessor
- you may also be required to meet with the External Quality Assurer to give feedback about your experience of assessment

The Internal Quality Assurer

This key role in the assessment centre required by the Awarding Organisation to

- ensure the quality and consistency of assessment decisions
- support and advise assessors, providing feedback on their assessments
- manage the assessment centre's systems and procedures
- seek feedback from learners about their experience of assessment
- improve and develop assessment practice

The External Quality Assurer

This role is performed by a representative of the Awarding Organisation to

- make regular visits to the Assessment Centre to scrutinise the quality of assessment processes and practices
- seek feedback from learners and assessors about their experience of assessment
- complete a report on Assessment Centre activity judged against Awarding Organisation requirements
- provide feedback to the Assessment Centre with recommendations or actions for improvement

b) Assessment of Knowledge

The knowledge unit of this qualification *Understanding Rehabilitation in the Community* is encompassed in the LAURUS Learning Programme in Community Rehabilitation. You will complete assessed learning activities that will provide evidence of your knowledge. (See details of the Learning Programme below.)

In addition, we will consider any learning that you have previously undertaken as long as it meets the learning outcomes of the knowledge unit. This is called *recognition of prior learning*.

Some of your learning will be provided by an experienced trainer in a 'classroom' setting to promote group learning and to allow skills rehearsal where necessary. Other learning is provided via informative workbooks that will be useful for ongoing reference once you have completed them. Also, you will undertake e-learning which we are sure that you will find engaging and which also signposts many useful resources.

Knowledge and practice are not separate and you will be expected to show how you are applying your knowledge in the workplace, both through what you do and how you do it.

c) Assessment of Practice

The assessment of practice does not begin until the Learning Programme has been completed (including all assignments and e-learning) *and* you have been officially confirmed in post (usually six months following your appointment).

The process of assessment consists of

- **Planning**, so that you know what is expected of you
- **Assessment** of your knowledge and skills
- **Feedback**, identifying to what extent your performance meets the standard
- **Review**, so that you understand how you are progressing and what you should do next

How is assessment conducted?

Your assessor will

- talk to you about your work (professional discussion)
- watch you do it (observation)
- seek views from other staff, such as a co-worker or line manager (witness testimony)
- look at documents and records that you have produced (work products)

You may also be asked to provide responses to written questions.

You will be required to declare that all evidence that you provide for assessment is your own work.

What happens if my performance does not meet the assessment criteria?

Your assessor will provide you with feedback detailing not only where the shortfall is but what you need to do to improve. It is important that you are clear about what you are required to do and that you take the feedback on board. In most instances this will resolve the matter. However, there are occasions when learners need extra support to promote achievement. For example, additional learning provision may be needed and this will be referred to your employer.

If you disagree with the judgement of your assessor, you should discuss this with them. In most cases this is sufficient to resolve the matter. If the disagreement persists, then the advice of the internal quality assurer can be sought by either the learner or the assessor. You will find procedures for appeals and complaints in the appendix

d) VQ Manager

All records of assessment are captured in this secure online portfolio. Your assessor is responsible for this. Should you wish to view your assessment records, your assessor can facilitate this.

Records of assessment are retained for three years as required by the Awarding Organisation. The internal quality assurer, the Assessment Centre administrator and the external quality assurer will have access as required by their roles.

Data Protection Notice

The Assessment Centre is required to comply with the provisions of the Data Protection Act 1998 in relation to personal data that we obtain. Any personal information gathered in the

course of your registration and assessment will only be used in the context of your training and qualification. In order to fulfil our contractual obligations, we may disclose your details to selected third parties such as the Awarding Organisation and its regulator, your employer and/or provider of rehabilitation services.

New GDPR regulation is being incorporated through registration documentation.

e) Attitudes and Behaviours: their importance in shaping and improving our practice

A strong value-base and sense of justice motivates the rehabilitation workforce and should be visible in all aspects of our work. The task of reducing reoffending and improving the lives of both victims and those who have offended demands a professional approach that reflects the attitudes and behaviours we value in our communities.

