

# National Management Manual

## Effective Delivery of Accredited Programmes in the Community



INVESTOR IN PEOPLE



**NATIONAL PROBATION SERVICE**  
for England and Wales

*Enforcement, rehabilitation and public protection*

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# Introduction

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The purpose of this manual is to outline the minimum requirements for the effective delivery of accredited programmes in the community. Although the main responsibilities for actual delivery of programmes fall to the tutors, Treatment Managers and Programme Managers, it is evident that Case Managers have a pivotal role to play. Therefore Case Managers should also refer to this document. Many of the conditions enabling the successful delivery of programmes in group settings will also apply to one-to-one interventions. Any differences for individual programmes are also specified in this manual. The Management Manual also provides a framework for the production of specific management manuals that are being written for each of the accredited programmes.

Appendix 1 sets out programme requirements and specifies each stage of the programme.

A programme is "a planned series of interventions over a specified and bounded time period which can be demonstrated to positively change attitudes, behaviour and social circumstances. Usually it will be characterised by a sequence of activities, designed to achieve clearly defined objectives based on an identifiable theoretical model or empirical evidence. It can be replicated with different offenders to achieve the same results".

*(HMIP Evidence Based Practice Guide)*

*This manual is divided into four sections:*

## **Section one**

describes the tasks associated with programme management, ensuring that systems exist to guarantee that the accredited programme is delivered in the intended manner. This section also describes the role and responsibilities of the course tutors and deals with the case management tasks that are required to be undertaken from the pre-programme phase to post-programme completion. Accredited programmes are delivered as one part of an offender's overall supervision in the community. What happens before, during and after the programme itself will have a critical effect on an offender's likelihood of reoffending.

## **Section two**

sets out the minimum operating conditions necessary for effective programme delivery. This section includes information on monitoring treatment and programme integrity. Additional information is also included about evaluation and promotion of programmes.

## **Section three**

deals with issues relating to tutors: their selection, training, supervision and if necessary their deselection.

## **Section four**

outlines the procedures for assessing and selecting offenders for programmes. Each programme specifies additional criteria in the relevant manual. This section examines grounds for offenders being included/excluded and how change is assessed before, during and after treatment. *(For more detailed information on this subject please refer to the evaluation manual for each suite of offending behaviour programmes.)*

Supplementary advice and examples of pro-formas are provided in the appendices to this management manual.



# 1: Management of Accredited Programmes

As programmes are designed with greater care and with a stronger research element, it becomes critical that attention is paid to the key task of ensuring that courses are delivered in the way intended. Operational managers and practitioners will recognise, in this section, many of the functions they already undertake. It is particularly important, however, to integrate work undertaken on an accredited programme within an offender's overall supervision package, and so an outline of the tasks to be undertaken before, during and after the programme is provided.

## A: Programme Management Tasks

(Appendix 2 contains the National Occupation Standards for Programme Managers)

It is recognised that the task of effectively managing programmes is a demanding activity with accredited programmes often requiring significantly increased dosage and careful attention to issues of implementation. Areas inevitably, and appropriately, have approached this task differently to take account of their local organisational structures. It is, however, possible to identify common programme management tasks:

### 1: To ensure that all practical arrangements are in place to support the programme:

- Ensure adequate accommodation with appropriate facilities, which meet health and safety requirements for all sessions of the programme. (For individual programmes, the room must provide enough space to complete exercises using flipcharts or role play techniques or accommodate a supervisor)
- Construct rotas, undertake risk assessments and develop contingency plans to ensure programme continuity.
- Ensure that there is an adequate pool of fully trained tutors, who have attended all the required training (including accreditation training) and have delivered the programme twice, delivering each element at least once. This must be actual delivery of each section. It is not sufficient to observe or co-tutor. Any variation from this requirement, e.g. for Sex Offender programmes, will be specified in the relevant programme manual.
- Avoid cancellation or disruption to sessions owing to

offender crises or high workload pressures. Ensuring that there are arrangements for dealing with crises outside of the programme session.

- Provide a bus stop or catch-up model to allow offenders who miss a session to continue with the programme. Ensure that the chosen model is applied consistently.
- Manage attendance. To ensure that the maximum number of absences and catch-ups by any one offender does not exceed that specified in the relevant programme manual. If two sessions are delivered in one day an absence from the full day would constitute one absence, for National Standards, but two for purposes of catch-ups.
- Enforce the order through breach in appropriate cases. Systems should exist to ensure that relevant information (e.g. failed attendance) is passed on to the Case Manager without delay.
- Ensure there is a supply of information leaflets for offenders, sentencers and staff, describing the programme and its requirements. In particular, case managers need to ensure that offenders understand how the programme is intended to assist them and thereby lessen the risks of re-offending.
- Maintain a referral list of offenders ready to commence the programme.
- Ensure that there is sufficient time for tutor preparation/debriefing/report writing. Those charged with the programme management task need to ensure that tutors have one hours' preparation and debriefing time (in total) per group work session, in addition to the time for delivering the programme. Adequate time also needs to be made available for reports to be written both during and post programme. It is recognised that the exact amount of time required for preparation, debriefing and post programme report preparation will vary according to the level of experience of the tutors, i.e. experienced tutors may require less time. There may also be variations across programmes. Any variations will be specified in the Amendments to the National Management Manuals relating to that specific programme.
- Maintain group size. Ensure that, should the group fall to less than four offenders, consideration is given to running the programme with one tutor. For a group of four or more, two tutors are required and the maximum group size must not exceed 12.

# 1: Management of Accredited Programmes

- For individual programmes there might be occasions where the tutor is unavailable due to sickness. If the staff member is to be absent for some time, areas must arrange alternative arrangements for the delivery of the programme. Where a change of tutor is necessary i.e. if a staff member is leaving there should be a handover session that reviews progress to date. If a handover session is not possible, due to the unforeseen nature of the absence, then the new programme tutor should use their first meeting to review the progress of the offender, to motivate them to continue and to establish the framework for continuing work on the programme. If there is a separate case manager then s/he should be involved in this review.
- Determine the intensity of programme delivery. Accredited programmes may state the number of sessions to be run each week. If this is not specified, sessions should be timetabled to allow learning to be assimilated (*including time for homework assignments to be completed in appropriate cases*). This will normally be in the range of 1 – 4 sessions per week.

## 2: To ensure that programmes are appropriate and accessible to a diverse range of offenders

- Pay particular attention to the composition of the group. Singleton placements of black/Asian offenders or women offenders must not be made without the informed consent of the offender. Mentoring or 'buddying' arrangements, to assist offenders with literacy or other problems that might affect their ability to benefit from a programme, might be appropriate in some cases.
- Leaflets informing the offender about the programme should be made available in a range of languages.
- Consideration must be given to the location of the delivery site. The site must provide the offender with a positive environment in which to learn, Ensure that the offender is not excluded due to fears about safety in the local vicinity – e.g. black and Asian offenders need to experience safety in travelling to the site.
- Prior to the start of a programme the manager should ensure that the tutors are aware of the composition of the group and that particular issues about diversity are identified and appropriate steps taken to ensure inclusion, e.g. hearing disabilities (*need for an induction loop*), access to the building, employment times.

- Appropriate steps should be taken to enable offenders to access child care support where this would facilitate their attendance on the programme.
- Consider the timing of session delivery, avoiding religious events, religious needs, etc.

## 3: Managerial oversight of the programme

- *Be familiar with the programme and the relevant programme manuals.* This may require the staff member, responsible for programme management, attending specified training courses.
- *Define staff roles appropriately.* In relation to programme delivery, all staff should have copies of each other's job descriptions and probation managers should ensure that all staff fully understand their own role.
- *Incorporate occupational standards.* Probation managers should ensure that national occupational standards are incorporated into job descriptions and appraisals for all staff involved in the programme.
- *Achieve completion rates.* An important element of effective programme management is the monitoring of completion rates and the reasons for non-compliance. This monitoring could reveal areas for improvement, e.g. that offenders drop out at certain points which may suggest programme design faults or that offenders have higher completion rates with some members of staff than others, which may point to delivery or case management problems.

## 4: Supervision of staff

- Ensure the provision of regular supervision to programme staff, for example by using the Treatment Manager, ensuring the completion of annual appraisal documents.

## 5: Monitoring and evaluation

- Ensure that effective monitoring and evaluation systems are established, including the use of IAPs, and OASys when this becomes available. A standard range of test measures is defined for each of the accredited programmes (*see the assessment and evaluation manual for each programme*).

- Ensure that the psychometric measures are administered to each offender.
- Ensure adequate arrangements are in place to monitor and evaluate the following:
  - attendance, completion and compliance;
  - demographic characteristics of programme participants and those not suitable on assessment (*using OASys*);
  - the match between the dynamic risk factors/criminogenic needs exhibited by participants and those targeted by the programme (*using OASys and other specified assessment tools*);
  - changes in dynamic risk factors/criminogenic needs targeted by the programme;
  - changes in attitudes, behaviour and skill levels which are relevant to the programme's treatment targets;
  - offender feedback;
  - the quality of programme implementation;
  - the costs of delivering the programme as required by the National Probation Directorate where guidance is given;
  - the effect involvement in the programme has on staff; (*it is acknowledged that some specialised programmes may produce additional stresses for staff e.g. sex offender and domestic violence programmes; any additional requirements will be stated in the amendments to the National Management Manual for that specific programme*).
  - the impact of the programme on reconviction.
- Ensure consistent usage of monitoring/evaluation information e.g. to review attendance and completion information. Effective programme management requires that Treatment Managers assist staff in interpreting and appropriately using this assessment information.

## 6: Effective communications

- Ensure that arrangements are in place for regular communication with local judges and magistrates about the programme, including the sharing of results obtained via the monitoring and evaluation systems.
- Ensure effective marketing of the programme. The Programme Manager has a pivotal role in effectively marketing the programme to maximise the number of appropriate offenders who are placed on accredited programmes. This is a wider task

than simply communicating with sentencers and local defence solicitors; it also involves PSR authors and case managers and communication with the local media.

- Ensure appropriate staff awareness training. This should include Pre Sentence Report authors, case managers and operational and senior managers. Programme manuals or training outlines are often specified as part of the accredited material.
- Ensure timely and effective enforcement procedures, by ensuring case managers have appropriate and speedy, notification of issues affecting enforcement and compliance.

## 7: Staff awareness training

Staff awareness training should be routinely available to all non-tutoring staff (*this may be organised by the Programme Manager or the Area's Training Manager*). It is important that this training is available to managerial as well as practitioner staff. The training will vary for different grades of staff but as a minimum it is suggested that the programme covers the following areas:

- The aims of the programme. This section should include an explanation of the model of change and which criminogenic needs the programme seeks to address.
- Some evidence of the effectiveness of the programme. For cognitive behavioural approaches there is now substantial evidence that these programmes are effective in reducing offending, providing of course that the programmes are run as intended.
- Steps taken to by the Area to maximise responsivity during programme sessions.
- Local information about the programme's effectiveness.
- A description of the programme's content.
- Steps taken by the Area to deliver programmes to black/Asian offenders and women offenders.
- The role of the Case Manager and other staff in promoting diversity within programmes.
- The role of staff in supporting the programme.