Rehabilitation practice should be open to the scrutiny of all those we serve and so we have set out the attitudes and behaviour that professionalise the work. Although these are not subject to formal assessment, they are the bedrock of best practice.

We asked a range of organisations and individuals* to identify the personal attributes that support successful rehabilitation outcomes.

- a. Professionally curious and investigates intuition
- b. Transmitter of hope and energy, raises aspiration
- c. Uses victim awareness to enhance motivation
- d. Reliable, fulfils commitments and is visible
- e. Gains trust, builds self-esteem and confidence in others
- f. Advocates and 'smoothes the way', providing connections into basic support services
- g. Turns crisis management into purposeful activity, coordinating practical help to mitigate stress
- h. Listens with interest and intent
- i. Communicates confidently and with purpose
- j. Understands that individuals want to achieve, and desire, self-respect
- k. Speaks with credibility and is humble
- l. Involves families and friends and is outward facing
- m. Confidently challenges, promoting success but enforcing when necessary
- n. Resilient and resourceful
- o. Positively engaged and fearless
- p. Seeks feedback on own performance and uses it for developmental reflection
- q. Strives to constantly improve own practice and extend learning

*Thank you to private, public and VCSE organisations, to practitioners, volunteers, managers and service-users

Appendices

1. [Appendix 1 – LAURUS Development Awards Appeals Procedure](#)
2. [Appendix 2 – LAURUS Development Awards Complaints Procedure](#)
3. [Appendix 3 – LAURUS Development Awards Equal Opportunities Policy](#)
4. [Appendix 4 – Skills for Justice Qualification Handbook \(Level 4 in CR\)](#)
5. [Appendix 5 – LAURUS Policy on Maladministration and/or Malpractice](#)

**LAURUS Development Awards
(The Centre)**

Appeals Procedure (Reviewed February 2018)

1. Appeals are exclusively related to the outcomes of assessment, at the level of unit accreditation undertaken by the Centre. Other complaints will be dealt with under the Centre's Complaints Procedure
2. Appeals can be made on the following grounds:
 - a. Conduct of assessment process
 - b. Sufficiency and quality of evidence
3. The outcome of an appeal can only be:
 - a. That there are no grounds for appeal
 - b. The appeal is upheld in which case the panel will recommend:
 - I. That the assessor reconsiders the decision in the light of the evidence available
 - II. That another assessor is invited to repeat the assessment process

If the learner considers that the appeal procedures have not been carried out properly, a complaint may be made to the Chief Executive of LAURUS Development who will investigate. If such a complaint is considered to be justified, arrangements will be made to redress or rectify the situation.

Procedure for Appeals

4. The Centre will ensure that the appeals procedure incorporates the following principles:
 - a. Fairness
 - b. Equity
 - c. Independence
 - d. Objectivity
 - e. Consideration of specific needs
 - f. Proportionality
5. Learners who wish to pursue an appeal on the grounds outlined in paragraph 2 should be:
 - a. Registered with an Awarding Organisation
 - b. Notified by the assessor that they have been found 'not yet competent' in any unit of the award
6. Every effort will be made to resolve disputes at the earliest stage and by recourse to informal action. This should be done within four weeks of the assessment decision. If the

learner disagrees with the assessment decision, they are advised to discuss this in the first instance with their assessor to attempt to resolve the difference

7. The learner or assessor may choose to involve the Internal Quality Assurer (IQA) at any time
8. If the matter cannot be resolved by the intervention of the IQA, the learner may make a formal approach to the Chief Operating Officer of LAURUS Development (or a named senior associate appointed for the task)
9. Within ten working days of no agreement being reached with the IQA, the learner must notify the Chief Operating Officer of their intention to appeal in writing. This must include relevant documentary evidence and a personal statement including reasons for appeal, as included in this procedure, and attempts at resolution
10. The Chief Operating Officer (or named senior associate) will convene an Appeals Panel within fifteen working days of receipt of notice of appeal. Written acknowledgement will be sent to the learner
11. The Appeals Panel will comprise:
 - a. The Chief Operating Officer (or named senior associate)
 - b. An assessor
 - c. An IQA
 - d. A representative from the learner's employing organisation

The Panel will not include any person involved in the original assessment decision

12. The Panel will decide if they wish to receive any further documentation, evidence, or require witnesses to attend
13. The learner has the right to attend the panel and may be accompanied by another who will act as personal support
14. The appeal meeting will be recorded and a copy of the minutes and decision will be made available to all parties involved in the meeting
15. The decision will be communicated within five working days, in writing, to the learner, the assessor and the IQA and notified to the awarding organisation
16. There is no right of appeal against the decision of the panel. Where a learner believes that the appeals procedure was not conducted properly a complaint can be made to the Chief Executive of LAURUS Development under the complaints procedure
17. Records of the appeal process, including investigations and actions at each stage, and the evidence presented will be kept for a period of three years
18. The Centre will consider improvement actions indicated by the outcome of the appeal, ensuring communication with Centre staff and the EQA
19. This policy will be reviewed on a three year cycle or sooner as required

Beyond the Centre's Appeal Policy

Learners must follow and exhaust the Centre's appeals and complaints procedures fully before making a direct appeal to the Awarding Organisation, Skills for Justice Awards. Their Appeals Policy can be accessed using the link below

<http://sfjawards.com/wp-content/uploads/2015/07/SFJ-Awards-Enquiries-Appeals-Policy-EAP1-0116.pdf>

The learner must make the Centre aware of any intention to submit an appeal to Skills for Justice Awards by contacting the Chief Operating Officer in writing.

LAURUS Development Awards

Complaints Procedure

Grounds for Complaint

A complaint may only be made using this procedure on the grounds that the Centre, or its representatives, has failed to fulfil its responsibilities or commitments as advertised in the strategy for Internal Quality Assurance.

- Complaints about assessment decisions will be made using the Appeals Procedure
- Complaints by individuals against their employer should be made using the grievance procedure of the appropriate employing authority

Procedure

1. Wherever possible the complaint should be resolved at the earliest opportunity and lowest level
2. The learner will discuss their complaint with the assessor. Where it is not possible to achieve resolution the Internal Quality Assurer (IQA) will be involved
3. If a satisfactory resolution is not achieved, then the learner will inform the Chief Executive Officer in writing of the nature of the complaint and the attempts made to resolve the situation
4. Receipt will be acknowledged in writing and will inform the complainant whether their complaint falls into the Centre's appeal procedure or employing authority's formal procedure
5. The Chief Executive Officer will convene a meeting within twenty working days of the receipt of the complaint
6. The Panel will comprise:
 - a. The Chief Executive Officer
 - b. An IQA (not involved in the complaint)
 - c. A representative from the learner's employing authority
7. The complainant has the right to attend the panel meeting accompanied by a person of their choice for personal support
8. The outcome of the complaint will either be
 - a. The complaint is not upheld against the Centre

- b. The complaint is upheld and that restorative action has been identified and the appropriate individuals informed
- 9. The Chief Executive Officer will inform the complainant within five working days of the panel meeting
- 10. The Chief Executive Officer will be responsible for ensuring that the necessary actions have been taken

Julia Summerfield
Chief Operating Officer

LAURUS Development

LAURUS Development Awards

Equal Opportunities Policy

“ACCESS TO FAIR ASSESSMENT”

OUR COMMITMENT

Policy Statement

LAURUS Development Awards (the Centre) is committed to the provision of accredited learning and qualifications for diverse workforces. We seek to widen access to vocational qualifications at all levels.

We promise to treat everybody fairly, openly and with respect.