The staff awareness training session would normally be delivered by staff with treatment management or programme management responsibilities, working with one of the course tutors.

# 1: Management of Accredited Programmes

## B: Managing the Integrity of the Programme: Treatment Manager's Tasks

There is recognition in the 'What Works' literature of the need for the Service to pay greater attention to delivery. Evidence is emerging that well designed programmes delivered badly may make offenders worse. Given the wide range of programme management tasks it may be advisable to separate the programme management and treatment management roles. Effective programme management provides the supporting conditions for a programme to succeed. The staff responsible for treatment integrity act as guarantors that the programme is delivered in the way the designer intended. The Programme Manager is responsible for ensuring that the Treatment Manager performs their role.

*Specifically the 'treatment management' tasks are:*

- Ensure the integrity of the treatment programme (see *Section Two where these tasks are further outlined*).
- Monitor the appropriate selection of offenders for the programme (*Section Four*).
- Provide supervision of practice to tutors. This should include assistance in how sessions are planned and feedback provided from video monitoring.
- Advise the appropriate manager about the suitability of staff applying to be trained as tutors. Staff with treatment management responsibilities must help to ensure that potential tutors understand the demanding nature of the work.
- Ensure the quality of, and countersign the post programme reports produced by tutors. To monitor treatment integrity by:
  - completing and comparing session review forms
  - reviewing programme integrity
  - watching videotapes of sessions
  - checking that the assessment procedures are being applied correctly
  - ensuring that every session is videotaped and stored according to the Data Protection Act requirements.
- Ensure that nationally agreed changes are implemented as required.
- The Treatment Manager should attend some review meetings in order to monitor quality, support new tutors and/or manage complex cases.

## C: The Tutor's Tasks

The term 'tutor' rather than 'group leader' reflects the teaching component involved in training offenders so that they can successfully acquire cognitive behavioural and other skills. Sensitivity to group dynamics remains important as does an ability to deliver the programme with enthusiasm. Successful course tutors will also recognise the need to maintain adequate discipline and control to encourage a learning environment for participants. The tutor has the responsibility for delivering the programme in the way that the designer intended.

*Specifically the tutor is responsible for:*

- Delivering the programme as outlined in the programme manual.
- Managing the group in a way that ensures that all participants can learn.
- Delivering an individual programme does not involve catch-up sessions. If an offender misses a session, the programme sequence is resumed at the next contact. However, attention must be given to avoiding absences and disruption of the programme sequence due to offender crises.
- Keeping a session register and informing case managers of absences by offenders. This documentation might be required for enforcement procedures so it is important that this information is accurate and kept up to date.
- Producing session notes on each offender (*using the session register*) and, on completion, the required programme integrity checks.
- Videotaping each session and ensuring that these are then forwarded to the appropriate member of staff for use in supervision sessions and to monitor treatment integrity. (*For individually delivered programmes audiotaping may be used in place of videotaping.*)
- Delivering catch-up sessions to offenders who miss elements of a group programme.
- Completing the post programme report for each offender, as per programme specification.
- Participating in offenders' post programme reviews with the Case Manager (*and, where appropriate, the person assigned treatment management responsibilities*).

## D: Case Management Tasks

Effective accredited programmes can be enhanced, or undermined by the quality of the case management arrangements. Offenders need to be well prepared for courses, properly encouraged to complete the programme and given opportunities to apply new learning and to practice new behaviours during the remaining period of supervision. (See *Chapter Three of the "Evidence Based Practice Guide"*.)

The Case Manager's role is much wider than enhancing the effectiveness of accredited programmes, as it includes responsibility for developing and implementing the total supervision plan. This means the responsibility for organizing the sequencing of programmes and other interventions during supervision will lie with the Case Manager. For example, an offender may be eligible or required to attend more than one programme while undertaking a lengthy period of supervision; it is the responsibility of the Case Manager to ensure that these commitments are met in the most appropriate sequence. (*Advice on the sequencing of programmes is provided in the management manuals' appendices, specific to each accredited programme.*)

Case managers are also responsible for assisting offenders in dealing with any difficulties or coping with changes of circumstance which arise during the period of supervision. It is vital that case managers maintain this role during the period when offenders are attending an accredited programme, even if the frequency of contact with the offender is reduced. It is important not to be mechanistic about frequency of such contacts. This should not only meet National Standards as a minimum, but should reflect the offender's individual needs e.g. problems outside of the programme, additional interventions, opportunities for the offenders to reflect on learning.

The key case management tasks are divided into three sections: preparation work activity, case management tasks to be undertaken during the programme, and reinforcement work.

## E: Preparation Work

It is recognized that some offenders will start programmes very shortly after they are sentenced in court or released from prison. These offenders, as a minimum, should receive an explanation of the programme and a copy of the written agreement of the rules. Offenders should sign a copy of the agreement. This document

should outline attendance and behavioural requirements and enforcement policy details for failure to comply with the programme agreement.

It is important to ensure the timely commencement of programmes in line with the requirements of National Standards. For offenders who have to wait for a period of time, work should be undertaken to prepare them for the programme.

*This work should include:*

- Delivery of mandatory pre group sessions, where these are specified as part of the programme.
- Checking out any other practical problems that can be resolved prior to the start of the programme e.g. transport difficulties, child care arrangements. This could include passing on information from the referral form to the tutors.
- Motivational interviewing, emphasising the ways in which they could assist offenders to overcome these problems.
- Ensuring offender attendance at administration of psychometric test battery.
- Literacy screening, as determined by national arrangements.

*Additional work may include:*

- A joint interview with a course tutor to identify any difficulties that may prevent an offender successfully completing the programme.
- Any non-mandatory preparation work.
- Introducing the offender to 'typical' material used on the programme helping to lessen anxiety and maximise an offender's belief that they can successfully complete the programme. The Case Manager can also emphasise to the offender that participants who complete programmes have a significantly better chance of avoiding offending in the future, than those who drop out of treatment.

## F: Case Management Tasks to be Undertaken During the Programme

The type of programme being run and local delivery arrangements will influence case management practice. However, the Case Manager will always retain responsibility for enforcement and ensuring that the offender is given support and assistance to complete the programme. The Case Manager should take all necessary steps to encourage the offender to complete the programme. This will include investigating

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promptly any unaccountable absences from the programme, and attempting to resolve any issues which may prevent the offender from completing the programme. The Case Manager should also be prepared to assist with any issues which arise during programme sessions but are not directly related to the programme or addressed by the programme itself. This will require close liaison with programme tutors and may involve making arrangement for additional support for some offenders.

The principal task for the Case Manager during the offender's attendance at the programme is to support actively and encourage completion by:

- Reinforcing the offender's motivation to participate, change and learn from the programme. This might involve additional support work with some offenders.
- Ensuring the offender is aware of and complies with the requirements of the programme, including any requirements to attend catch-up sessions.
- Continuing to check if there are problems that might prevent an offender completing their accredited programme and to help resolve these difficulties promptly where possible. Model pro-social behaviour and not contradict lessons from the programme.
- Providing opportunities for offenders to practice what they have learnt from the programme, including the completion of assignments if these are part of the programme.
- Assisting the offender in resolving any issues that arise during programme sessions, but which are not dealt with by the programme itself. This might involve arranging further support or intervention for the offender.
- Ensuring the offender complies with the requirements of National Standards.
- Enforcing the Order and to take breach action in appropriate cases.
- Regularly reviewing the supervision plan and OASys assessment in the light of the offender's participation on the programme.
- Attending programme review meetings (*the scheduling and frequency of these meetings will vary according to the type of programme and its length*).

In order to undertake these tasks effectively it is vital that all case managers are familiarised with the objectives, design, methods and content of the accredited programme. They will also need to be aware of current best practice in reducing attrition rates (*as identified in audit reports*).

## G: Reinforcement

It is important to ensure that the positive treatment effect on the offender, resulting from participation in the programme is maintained over time. The Case Manager has an important role in implementing the recommendations from the post programme review. This report will also be important in assessing the likelihood of re-offending and the level of ongoing risk an offender poses following completion of the programme.

*The principal case management tasks in this post programme phase must include:*

- Ensuring offender attendance at administration of the psychometric test battery (including those offenders who have not completed the programme).
- Attending the post programme review with the offender and programme staff. This review will contribute to the post programme supervision plan.
- Undertaking any mandatory post programme work.
- Reassessing the likelihood of re-offending and the level of risk an offender poses in the light of their participation on the programme. The Case Manager will use OASys when available to inform this assessment.
- Progressing any recommendations for further work made in the post programme report.
- Alerting programme staff as to when booster training may be required for an offender.
- Checking arrangements that any sequenced programme or booster work are in place.

## H: Non Completion of the Programme

*Where an offender does not complete a programme, the Case Manager has the following ongoing tasks:*

- Ensure any arrangements for restart or breach are in place.
- Where there is no possibility of restart and completion then ensure, wherever possible, that the second set of psychometrics are administered as described in the Evaluation Manual.
- Review the supervision plan and amend as necessary.
- Reassess the likelihood of re-offending and the level of risk an offender poses in the light of their non-completion of the programme. The Case Manager will use OASys when available to inform this assessment.

# 2: Minimum Operating Conditions Necessary for Effective Delivery of Programmes

**The detailed list of tasks and responsibilities outlined in Section One of this manual provides much of the framework that underpins effective delivery of accredited programmes. Ensuring that skilled, trained course tutors are properly supported and given regular feedback about their performance in addressing programme aims and objectives is a further important safeguard in maintaining treatment integrity.**

This section deals with the threats to treatment integrity and how these can be countered.

## A: Treatment Integrity: Main Threats

The 'What Works' literature indicates that the 'effectiveness of an intervention is dependant upon the rigour with which that intervention is conducted' (Hollin). There are three main threats to treatment integrity – that is ways in which the programme can depart from its original aims:

- *Programme Drift* – a gradual shift over time of the aims of the programme. For example programme staff lose sight of their long-term goals and develop a focus on day to day coping issues for group members.
- *Programme Reversal* – this occurs when the aims of the programme are accidentally reversed or undermined by the tutors, managers or case managers. An example would be if a programme teaches that the offender is responsible for his behaviour but then the tutor offers excuses such as the tutor's own life experience. Inappropriate use of humour from course tutors can undermine important messages from the programme. Anti social comments or behaviour from offenders left unchallenged by staff can also undermine treatment integrity. *(These can also undermine other values of the National Probation Service if left unchallenged, e.g. by undermining good practice in diversity.)*
- *Programme Non Compliance* – this occurs when course tutors decide to change or omit certain parts of the programme. This can lead to sessions being dropped, new methods introduced or staff believing they are improving the programme by adding unapproved or unresearched targets for change.

## B: Maintenance of Treatment Integrity

There are three methods within the accredited programme system designed to ensure treatment integrity:

- **Adherence to the programme manual.** The programme manual should be followed at all times. Where potential

problems emerge with the design of elements of the programme these should be discussed with the staff member responsible for treatment integrity issues. Each accredited programme has a change control system for feedback on design issues. Managing change to the programme is a critical area and ultimately is the responsibility of the Joint Prison/Probation Accreditation Panel.