LAURUS Development (LAURUS) is committed to eliminating discrimination and encouraging diversity. To that end the purpose of this policy is to provide equality and fairness for all in our dealings and not to discriminate because of:

- **Age,**
- **Disability,**
- **Gender reassignment,**
- **Marriage and civil partnership,**
- **Pregnancy and maternity,**
- **Race, ethnic origin, colour, nationality, or national origin,**
- **Religion or Belief,**
- **Sex and sexual orientation.**

OUR AIMS

The Centre will ensure that:

- Access to awards is inclusive and reflects the diversity within our customers' workforce
- Assessment arrangements provide all learners with the opportunity to demonstrate attainment of competent practice
- Recognised and temporary disabilities do not disadvantage learners
- All assessment criteria are met by all learners so that the integrity of competent performance is properly maintained
- Assessment is properly based on evidence of performance
- All LAURUS associates will examine their own prejudices and will actively work to avoid unfair discrimination
- We work effectively with awarding organisations to monitor and evaluate fair processes

IMPLEMENTATION

- This policy will be issued to all LAURUS associate assessors, Internal Quality Assurers (IQAs) and learners
- The Centre's programme of professional development for associate assessors and IQAs will address issues of diversity and equal opportunity
- The approval of all associate assessors and IQAs will secure individual commitment to valuing diversity and promoting equality
- Evidence of performance and knowledge in respect of promoting equality and valuing diversity will be routinely subject to standardisation as we strive to achieve improved outcomes for all our learners
- The practice of the Centre is underpinned by the national occupational standards of assessment and internal quality assurance

MONITORING AND REVIEW

The processes by which this policy will be monitored include:

- '*Access to Fair Assessment*' as a standing agenda item at standardisation meetings
- Proactive review and reporting of management information
- A specific focus at each external quality assurance event

Julia Summerfield

Chief Operating Officer

LAURUS Development

July 2014

LAURUS Development Awards

Skills for Justice Qualification Handbook (Level 4 in CR)

The full qualification handbook can be found on our website by clicking the following link.
Alternatively, it can be emailed to you on request.

<http://www.laurusdevelopment.co.uk/approved-assessment-centre/level-4-in-community-rehabilitation-resources/>

LAURUS Development Awards
Policy on Maladministration and/or Malpractice

This policy covers any individuals who are approved by LAURUS Development Awards to deliver qualifications and any learner registered by LAURUS Development Awards to undertake a qualification.

In relation to qualification delivery:

- Maladministration is defined as lack of care, judgment or honesty in the management qualification delivery
- Malpractice is defined as negligence or misconduct in carrying out assessment activity
- Malpractice or maladministration compromises the integrity of the qualification process, the delivery and assessment process and/or the validity of certificates. This includes misconduct and failure to follow the regulations and procedures set out by the qualification Regulators and/or Awarding Organisations

LAURUS will report to the awarding organisation any incidence of malpractice or maladministration and will present a report of internal investigation in such cases. Every assistance will be given to the awarding organisation in its own investigation should that be required.

In addition, LAURUS Development Awards will cooperate with any actions arising from corrections required to centre administration and/or internal quality assurance in order to learn lessons and take all reasonable steps to prevent future recurrence.

Learner malpractice or maladministration may include:

- forgery of evidence
- plagiarism of any nature
- submission of false information to gain a proxy or a qualification

Centre malpractice or maladministration may include:

- contravention of Centre Approval conditions
- Centre postponement of visits by External Quality Assurers for more than six months
- denial of access to resources (premises, records, information, Learners and staff) by any authorised awarding body representative and/or the qualifications Regulators
- actions required by External Quality Assurers not being met within agreed timescales
- failure to carry out delivery, internal assessment or internal quality assurance in accordance with awarding organisation requirements
- failure to adhere to Learner registration and certification procedures

- failure to maintain auditable records, e.g. certification claims
- fraudulent claim for certificates
- intentional withholding of information which is critical to maintaining the rigour of quality assurance