- **Session Evaluation Forms.** After each session course tutors need to complete session evaluation notes that assess the performance of each participant (*session register*). These are used after the programme to facilitate the production of the post programme report. It is the responsibility of the staff member allocated the treatment management task to ensure that these reports are kept up to date.
- **Videotaping Sessions** (*or audio-tape for individual programmes*). Treatment Managers must routinely review videotapes of sessions and use these as the basis for supervision. It is not expected that the Treatment Manager will watch all the tapes but they should review (by sampling) at least one video for every supervision session. *(NB Where the accredited programme specifies the number of videos to be sampled these arrangements take precedence over these guidelines.)*

Treatment Managers are required to sample 45 minutes of a tape. However, the auditors will watch the full session; therefore tutors must report any major issues or difficulties in order for the Treatment Manager to take these into account in the monitoring, scoring and feedback.

It might be useful to watch a number of consecutive sessions as this will indicate a course tutor's ability to integrate learning from one session into the next. A sample of the tapes should be reviewed by the Programme Manager and by an approved external consultant.

It is important that the staff member reviewing the videotapes records any actions taken as a result of watching a session e.g. in terms of feedback given to a tutor. Programme managers need to ensure that arrangements are made to store all of the videotapes in accordance with the Data Protection Act. These will be required for the auditing of the programme and should be properly catalogued and stored.

*The purpose of video or audio monitoring is to:*

- assess objectively how far the programme is being delivered as originally intended,
- identify ways in which the quality of delivery can be enhanced or the level of responsivity increased.



# 3: Assessment/Selection and Supervision of Tutors

**The day to day management of tutors will often be the responsibility of the Programme Manager or another probation manager, although staff with treatment management responsibilities audit the quality of their programme delivery. Given this shared responsibility excellent communication between programme management staff (line management) and those charged with treatment integrity tasks is essential.**

Not all staff are able to deliver accredited programmes to the required standards and there needs to be a systematic process for selecting, training and if necessary deselecting tutors. Competence is the key assessment measure used to decide who is most fitted to deliver accredited programmes.

## A: Tutor Selection

*Stage One – Assessment Centres:* All prospective course tutors will undergo an assessment procedure which Areas can organise via their regional training consortium (see *Assessing for Effectiveness manual*).

*Stage Two – Tutor Training:* Successful candidates will attend the national training course for the relevant accredited programme. Candidates' competence to deliver the accredited programme will be assessed at the end of the training by the national trainers.

*Stage Three – Delivering the Programme:* Delivery of the programme should commence as soon as practicable following the completion of the training. A gap exceeding 12 months will result in a need to repeat the tutor training. Each tutor should deliver a full programme within 12 months of being trained.

*Stage Four – Accreditation Training:* Once a tutor has delivered the full programme twice they will be eligible for accreditation training. This means delivering the programme twice, and having delivered each element of the programme at least once (see *Section 1A*). The aim of accreditation training is to develop further tutors' skills and update them on research findings.

## B: Additional Training

Eligibility for accreditation training does not automatically mean suitability. For some tutors there will be a need to practice some of the sessions in order to demonstrate readiness to complete accreditation training. A single delivery of each element is the minimum and the Programme Manager, in consultation with the Treatment Manager, should assess suitability and refer for

accreditation training once satisfied that the tutor is capable of delivering the programme as intended. All managers of accredited programmes need to consider the ongoing training needs of experienced tutors some of whom might move on to become treatment managers. It is important to ensure that good quality staff have been supported and developed to ensure the retention of programme tutors.

## C: Tutor Supervision

Tutor supervision is the method by which the quality of programme delivery is maintained and delivered. Supervision is separate from debriefing which is essentially a review period after a group session has finished.

### 1: The five purposes of treatment integrity supervision:

- To monitor treatment integrity
- To offer advice
- To support the work of the tutor
- To provide ongoing training and coaching for the tutor
- To appraise the level of competence of the tutor, as part of their personal development

### 2: The Supervisor's responsibilities:

- Arranging the supervision dates and convening the meetings
- Structuring the process clearly
- Keeping the focus on the programme and staff performance
- Involving everybody equally if a number of course tutors are being supervised in a joint session
- Addressing issues of anti discriminatory practice
- Viewing videotapes and providing feedback
- Reading session review and tutor notes
- Completing documents that contribute to the appraisal of course tutors

### 3: The Supervisee's responsibilities:

- Preparing for supervision sessions
- Being honest, open and prepared to learn
- Changing practice where this is required
- Session review notes and videotapes should be forwarded to the Treatment Manager in advance of the supervision session

# 3: Assessment/Selection and Supervision of Tutors

- Tutors should view their own videotapes and session/lesson plans (prepared for the next week's sessions) prior to their supervision with the Treatment Manager

## D: Availability of Supervision

Supervision should be provided for all tutors. This can be organised either in a small group situation with all the tutor team or in individual sessions where this is more appropriate. Where a programme specifies the frequency and duration of supervision these instructions should be followed in all cases. Where these arrangements are not specified it is recommended that two hours' team supervision (*i.e. two/three tutors together or one hour per individual*) be provided approximately every five sessions of treatment. For each supervision session the supervisor should review a videotape of a session for discussion with the tutors. For tutors running their first programme, additional sessions should be scheduled. Individual supervision sessions should last for one hour.

## E: Tutor Deselection

It is recognised that tutor deselection is an important step that may, in certain circumstances, trigger local probation area capability procedures given the pivotal importance of probation staff being able to deliver effectively accredited programmes to offenders. For this reason probation managers considering this course of action should be fully conversant with local human resources policies on this subject and consult human resources managers within their service to ensure that proper procedures are followed.

The decision whether to instigate capability procedures, or not, rests with local probation areas and it is for areas to ensure that their local management procedures for accredited programmes adequately document the processes involved.

For a tutor to be deselected the Programme Manager must have evidence of their inability to meet the competence requirement. It is not appropriate to remove a tutor on the basis of rumour or unsubstantiated opinion. Before removal from a programme is discussed the tutor should be given clear feedback about the problem and a reasonable opportunity to change. This could involve offering the tutor an enhanced level of supervision or training for a specified period of time.

Any tutor who is deselected should receive follow up support and supervision from an appropriate operational manager within the service.

## 4: Assessment and Selection of Offenders

### A: Risk/Needs Assessment

Usually this process begins at the pre sentence report stage. Assessment and selection ensure that the right offenders are assigned to the right type of programme. Research indicates that unless programmes address criminogenic needs they will not be effective. *There are two distinct phases to offender assessment pre programme:*

- Assessing an offender's eligibility for a programme. This largely involves an assessment of an offender's likelihood of re-conviction and of the risk of harm their behaviour may cause to the public, or themselves. This assessment is informed by the offender's past criminal record and current offence and attempts to answer the question whether it is appropriate to propose a community penalty with a condition to attend an accredited programme. These same considerations also apply when deciding on licence arrangements for conditionally released prisoners.
- Assessing an offender's suitability for a programme. Many offenders would benefit from attending a cognitive skills programme. However some offenders will not have the cognitive deficits that the programme addresses and therefore would not benefit from the course. The programme will have clearly identified criminogenic targets in their model of change. The assessment process must identify that the offenders selected have these criminogenic needs.

OASys will assist in the accurate assessment of offenders and contribute to a clear targeting strategy that matches offenders to programmes. Each accredited programme has its own targeting criteria, and these will be incorporated into OASys.

### B: Grounds for Exclusion

- Offenders do not demonstrate the criminogenic needs that the programme seeks to address.
- Mental health problems (*that may only have become apparent after the sentencing phase*). Advice should be sought from appropriately qualified health professionals to assist in properly assessing these cases.
- Other factors, such as severe drug dependency, that could prevent an offender's regular attendance or learning capability (*in some of these cases offenders may require medical treatment or other interventions prior to commencing the course*) or low IQ levels.
- Failure (*without acceptable excuse*) to attend the pre course preparation sessions including the completion of pre course assessment measures (*psychometric tests*).

Literacy and numeracy problems should not be regarded as

grounds for exclusion. Literacy screening and support arrangements should enable the large majority of offenders with such difficulties to participate in accredited programmes.

### C: Assessment of Change

Once an offender has been accepted onto a programme they are required to complete a range of assessment measures both prior to the course and after they have successfully completed their programme. *The purpose of this assessment is:*

- To measure the offender's progress before and after treatment
- To identify further treatment needs for the offenders
- To inform future developments to the programme (*by reviewing aggregated data*)

### D: The Assessment Measures

The staff member, assigned treatment management responsibilities, needs to ensure that the pre, post and any follow up assessments are carried out. The testing procedure can be carried out by a range of staff providing they have been trained on the correct procedures for administration. The test battery includes a range of self-completion questionnaires that can be completed in group sessions (*or individually*) before and after the programme. Further advice is available concerning a standard set of psychometric tests for general offending programmes and those for specialist programmes. (*See relevant Evaluation Manual*)

### E: Session Register

During debriefing sessions course tutors complete an evaluation of each offender which provides an assessment of their level of skill and understanding for each element of the programme. Tutors use these notes when compiling their post programme reports.

### F: The Post Programme Report and Review Meeting

A detailed report is prepared on each participant who successfully completes an accredited programme. This outlines their progress and how far their criminogenic needs have been addressed during the course, the level of risk and the situations where relapse may occur. The post programme report is used as a basis for the post programme review meeting which is held between programme staff, the Case Manager and the offender. It follows then that the offender and their case manager should receive the report in advance of the meeting so that the offender in particular can take a full part in this review.

This report will feed into any further assessment and supervision planning for the duration of the order.



# Appendix 1: Offending Behaviour Programmes

## Outline of Accredited Programmes and Delivery Schedule

**The fact that the term ‘programme’ is used differently leads to confusion in relation to what constitutes pre-programme work, when the psychometric testing is undertaken and what counts as a programme starter and a completion.**

*In order to clarify the issues and introduce consistency the following definitions will be applied across programmes:*

*Preparation work* – work aimed at developing the supporting structure but not specified in the manuals as part of the accredited programme design. Can be work delivered by the Case Manager and/or interventions provided by a specialist worker or agency i.e. housing advice.

*Pre-programme* – delivered by Case Manager and/or programme tutor, specified in the manuals as part of the accredited programme design, i.e. approved by the Accreditation Panel. This can be group or individual sessions.

*Pre-programme psychometric testing* – administration of the tests by a trained person other than the tutor delivering the programme.

*Programme* – delivered by tutors in line with the accredited programme design.

*Post-programme* – delivered by Case Manager and/or programme tutor, specified in the manuals as part of the accredited programme design. Each programme must have a handover/review meeting between tutor, case manager and offender.

*Post-programme psychometric testing* – administration of the tests by a trained person other than the tutor delivering the programme.

*Reinforcement work* – developing the supporting structure but not specified in the manuals as part of the accredited programme design. Delivered by the Case Manager and/or specialist worker/agency e.g. housing advice.

### 1: Preparation and reinforcement work

Crucial to the effectiveness of a programme. Therefore, where the accredited design does not include preparation and reinforcement sessions the following should be applied.

- *Themes to cover during preparation work:*
  - Induction – explanation of the order and enforcement policy
  - Motivation and goal setting – preparation for change and obstacles to change
  - Programme readiness – including information giving, expectations and programme requirements, compliance and enforcement
  - Supervision planning and objective setting
  - Specialist assessments and referral to partnerships or community agencies
- *Themes to cover following the programme as reinforcement:*
  - Re-assessing of risk and review of supervision plan
  - Implement and record action from the post programme report
  - Consolidation – next steps, reinforcement and skill practice time

An outline of each area programme is provided below:

R&R Programme							
Order Made	Preparation Work	Pre-programme	Psychometric Testing	Programme	Post Programme	Psychometric Testing	Reinforcement Work
	No set sessions. Apply themes outlined above – Case Manager and other specialist workers/agencies	One session – by tutors Can be delivered before or after the psychometric testing	One group based session	37 sessions	No set sessions other than a handover meeting. Apply themes outlined above – Case Manager and other specialist workers/agencies – Can be delivered before or after the psychometric testing	One group based session	No set sessions. Apply themes outlined above

# Appendix 1: Offending Behaviour Programmes

## One to One Programme

Order Made	Preparation Work	Pre-programme	Psychometric Testing	Programme	Post Programme	Psychometric Testing	Reinforcement Work
	No set sessions. Apply themes outlined on page 17 – Case Manager and other specialist workers/agencies	One session – by tutors Can be delivered before or after the psychometric testing	One group or individual session	20 sessions	No set sessions other than a handover meeting. Apply themes outlined above – Case Manager and other specialist workers/agencies – Can be delivered before or after the psychometric testing	One group or individual session	No set sessions. Apply themes outlined above

## ETS Programme

Order Made	Preparation Work	Pre-programme	Psychometric Testing	Programme	Post Programme	Psychometric Testing	Reinforcement Work
	No set sessions. Apply themes outlined on page 17 – Case Manager and other specialist workers/agencies	None specified	One group based session (an ice breaker exercise can be included)	20 sessions	No set sessions other than a handover meeting. Apply themes outlined above – Case Manager and other specialist workers/agencies – Can be delivered before or after the psychometric testing	One group based session	No set sessions. Apply themes outlined above

## Think First Programme

Order Made	Preparation Work	Pre-programme	Psychometric Testing	Programme	Post Programme	Psychometric Testing	Reinforcement Work
		Two Sessions delivered by case manager, as part of prescribed pre programme work. One group session plus the first set of psychometric testing	Completed during pre-programme work	22 sessions	Handover and then four set sessions	One group based session	Two optional booster sessions

## Cognitive Skills Booster Programme

Order Made	Preparation Work	Pre-programme	Psychometric Testing	Programme	Post Programme	Psychometric Testing	Reinforcement Work
	No set sessions. Apply themes outlined on page 17 – Case Manager and other specialist workers/agencies	One group session delivered by tutors (can be delivered to sub-groups or individuals if necessary)	Three psychometrics; focus of control, problem solving and impulsivity (delivered in pre programme session), plus a behavioural checklist completed by Case Managers	10 sessions on average. If group size falls below six the number of sessions may be reduced in line with protocols in manual	No set sessions other than a handover meeting. Apply themes outlined above – Case Manager and other specialist workers/agencies	Three psychometrics; focus of control, problem solving and impulsivity (delivered in pre programme session), plus a behavioural checklist completed by Case Managers	No set sessions. Apply themes outlined above

### ASRO and PRISM

Order Made	Preparation Work	Pre-programme	Psychometric Testing	Programme	Post Programme	Psychometric Testing	Reinforcement Work
	Optional sessions that can be as short or as long as needed. Introduction to concepts techniques used in programme. Can be done by Case Manager.	None specified	Done by tutors in the first session	20 sessions	No set sessions other than a handover meeting. Apply themes outlined above – Case Manager and other specialist workers/agencies	Done as part of programme by tutors	No set sessions. Further work on goals objective identified at the end of the programme

The main thing to remember is that the psychometric tests are done as part of the programme by the tutors. This clearly has implications for training. There is also an outline for suggested parallel work, mainly reinforcement of learning.

### ART Programme

Order Made	Preparation Work	Pre-programme	Psychometric Testing	Programme	Post Programme	Psychometric Testing	Reinforcement Work
	Motivational work and problem checklist applying to course components	Five set sessions delivered by Case Manager	One group based session	18 sessions	Five set sessions delivered by Case Manager	One group based session	Further work on goals objective identified at the end of the programme

### Drink Impaired Drivers Programme

Order Made	Preparation Work	Pre-programme	Psychometric Testing	Programme	Post Programme	Psychometric Testing	Reinforcement Work
	Motivational work by Case Manger	Four sessions – rules & contract, motivation, abc model, offence analysis	One group based session	14 sessions	Handover meeting between Programme staff, Case Manager & Offender	One group based session	Six sessions individual basis with Case Manager

# Appendix 1: Offending Behaviour Programmes

## Sex Offender Treatment Programmes

### 1 C-SOGP

Order Made	Preparation Work	Pre-programme	Psychometric Testing	Programme	Post Programme	Psychometric Testing	Reinforcement Work
	No set sessions. Apply themes outlined on page 17 – Case Manager and other specialist workers/agencies Note: issues of substance misuse must be addressed before work on sex offending	Motivation exercises specified in Case Manager's Pack, including Life timeline exercise. Can take between 6 and 12 sessions to complete	One group based session	Induction Module – 20 sessions. Main Prog – 67 sessions. RP for low risk – 20 sessions. SOTP completers – 76 sessions	Handover meeting. On completion of SRA report. Use of risk monitoring forms – Case Manager and other specialist workers/agencies	One group based session	No set sessions. Use of standardised risk monitoring tools in supervision. For long licences 50hr RP Programme used as booster for offenders whose risk has been reduced

### 2 TV-SOGP

Order Made	Preparation Work	Pre-programme	Psychometric Testing	Programme	Post Programme	Psychometric Testing	Reinforcement Work
	No set sessions. Apply themes outlined on page 17 – Case Manager and other specialist workers/agencies Note: issues of substance misuse must be addressed before work on sex offending	Motivation exercises specified in Case Manager's Pack, including Life timeline exercise. Can take between 6 and 12 sessions to complete	One group based session	Foundation Block – 20 sessions. Victim Empathy 8 sessions. Life skills – 20 sessions. (Optional) Partners Prog. 18 sessions	Handover meeting. On completion of report. Use of risk monitoring forms – Case Manager and other specialist workers/agencies	One group based session	No set sessions. Use of standardised risk monitoring tools in supervision. For long licences RP Programme used as booster for offenders whose risk has been reduced

### 3 N-SOGP

Order Made	Preparation Work	Pre-programme	Psychometric Testing	Programme	Post Programme	Psychometric Testing	Reinforcement Work
	No set sessions. Apply themes outlined on page 17 – Case Manager and other specialist workers/agencies Note: issues of substance misuse must be addressed before work on sex offending	Motivation exercises specified in Case Manager's Pack, including Life timeline exercise. Can take between 6 and 12 sessions to complete	One group based session	Core group – 32 sessions. (4.5hrs) RP –12 sessions. (3 hrs) SOTP Completers RP only	Handover meeting. On completion of report. Use of risk monitoring forms – Case Manager and other specialist workers/agencies	One group based session	No set sessions. Use of standardised risk monitoring tools in supervision. For long licences RP Programme used as booster for offenders whose risk has been reduced

# Appendix 2: National Occupational Standards for Programme Managers

## Unit: PM1

**Manage the local implementation of externally-validated evidence-based programmes to address offending behaviour.**

### Unit Commentary

#### 1: Summary

This unit focuses on managing the local implementation of structured and defined programmes to address offending behaviour which have been externally validated. The programmes will be based on evidence of effective practice and targeted at particular groups of offenders. The focus of the worker's role is upon managing the local implementation of programmes and upon evaluating and improving the agency's performance in delivering the programmes. Programmes may be designed for groups or for individuals.

*There are four elements:*

*PM1.1* Develop a local schedule of externally-validated evidence-based programmes to address offending behaviour

*PM1.2* Monitor and adjust local implementation of the schedule of externally-validated evidence-based programmes to address offending behaviour

*PM1.3* Monitor the effectiveness of the Agency's systems which support implementation of the externally-validated evidence-based programmes to address offending behaviour

*PM1.4* Review and improve the local implementation of externally-validated evidence-based programmes to address offending behaviour

#### 2: Target group

This unit is designed to be applicable to all who are responsible for managing the local implementation of externally-validated evidence-based programmes. The workers who are delivering the programme may be from within the worker's agency or be from other agencies with whom there are formal agreements. The individuals participating in the programmes may be serving sentences in the community or in custody.

#### 3: Principles of good practice

These occupational standards incorporate principles of good practice

which apply across the community justice sector. Further information about these principles can be found in the introduction.

#### 4: Linked units

Unit A203 is concerned with contributing to the selection of personnel for activities. Unit TM1 is concerned with maintaining the integrity of externally-validated evidence-based programmes to address offending behaviour. Unit D308 focuses on delivering externally-validated evidence-based programmes to address the offending behaviour of those who pose a medium to low risk of harm. Unit D309 is about delivering externally-validated evidence-based complex programmes to address the offending behaviour of those who pose a significant risk of harm. Unit D310 is about assisting in the delivery of externally-validated evidence-based complex programmes designed to reduce the likelihood of re-offending by offenders who pose a significant risk of harm. Unit A206 focuses on managing the performance of teams and individuals.

#### Element: PM1.1

**Develop a local schedule of externally-validated evidence-based programmes to address offending behaviour.**

##### 1: Performance criteria

*The worker will need to:*

- review the resources available in the agency, and through partnership agreements, to deliver the programme to programme requirements
- identify the contribution which can be made locally by the Agency and its partners to Area targets for participation in the programme
- make recommendations to obtain and improve the availability and appropriateness of resources to deliver the programme to requirements
- develop and agree a schedule of programmes which:
  - meets the programme requirements
  - provides sufficient lead time for offenders to be referred
  - provides a sufficient number of programmes for the numbers of offenders targeted
  - maximises accessibility for the diverse population of offenders with whom the agency works
  - provides sufficient time for offenders to complete the programme

# Appendix 2: National Occupational Standards for Programme Managers

- meets the Service Delivery Agreement and complies with the prevailing national standards
  - integrates with other operational activities
  - optimises the availability and continuity of tutors
  - provides for the appropriate pairing of tutors
  - provides opportunity for tutors to maintain their licence to tutor
  - negotiate with existing competent tutors and other relevant people, the tutors' involvement in the programme and the schedule
  - identify the needs for additional resources required by the schedule and negotiate for these with other relevant people
  - make appropriate arrangements for programme staff to attend the necessary training
  - negotiate and agree the allocation of accommodation to the schedule which:
    - provides appropriate facilities
    - meets health and safety requirements
    - meets audit requirements
  - provide appropriate information and guidance to workers, and information to sentencers about the programme
  - develop contingency plans for adjusting the schedule when this is required for local effectiveness and continuity
- ## 2: Range
- **Programme requirements**
    - target groups and individuals
    - group size
    - criteria for selecting participants
    - aims and objectives of the programme
    - amount, intensity, sequencing and spacing of sessions on the programme (*including providing additional sessions to cover for offender absence*)
    - amount of preparation, debriefing and supervision time required
    - the interventions and methods to be used
    - type of staff and the competence they need
    - staffing in relation to managing other work pressures and covering for staff absence
    - facilities including health and safety requirements
  - **Resources**
    - staff
  - staff time including that needed for training, preparation, joint working and hand-over
  - facilities
  - equipment and materials
  - recording and storage systems
  - finance
  - transport
  - **Other relevant people**
    - senior management
    - line management
    - those responsible for monitoring the quality of programme delivery (*treatment managers*)
    - those providing programme support (*e.g. literacy support, carer support, admin support*)
  - **Programme staff**
    - existing competent workers
    - workers new to delivering and monitoring programmes
  - **Information and guidance to workers**
    - the purpose of the programme
    - the schedule of programmes
    - workers' roles and responsibilities
    - the selection of offenders to participate in individual programmes
    - specific areas of risk
    - arrangements for making referrals to programmes
    - arrangements for monitoring completion rates
    - statutory requirements for the supervision of offenders during their attendance on programmes
    - the records and reports that workers will need to make, to whom and when
    - information leaflets which are available to offenders
    - arrangements for monitoring the quality of individual programme delivery
  - **Information to sentencers**
    - the availability of the programme
    - the purpose of the programme
    - known evidence of the effectiveness of the programme
    - the referral process and suitability criteria
    - completion requirements and local statistics

## Element: PM1.2

**Monitor and adjust local implementation of the schedule of externally-validated evidence-based programmes to address offending behaviour.**

### 1: Performance criteria

*The worker will need to:*

- monitor that the schedule is running to plan and that there are sufficient resources for local delivery of the programme in:
  - meeting the programme requirements
  - providing sufficient lead time for offenders to be referred
  - providing a sufficient number of programmes for the numbers of offenders targeted
  - maximising accessibility for the diverse population of offenders with whom the agency works
  - providing sufficient time for offenders to complete the programme
  - meeting the Service Delivery Agreement and complying with the prevailing national standards
  - integrating with other operational activities
  - optimising the availability and continuity of tutors
  - providing for the appropriate pairing of tutors
  - providing opportunity for tutors to maintain their licence to tutor
- seek and obtain feedback from workers on delivery of the programme and recommend that workers report any problems promptly
- identify, make and agree appropriate adjustments to improve delivery of the programme
- monitor access to the programme for the diverse population of offenders with whom the agency works and take appropriate action to improve access
- monitor that staff who deliver the programme
  - are contributing to the schedule as planned
  - are sufficient in number to cover for staff absence
- where necessary take appropriate action to improve the quality and quantity of referrals
- where necessary take appropriate action to improve offender attendance, completion and compliance on the programme
- provide appropriate feedback to workers about:
  - adjustments made and planned to delivery of the programme
  - actions which individual workers may need to make
  - good practice in programme delivery

- make accurate and clear records of monitoring activities, adjustments made and feedback provided, and store them safely

### 2: Range

#### Resources

- staff
- staff time including that needed for training, preparation, joint working and hand-over
- facilities
- equipment and materials
- recording and storage systems
- finance
- transport

#### Programme requirements

- target groups and individuals
- group size
- criteria for selecting participants
- aims and objectives of the programme
- amount, intensity, sequencing and spacing of sessions on the programme (*including providing additional sessions to cover for offender absence*)
- amount of preparation, debriefing and supervision time required
- the interventions and methods to be used
- type of staff and the competence they need
- staffing in relation to managing other work pressures and covering for staff absence
- facilities including health and safety requirements

#### Workers

- those delivering the programme
- those responsible for monitoring the integrity of programme delivery (*treatment managers*)
- those providing programme support (*e.g. literacy support, carer support, admin support*)
- case managers
- line managers
- senior managers

#### Problems

- with the schedule of programmes
- referrals to the programme

# Appendix 2: National Occupational Standards for Programme Managers

- in gaining offender access to the programme
- with the information systems and access to them
- in offender attendance, completion and compliance on programme
- in pre-, post- and follow up work to the programme
- in tutoring on the programme

## □ **Appropriate adjustments**

- to the schedule of programmes
- to staffing of the programme schedule
- to accommodation for the programme schedule
- to the availability of equipment and materials used on the programme
- to transport arrangements for the programme schedule

## □ **Access**

- equity of referral
- suitability of materials and programme
- diversity of tutors
- geography
- support
- language
- carers
- employed
- suitability of buildings and accommodation

### **3: Explanatory note**

Problems with the schedule of programmes (*range 4*) might include: resource deficiencies or workers' ability to work effectively as a team. Problems with offender attendance might include: high levels of non-attendance which mean that it is not viable to run the programme, disruptive behaviour, failure to participate, abusive, aggressive and discriminatory behaviour.

### **Element: PM1.3**

**Monitor the effectiveness of the Agency's systems which support implementation of the externally-validated evidence-based programme to address offending behaviour.**

#### **1: Performance criteria**

*The worker will need to:*

- actively monitor that the systems to collect, record, transmit and store information:
  - are working as intended
  - are providing the intended outputs
  - fit together coherently and provide an appropriate audit trail
  - provide information and statistics in sufficient time to be of use
  - are accessible to those who need it
  - meet the requirements of data protection legislation
- seek and obtain feedback from workers on using and accessing the Agency's systems and recommend that workers report any problems promptly
- conduct regular audit trails to monitor that information (*including video tapes*) held in the systems is:
  - accurate, valid, reliable and complete
  - sampled to the required amount and frequency by those with specific responsibility for sampling
  - available
  - stored securely
- identify where action to improve local implementation may be required and address these actions constructively with the individuals concerned
- provide the required reports to the specified level of detail and in sufficient time for Area reports to be prepared by the due dates
- respond appropriately to external auditors' requests for access to the Agency's systems and staff
- provide appropriate feedback to workers about:
  - use of the systems to collect, record, transmit and store information
  - statistics and summaries of progress in implementing the programme
  - actions which individual workers may need to make
- provide relevant information, statistics and reports on:
  - effectiveness of the programme
  - referral rates
  - completion and attrition rates
  - enforcement

#### **2: Range**

- **Systems to collect, record, transmit and store information on:**
  - programme delivery
  - offender attendance, withdrawal, completion and compliance

- offender assessments, including those judged as not suitable for the programme
- referrals
- offenders pre-, post- and follow up work to attendance on the programme
- monitoring and evaluation of the programme

**□ Action to improve implementation of the programme**

- to improve the quality and quantity of referrals
- to improve the administration, collation and interpretation of tests
- to eliminate discrimination in the running of the programme
- to improve access to the programme
- to improve the collection, recording, transmitting and storing of information
- to improve the availability and appropriateness of resources to implement the programme

**□ Required reports**

- throughput reports
- programme management reports
- psychometric testing reports
- access to the programme for the diverse population of offenders with whom the agency works

**□ Workers**

- those delivering the programme
- those responsible for monitoring the integrity of programme delivery (*treatment managers*)
- those providing programme support (*e.g. literacy support, carer support, admin support*)
- case managers
- line managers
- senior managers

**Element: PM1.4**

**Review and improve the local implementation of externally-validated evidence-based programmes to address offending behaviour.**

**1: Performance criteria**

*The worker will need to:*

- seek and obtain regular feedback from relevant people on

the effectiveness of local programme implementation and improvements which could be made

- evaluate evidence of, and report on:
  - issues of diversity and discrimination
  - attendance, attrition and completion rates
  - the facilities for supporting effective programme delivery and health and safety requirements
- evaluate evidence of, and report on, variations against targets in:
  - offenders attending and completing the programme
  - the size of the groups
  - access to the programme (*including offender profile and diversity*)
  - actual amount, intensity, sequencing and spacing of sessions
- evaluate and report on the effectiveness of arrangements for liaison, handover and communication between programme staff and case management staff
- contribute to appraising the competence of workers and deselecting tutors who are unable to meet programme requirements
- obtain information on how the programme has been integrated into offenders' total order and overall sentence management and contribute to reviewing local improvements in integration
- report on the local effectiveness of the programme in reducing reconviction rates and related indicators of change
- identify gaps in provision and suggest how these may be overcome
- make recommendations for future resources to underpin improvements in the local management and delivery of the programme
- review the future contribution to Area targets which can be made locally by the Agency and its partners
- provide evidence which contributes to the assessment of the agency's effectiveness in managing and delivering the programme which:
  - is supported by data gathered over a sufficient period of time to provide a fair and accurate basis for evaluation
  - includes issues of discrimination and oppression
- make recommendations to improve the local management and delivery of future programmes based on the results of evaluation
- maintain full and accurate records and distribute relevant reports promptly to those who need to have them

# Appendix 2: National Occupational Standards for Programme Managers

## 2: Range

- Relevant people
  - a offenders
  - b referring agencies
  - c case managers
  - d programme staff
  - e sentencers
  
- Access
  - a equity of referral
  - b suitability of materials and programme
  - c diversity of tutors
  - d geography
  - e support
  - f language
  - g carers
  - h employed
  - i suitability of buildings and accommodation
  
- Appraising the competence of workers
  - in delivering the programme
  - in completing pre and post programme work
  - in monitoring the quality of programme integrity
  - in making appropriate referrals to the programme
  
- Resources
  - a staff
  - b staff time including that needed for training, preparation, joint working and hand-over
  - c facilities
  - d equipment and materials
  - e recording and storage systems
  - f finance
  - g transport

### Explanatory Note

Appraising the competence of workers includes working to principles of equality and diversity and meeting legislative requirements (e.g. data protection).

## Descriptions of the knowledge and understanding needed for this unit

**Individuals will need the following knowledge and understanding to achieve the standards in this unit.**

### *Working with offending behaviour*

- the impact of crime on victims, survivors and witnesses and their need for protection, respect, recognition, information and confidentiality; why it is important to recognise the impact on all those affected by crime, whether they are direct victims or indirect victims (e.g. family, friends or other associates)
- the ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns, and the reasons why individuals may develop specific problems; the factors which affect the behaviour of individuals who pose different levels of risk; the skills which make it easier for individuals to avoid criminal behaviour and engage successfully in legitimate behaviour
- the purpose of clarifying with individual offenders, and confirming their understanding of, the aims and goals of the programme, their responsibilities and the likely consequences of any failure to comply; factors which may influence individuals' motivation and ability to change their behaviour, skills, attitude and beliefs; ways of building and sustaining individuals' motivation
- theoretical models and frameworks which underpin evidence-based programmes to address the offending behaviour of individuals and the purposes of having externally validated programmes; the research evidence on which programmes to tackle the offending behaviour of individuals are based and the specific evidence and methods related to the programmes for which the worker is responsible; the extent to which it is possible to change the programme to manage the behaviour of offenders whilst maintaining sufficient adherence to the treatment approach, guidelines and evidence base; the assessment and selection of individuals for the programme and the target audience; the reasons for pre, post and follow-up work in relation to programmes and how this links to evidence of effectiveness
- the basis of therapeutic change and how this links to the research and evidence base which is used in the programme; the relationship between the amount, intensity, sequencing and spacing of interventions, the seriousness and persistence

of offending and the range and seriousness of factors which affect offending; the extent to which it is necessary for individuals to attend one form of programme before another to ensure success

- methods and approaches that can be used to reinforce participation and the steps that can be taken where there are indications of non-compliance
- methods of reviewing and evaluating the effectiveness of programmes and the activities contained within them;
- effective team work and examples of how they have done this in their own work in similar situations

### *Working within systems of monitoring and quality assurance*

- principles of quality assurance, purpose, methods and processes employed to develop, maintain and audit quality of externally-validated evidence-based programmes
- the importance of good record-keeping and how to collect and validate the information you need
- procedures for reporting the results of evaluations
- how to encourage and enable those involved to provide useful feedback
- the importance of providing accurate, objective and constructive feedback to individuals
- how to provide feedback according to the individual and the circumstances
- the importance of showing own commitment to development activities and how to present a positive role model in this regard to team members
- the importance of managers supporting individual learning and development
- the correct procedures for presenting plans for the development of teams and individuals
- the types of support and guidance which may be needed from specialists and how to get them
- methods of reviewing and evaluating the effectiveness of programme delivery and the components contained within delivery;
- the range of ITC systems in use; accessing specialist ITC support and identifying when and how to call on these services; the importance of logging breakdown in service; noting, reporting and suggesting changes which might improve the use and usability of ITC systems in quality assurance and control
- the reporting requirements of the systems which support

# Appendix 2: National Occupational Standards for Programme Managers

implementation of externally-validated evidence-based programmes

- the importance of noting variations between planned targets and actual achievements and the significance of acting quickly to improve and eliminate those variations
- methods of budgeting and mechanisms to monitor the use of resources, judge value for money and account for monies expended in implementing externally-validated evidence-based programmes

## *Working within the community justice sector*

- the specific legislation, guidelines of good practice, charters and service standards which relate to the work being undertaken and the impact of these on the work.
- the role of other agencies and their specific legislation, guidelines of good practice, charters and service standards which relate to the work being undertaken and the impact of these on the work

## *Working to improve agency practice*

- the role of the agency and its services and how they relate to other agencies and services in the community justice and related sectors
- the relationship between and the different roles and responsibilities of the agency and those who have accredited the evidence-based programmes to reduce offending behaviour
- the agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties and the specific circumstances under which disclosure may be made
- the role and responsibilities of the programme manager in monitoring the local implementation of evidence-based programmes; of the treatment manager in acting as the guarantor for evidence-based programmes being delivered in the way the designer intended; of case managers in assessing, referring and managing offenders on the programme; of line managers in supporting the achievement of local targets; of senior managers and specialists in securing resources to implement evidence-based programmes.
- The meaning of programme integrity and threats to it (*programme drift, programme reversal and non-compliance*); how to maintain and support programme integrity; how to monitor and improve the targeting of programmes and the role of pre-testing in this (*e.g. psychometric tests*); the purpose of observing sessions (*directly and by videotape*) and of analysing sessions evaluations

- the meaning of 'practice supervision' in the context of evidence-based programmes; skills of assessing individual and team performance and relating to the required competences and requirements of the programme; how to provide effective feedback to individuals on their work performance; how to challenge individuals constructively to improve performance
- methods of auditing programmes and the worker's role in the audit; the purpose of audit and its link to improving programme design
- the Agency's human resource policies and procedures, specifically in relation to managing poor performance

## *Working to improve individual practice*

- own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure
- any particular factors relating to the agency's policies and practices which have affected the work undertaken
- how they have applied the principles of equality, diversity and anti-discriminatory practice to their work
- methods of evaluating their own competence, determining when further support and expertise are needed and the measures taken to improve own competence and knowledge in this area of work

# Appendix 3: National Occupational Standards for Treatment Managers

## Unit: TM1

**Maintain the integrity of externally-validated evidence-based programmes to address offending behaviour.**

### Unit Commentary

#### 1: Summary

This unit focuses on the role of the treatment manager in the delivery of externally-validated evidence-based programmes to address offending behaviour. The programmes will be based on evidence of effective practice and targeted at particular groups of offenders. The focus of the worker's role is on maintaining the integrity of the treatment programmes through planning with those delivering the programmes – the tutors – how the programmes will be delivered, monitoring the delivery of the programmes, providing feedback on delivery and providing practice supervision to programme tutors. As the person holding the major responsibility for the quality of programme delivery, treatment managers need extensive knowledge and understanding of the basis of evidence-based programmes to address offending behaviour. They also need skills in managing the performance of staff who are delivering the programmes whilst not necessarily being their line manager.

Programmes may be designed for groups or for individuals. They may be targeted at offenders who pose a medium to low risk (e.g. *thinking skills, problem solving and offence behaviour, reasoning and rehabilitation*), who pose a significant risk (e.g. *those who cognitively justify their offending, have empathy deficits, have difficulty recognising personally relevant risk factors*), or who have committed a specific offence (e.g. *domestic violence, sexual offence*).

*There are three elements*

- TM1.1 Co-ordinate the planning and preparation for delivering externally-validated evidence-based programmes to address offending behaviour
- TM1.2 Monitor and review the delivery of externally-validated evidence-based programmes to address offending behaviour
- TM1.3 Supervise the treatment integrity practice of those who are delivering externally-validated evidence-based programmes to address offending behaviour

#### 2: Target group

This unit is applicable to workers – usually known as treatment managers – who are responsible for the quality of local delivery of accredited evidence-based programmes to address offending behaviour. The tutors who are delivering the programmes may be from within the worker's agency or be from other agencies with whom there are formal agreements. The individuals participating in the programmes may be serving sentences in the community or in custody.

#### 3: Principles of good practice

These occupational standards incorporate principles of good practice which apply across the community justice sector. Further information about these principles can be found in the introduction.

#### 4: Linked units

- PM1 Manage the local implementation of externally-validated evidence-based programmes to address offending behaviour
- D308 Deliver externally-validated evidence-based programmes designed to reduce the likelihood of reoffending by offenders who pose a medium to low risk of harm
- D309 Deliver externally-validated evidence-based complex programmes designed to reduce the likelihood of reoffending by offenders who pose a significant risk of harm
- D310 Assist in the delivery of externally-validated evidence-based programmes designed to reduce the likelihood of reoffending by offenders who pose a medium to low risk of harm

### Element TM1.1

**Coordinate the planning and preparation for delivering externally-validated evidence-based programmes to address offending behaviour.**

#### 1: Performance criteria

*The worker will need to:*

- analyse and identify the detailed treatment requirements of the programme and the supporting conditions needed to enable the overall objectives of the treatment programme to be met

# Appendix 3: National Occupational Standards for Treatment Managers

- provide ongoing advice to others about:
    - the purpose of the programme, its rationale and theoretical base
    - evidence of the effectiveness of the programme
    - the target audience of programmes, completion requirements and local statistics
    - individual offender's suitability for particular programmes
    - the referral process to programmes
    - the interaction between, and most effective sequencing of, programmes for individual offenders
    - the scheduling of programmes
    - the skills and competences to run different programmes and those who might have an interest in becoming involved
    - the role of case managers in relation to programmes
  - check that the resources needed to run a scheduled programme are available
  - refer the needs for programme tutors to attend initial and follow-up training to those responsible for the overall management and resourcing of the programme
  - contribute to planning how best to use tutors in delivering the programme taking into account:
    - the strengths and experience of individual tutors
    - diversity issues within the tutor group
    - the gender and ethnic background of the offenders
    - the need for effective relationships between tutors
    - the need for tutors to meet their annual delivery requirement
    - the potential need to cover for absence
    - relevant factors which impact on local delivery of the programme
  - make necessary and effective arrangements to ensure that the specific materials that are needed to run treatment sessions are:
    - current
    - of the right quality and in the correct quantity
    - in the right place at the right time
  - confirm that the offenders who have been selected to attend have the correct risk and needs profile for the programme through the effective use of appropriate selection and targeting instruments
  - contact the case managers of offenders who do not meet the programme's profile and work with the case managers to effectively resolve the problem
  - check, and take the necessary action to ensure, that offenders who are to attend the programme have completed the necessary pre programme work (*including psychometric tests*) at the correct time for the programme
  - work with programme tutors to develop an understanding and agree:
    - specific plans and arrangements for the programme (*including post and follow-up programme work*)
    - the roles and responsibilities of everyone in the team and how they inter-relate (*including the completion of records and assuring the quality of the treatment*)
    - the offenders who have been selected to participate in the programme, the factors which may affect their behaviour and the risks associated with their behaviour
    - the importance of pre, post and follow-up work related to the programme
    - the role of programmes within overall case management
    - the importance of maintaining programme integrity
    - those aspects of the programme which can be changed and those which cannot be changed without compromising integrity
  - maintain an accurate historical log of nationally agreed changes to the programme and inform others so that the changes can be appropriately and effectively communicated and implemented locally
  - identify threats to programme integrity that are evident in the planning and preparation stage and take appropriate action to address these concerns
- ## 2: Range
- **Treatment requirements of the programme**
    - target groups and individuals
    - criteria for selection onto programme
    - aims and objectives of the programme
    - amount, intensity, sequencing and spacing of sessions on the programme (*including providing additional sessions to cover for offender absence*)
    - amount of preparation, debriefing and supervision time required
    - the interventions and methods to be used
    - type of staff and the competence they need
    - staffing in relation to managing other work pressures and covering for staff absence
    - facilities including health and safety requirements
    - auditing requirements

**Others**

- tutors and other workers
- case managers
- managers responsible for the service
- sentencers

**Resources**

- staff
- staff time including that needed for preparation, joint working and hand-over
- facilities
- equipment and materials (*including videos and cameras to record all of the sessions*)
- requirements for cash
- transport

**Threats to programme integrity**

- programme drift
- programme reversal
- programme non-compliance

**Element TM1.2**

**Monitor and review the delivery of externally-validated evidence-based programmes to address offending behaviour.**

**1: Performance criteria**

*The worker will need to:*

- observe and evaluate the requisite sample of programme sessions at the appropriate time and identify the extent to which those running the programme:
  - adhere to the programme manual when delivering the programme
  - maintain or otherwise the long-term goals of the programme
  - act consistently with the programme design and treatment style in all of their interactions with offenders during the programme
  - engage effectively with offenders, taking account of responsivity and diversity issues
  - demonstrate pro-social behaviour models and attitudes and anti-discriminatory behaviour
  - work effectively as a team

- examine the session evaluation forms and confirm that they are complete and up-to-date and are consistent with other available information about the session
- record own evaluations accurately, fully and honestly, using the evidence gained from the sessions sampled
- record points for use during feedback and supervision sessions with programme tutors
- identify from observations and evaluations where there are threats to programme integrity and take the appropriate actions to remedy these
- promptly make accurate, complete records of the actions taken to avert threats to programme integrity
- evaluate the available evidence to identify whether offenders
  - know and understand programme requirements
  - are complying in relation to attendance and behaviour
  - are benefiting from the programme
- make appropriate interventions when offenders on the programme are failing to meet their individual goals and fulfil their responsibilities
- evaluate the quality of the post-programme report and case reviews completed for each offender and counter-sign it once the quality of the programme is evident
- where necessary, take appropriate action to improve the quality of post-programme report and case reviews
- analyse collated information and report on the local effectiveness of the programme in reducing reconviction rates and offending related factors
- store records relating to monitoring and assuring the quality of programme integrity accurately, clearly and safely
- respond appropriately to external auditors' requests for information about programme integrity

**2: Range**

- Threats to programme integrity
  - programme drift
  - programme reversal
  - programme non-compliance.
- Appropriate interventions
  - reinforcing to participants the aims and objectives of the programme and their responsibilities
  - enforcement of statutory order and licenses
  - de-selection of individuals from programmes
  - review staffing.

# Appendix 3: National Occupational Standards for Treatment Managers

## Element TM1.3

**Supervise the treatment integrity practice of those who are delivering externally-validated evidence-based programmes to address offending behaviour.**

### 1: Performance criteria

*The worker will need to:*

- agree with those delivering the programme:
  - the nature, frequency and purpose of supervision consistent with programme design
  - the preparations needed in advance of supervision sessions
- provide clear and accurate contact information if those delivering the programme are in need of additional support and advice between supervision sessions
- maintain contact with those delivering the programme to provide opportunities for feedback, discussion and support
- structure the process of supervision so that it enables those delivering the programme to review the programme together (*including reviewing videotapes*) and give each others' views on:
  - individual and team performance in delivering the programme in line with the programme manual
  - the extent to which their performance is consistent with the required treatment style
  - offenders' acquisition and application of skills
  - group dynamics
  - the effectiveness of the work team
  - issues related to responsivity
  - issues related to diversity and equality
  - tutor modelling
  - their need for further support and development
- offer clear and constructive feedback to all those delivering the programme in a manner that they can use to improve their performance on programmes
- contribute to assessments of the competence of individual tutors to deliver the programme, using the evaluations made from the programme sessions sampled
- appropriately challenge those who show signs of becoming complacent with the progress of their work and re-emphasise the importance and purpose of the work
- offer individuals appropriate support to undertake their roles more effectively and agree with them the actions they will take to improve

- supervise those delivering the programme at a sufficient level to ensure that they only undertake activities for which they are competent and which are within their remit
- access procedures to de-select tutors when performance has not improved to the necessary level and there is evidence to show that the tutor is not able to meet the required standards
- actively monitor the effect which undertaking programme sessions has on tutors and take appropriate action where there are concerns that the activities are detrimental to tutors' and their own health and social well-being
- maintain accurate and complete records of supervision sessions, issues covered and objectives set

### 2: Range

- Supervision:**
  - individual
  - group supervision
- Tutor modelling**
  - challenging offence supporting views
  - pro-social behaviour
  - respectful and collaborative co-working
  - promoting equality and diversity
- Support**
  - training and development
  - coaching and mentoring
  - information
  - material resources

### 3: Explanatory note

Giving clear and constructive feedback might include agreeing SMART objectives which can be monitored in subsequent supervision sessions.

Issues related to responsivity might also include referring issues which cannot be dealt with under the scope of the programme to another person or agency. For example, if a programme participant has just been made homeless, action outside the programme session may be necessary to maximise the chances of the participant accessing the rest of the programme.

## Descriptions of the knowledge and understanding needed for this unit

Individuals will need the following knowledge and understanding to achieve the standards in this unit.

### *Working with offending behaviour*

- the impact of crime on victims, survivors and witnesses and their need for protection, respect, recognition, information and confidentiality; why it is important to recognise the impact on all those affected by crime, whether they are direct victims or indirect victims (*e.g. family, friends or other associates*)
- the ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns, and the reasons why individuals may develop specific problems; the factors which affect the behaviour of individuals who pose different levels of risk (*e.g. those who: cognitively justify their offending, have a weak or fragile commitment to avoiding reoffending, have deviant sexual interest, have empathy deficits, have difficulty recognising personally relevant risk factors and those with deficits in interpersonal, self management and problem solving skills*); the skills which make it easier for individuals to avoid criminal behaviour and engage successfully in legitimate behaviour i.e. literacy, numeracy, vocational training and employment skills, self-management skills, interpersonal skills, problem solving and other cognitive skills
- the purpose of clarifying with individuals, and confirming their understanding of, the aims and goals of the programme, their responsibilities and the likely consequences of any failure to comply; factors which may influence individuals' motivation and ability to change their behaviour, skills, attitude and beliefs; ways of building and sustaining individuals' motivation
- theoretical models and frameworks which underpin evidence-based programmes to address the offending behaviour of individuals and the purposes of having externally validated programmes; the research evidence on which programmes to tackle the offending behaviour of individuals are based and outcome studies of the impact on reconviction rates; the specific evidence and methods related to the programmes for which the worker is responsible; the extent to which it is possible to change the programme to manage the behaviour of whilst maintaining sufficient adherence to the treatment approach, guidelines and evidence base; the assessment and

selection of individuals for programmes and the target audience for different programmes; the reasons for pre, post and follow-up work in relations to programmes and how this links to evidence of effectiveness

- the basis of therapeutic change and how this links to the research and evidence base which is used in the programme; the relationship between the amount, intensity, sequencing and spacing of interventions, the seriousness and persistence of offending and the range and seriousness of factors which affect offending; the extent to which it is necessary for individuals to attend one form of programme before another to ensure success
- effective methods of working with offenders who pose a significant risk of harm in one-to-one and in group settings, in promoting their interest and maintaining control; the different approaches and processes involved in group work and in one-to-one work with offenders to reduce reoffending, including group dynamics, handling issues in groups and methods of encouraging the active involvement of participants in 1-1 programmes and of all members of a group, not just those who are most keen to contribute
- methods and approaches that can be used to reinforce participation and the steps that can be taken where there are indications of non-compliance
- methods of reviewing and evaluating the effectiveness of programmes and the activities contained within them; methods of evaluation relevant to programmes designed to enable individuals to change their offending behaviour
- effective team work and examples of how they have done this in their own work in similar situations

### *Working within systems of monitoring and quality assurance*

- principles of quality assurance, methods and processes employed to develop, maintain and audit quality
- the importance of good record-keeping and how to collect and validate the information you need
- the importance of confidentiality when carrying out and reporting assessments
- the range of purposes which assessments have, the importance of agreeing the purpose of the assessments with relevant people and the principles of fair and objective assessment
- procedures for reporting the results of assessment
- the importance of team members contributing to the assessment of their own progress and how to encourage and

# Appendix 3: National Occupational Standards for Treatment Managers

enable them to do so

- how to encourage and enable those involved to provide useful feedback
- the importance of equality of opportunity in providing opportunities for teams and individuals to contribute to their own assessments and how to ensure this
- the importance of providing accurate, objective and constructive feedback to individuals on their progress
- how to provide feedback according to the individual and the circumstances
- the importance of showing own commitment to development activities and how to present a positive role model in this regard to team members
- how to motivate staff and win their commitment to, and participation in, development activities
- the importance of managers supporting individual learning and development
- the types of support for individual learning and development which team members may need
- how to choose methods of support which are appropriate to individuals' needs
- the range of obstacles to learning and development which individuals may encounter, how to identify these and strategies to use in response to them
- the correct procedures for presenting plans for the development of teams and individuals
- the types of support and guidance which may be needed from specialists and how to get them
- the range of activities which may be used to develop teams
- how to select and implement development activities which are appropriate to the team members, their development needs and work, the context in which the worker is operating and the available resources

## *Working within the community justice sector*

- the specific legislation, guidelines of good practice, charters and service standards which relate to the work being undertaken and the impact of these on the work
- the role of other agencies and their specific legislation, guidelines of good practice, charters and service standards which relate to the work being undertaken and the impact of these on the work

## *Working to improve agency practice*

- the role of the agency and its services and how they relate to other agencies and services in the community justice and related sectors
- the relationship between and the different roles and responsibilities of the agency and those who have accredited the evidence-based programmes to reduce offending behaviour
- the agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties and the specific circumstances under which disclosure may be made
- the role and responsibilities of the treatment manager in acting as the guarantor for evidence-based programmes being delivered in the way the designer intended; the meaning of programme integrity and threats to it (*programme drift, programme reversal and non-compliance*); how to maintain and support programme integrity; how to monitor and improve the targeting of programmes and the role of pre-testing in this (*e.g. psychometric tests*); the purpose of observing sessions (*directly and by videotape*) and of analysing sessions evaluations
- the meaning of 'practice supervision' in the context of evidence-based programmes; skills of assessing individual and team performance and relating to the required competences and requirements of the programme; how to provide effective feedback to individuals on their work performance; how to challenge individuals constructively to improve performance
- methods of auditing programmes and the worker's role in the audit; the purpose of audit and its link to improving programme design

## *Working to improve individual practice*

- own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure
- any particular factors relating to the agency's policies and practices which have affected the work undertaken
- how they have applied the principles of equality, diversity and anti-discriminatory practice to their work
- methods of evaluating their own competence, determining when further support and expertise are needed and the measures taken to improve own competence and knowledge in this area of work

# Appendix 4: Required Competencies for Cognitive Skills Tutors

Criterion	Evidence/Commentary
<i>To be able to provide a comprehensive overview of the cognitive behavioural programme, including the underpinning theoretical model.</i>	Tutors will be regularly assessed during the assessment and training phases. Video monitoring of sessions will also be used to assess how well this understanding is translated into how tutors deliver various aspects of the programme.
<i>To be familiar with the research evidence that underpins the programme.</i>	Tutors will be encouraged and expected to read relevant 'What Works' literature and be familiar with the main findings from meta-analysis. Tutors will be assessed on this knowledge via supervision sessions.
<i>To demonstrate the skills necessary for working with offenders in group settings.</i>	This includes a range of skills, as listed in the characteristics of the course tutor. These skills will be assessed at both the training and delivery phase.
<i>To demonstrate an ability to adhere to the programme manual and treatment style.</i>	Successful tutors will demonstrate the ability, and determination, not to allow programme drift. Tutors will adopt an appropriate learning style and performance will be monitored by a review of videotapes or direct observation.
<i>To demonstrate non sexist and non racist behaviours to others and at all times to behave in a manner that will not undermine the programme.</i>	Tutors will be expected to challenge constructively offenders who make racist/sexist comments or who behave in other anti social ways. Tutors need to be aware that their own inappropriate use of language or humour could undermine important messages from the programme. Video monitoring and performance feedback will be used to address these areas.
<i>An ability to effectively communicate and work collaboratively with co-leaders/tutors.</i>	Tutors should have the ability to model a pro social and cooperative relationship between themselves and their co-tutor. This will be evidenced in the training and delivery phases by direct observation and video monitoring.
<i>To demonstrate a willingness and ability to develop skills to enhance delivery.</i>	Part of an ongoing process of supervision, booster training and performance feedback.



# Appendix 5: Forms used in Maintaining Treatment Integrity

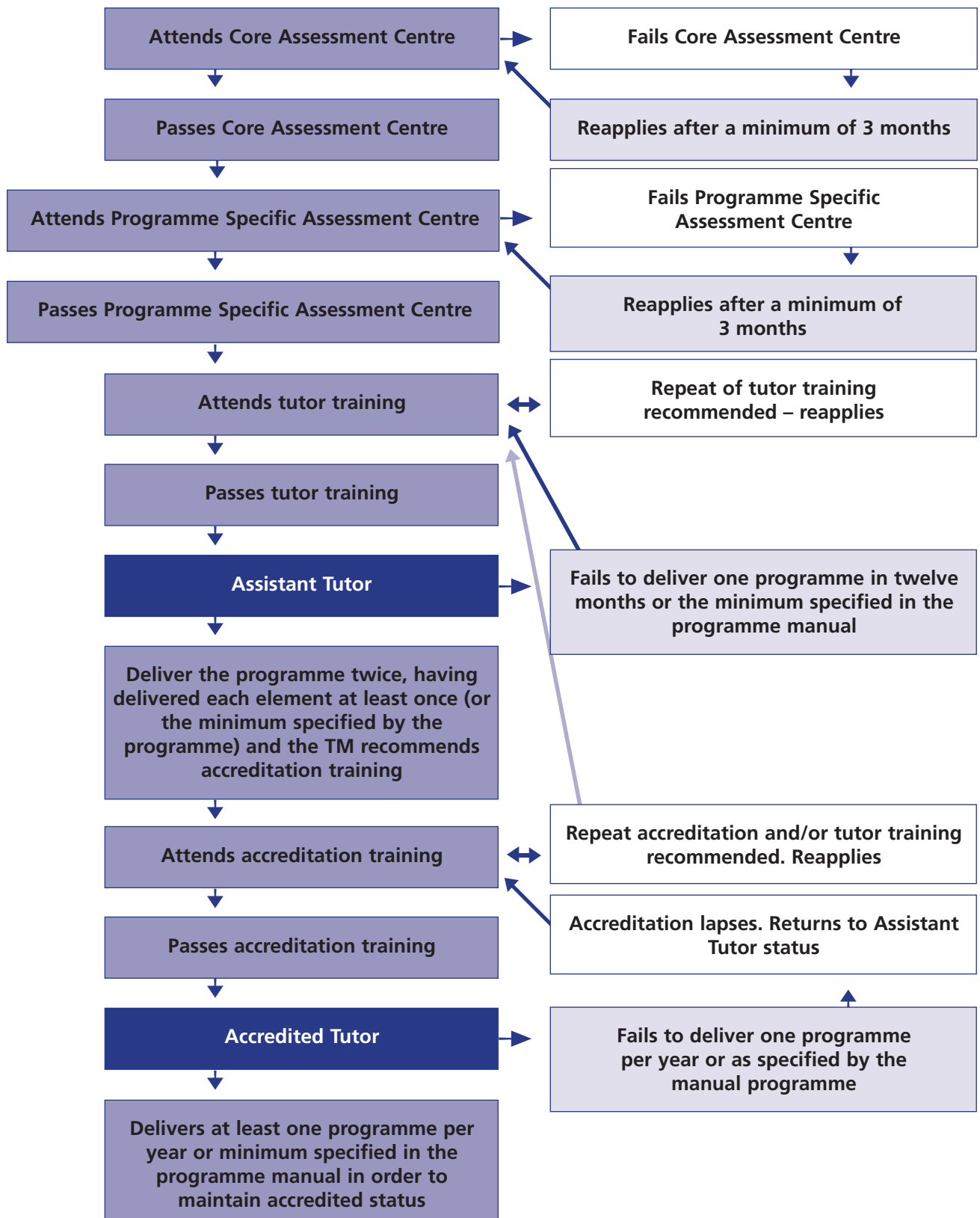
Activity					
	Targeting Matrix	Post Session Evaluations	Video Monitoring	Practice Supervision	Post Programme Reports
<b>Aims</b>	To ensure appropriate selection and targeting of offenders	<b>To</b> <ul style="list-style-type: none"> <li>- Provide a record of the offender's progress in treatment related to the treatment targets and acquisition of skills</li> <li>- To maintain a record of the offenders attendance participation and engagement in the programme</li> <li>- To focus tutors attention on meeting the aims and objectives of the programme</li> </ul>	To assess objectively how far the programme is being delivered as originally intended and to identify ways in which either the programme or tutor training maybe improved	<b>To</b> <ul style="list-style-type: none"> <li>- Monitor treatment integrity</li> <li>- offer advice</li> <li>- support the work of the course tutor</li> <li>- provide ongoing training and coaching for the tutor</li> <li>- appraise the level of competence of the tutor</li> </ul>	<b>To</b> <ul style="list-style-type: none"> <li>- Review the offenders participation and attendance on the programme</li> <li>- Assess the progress</li> </ul>

Activity					
	Targeting Matrix	Post Session Evaluations	Video Monitoring	Practice Supervision	Post Programme Reports
<b>How</b>	<b>Matrix to include</b> <ul style="list-style-type: none"> <li>- Offence type</li> <li>- Risk (harm or re-offending)</li> <li>- Need</li> <li>- Motivation</li> <li>- Suitability criteria</li> </ul>	<b>Proformas to cover</b> <ul style="list-style-type: none"> <li>- Session registers (IAPS form) measures attendance, understanding and engagement, general behaviour in the group and progress on treatment targets</li> <li>- Session review form (IAPS form) Can be used for tutors to assess each session at the end of the session and for assessing the session via acquisition and practice</li> <li>- In addition areas may wish to use programme integrity checklists, skill acquisition and practice forms</li> </ul>	<ul style="list-style-type: none"> <li>- Video monitoring checklist</li> <li>- Session review forms (for tutors)</li> </ul> Both checklists to cover <ul style="list-style-type: none"> <li>- Adherence to the manual</li> <li>- Style of delivery</li> <li>- Group-work skills</li> <li>- Objectives for further work</li> </ul>	<b>Supervision notes to cover</b> <ul style="list-style-type: none"> <li>- Summary of issues covered in supervision</li> <li>- Record of videos watched</li> <li>- Objectives for tutors (skill development) and action plan</li> <li>- Other areas to be addressed by Treatment Manager</li> </ul>	<b>Report to cover</b> <ul style="list-style-type: none"> <li>- Summary of programme content</li> <li>- Attendance, participation and indications of appropriate motivation for attending the programme</li> <li>- Overall progress – comprehension of learning points and use of skills covered in the course.</li> <li>- Progress on each treatment target</li> <li>- Assessment of risk including coping skills, likely scenarios for relapse and triggers if</li> <li>- Recommendations – objectives for future supervision</li> <li>- Participants comments</li> <li>- Signed off by tutors and treatment manager</li> </ul>
<b>Guidance</b>	Case manager training	Management Manual Treatment Manager training	Management Manual Treatment Manager training	Management Manual Treatment Manager training	Management Manual Treatment Manager training (Area may wish to run training for tutors)

# Appendix 5: Forms used in Maintaining Treatment Integrity

Activity					
	Targeting Matrix	Post Session Evaluations	Video Monitoring	Practice Supervision	Post Programme Reports
<b>Quality assurance procedures – who</b>	Case manager's supervisor Treatment Managers Programme Managers Research and information officers	Treatment Managers	Auditors	Treatment Managers line manager	Treatment Managers line manager
<b>Quality assurance procedures – what</b>	Checking of the forms Random sampling Research project	Practice supervision	Comparison of Treatment Manager scores with auditors scores	To review notes for line management supervision	To review sample of reports for line management supervision
<b>Audit criteria</b>	<p><b>Criteria B6.1</b></p> <ul style="list-style-type: none"> <li>- Check IAPS Database to ensure profile is consistent with offenders' needs, level of risk of reoffending and risk of harm/dangerousness.</li> <li>- Interviews with PSR authors and programme staff.</li> <li>- Random sampling of allocations to ensure offenders are selected appropriately.</li> <li>- Area documentation, including targeting matrix and guidance on LSI-R, ACE and risk of harm instruments. Area documentation should also include written statements about exclusion criteria.</li> </ul>	<p><b>Criteria C1.5</b></p> <p>Examples of how criteria will be met:</p> <ul style="list-style-type: none"> <li>- Evidence that programme tutors have completed the programme integrity checklist for each session of the programme.</li> <li>- Accurate recording, e.g. levels of offender engagement and of particular issues affecting individual participants.</li> <li>- Timely completion of the checklist for all sessions (in the debriefing meeting following the programme delivery).</li> </ul> <p>Checking procedure:</p> <ul style="list-style-type: none"> <li>- IAPS Database.</li> <li>- Random observation of videotapes by areas and HMIP audit team, to assess the accuracy of judgements about the session, e.g. level of offender engagement.</li> </ul>	<p><b>Criteria C1.1, C1.2, C1.3,</b></p> <p>Criteria met by scores of 3 and above on each section of video monitoring form section.</p> <p><b>Checking procedures</b></p> <ul style="list-style-type: none"> <li>- Random observation of videotapes by areas and HMIP audit team.</li> <li>- Treatment manager video monitoring . returns</li> <li>- IAPS Database from programme tutors on offender engagement.</li> <li>- Interviews with offenders during audit to check what they have learned from the programme.</li> </ul>	<p><b>Criteria B5.1</b></p> <p>Examples of how criteria will be met:</p> <ul style="list-style-type: none"> <li>- Video monitoring forms completed on each tutor by the treatment manager. For audit and quality assurance purposes the treatment manager is required to watch and score at least one video for every 10 sessions of the programme,(where an individual accredited programme specifies a different frequency for video monitoring, this takes precedence over guidance given in the national management manual for delivering accredited programmes).</li> <li>- Supervision notes, informed by video monitoring, demonstrating attention to skills development, identification of good practice and resolution of problems encountered the programme.</li> <li>- Supervision should be provided for all tutors. This can be organised either in a small group situation with all the tutor team or in individual sessions where this is more appropriate. Where a programme specifies the frequency and duration of supervision, these instructions should be followed in all cases. Where these arrangements are not specified, it is recommended that two hours team supervision (i.e. two/three tutors together) be provided for every five sessions of treatment. For group leaders running their first programme, additional sessions should be scheduled. Individual supervision sessions should last for one hour.</li> </ul>	<p><b>Criteria C1.6</b></p> <p>Examples of how criteria will be met:</p> <ul style="list-style-type: none"> <li>- Post-programme reports for case manager demonstrating that these factors have been addressed.</li> <li>- Interviews with case managers to check their assessment about how useful the the post-programme case summaries have been to inform future supervision planning/ interventions.</li> </ul> <p><b>Checking procedures</b></p> <ul style="list-style-type: none"> <li>- Sample post programme reports.</li> <li>- Interviews with programme tutors and case managers.</li> </ul> <p>- Given that a central purpose of supervision is to monitor treatment integrity, the treatment manager should routinely review video tapes of additional sessions prior to meetings with tutors.</p> <p><b>Checking procedures:</b></p> <ul style="list-style-type: none"> <li>- Video monitoring forms completed by the treatment manager outline the areas of strength and developmental needs for each member of staff.</li> <li>- Supervision notes.</li> <li>- Interviews with programme managers, treatment managers and tutors.</li> </ul>

# Appendix 6: Tutor Accreditation Process





# Evaluation Manual for General Offending Programmes



INVESTOR IN PEOPLE



**NATIONAL PROBATION SERVICE**  
for England and Wales

*Enforcement, rehabilitation and public protection*