

# Access to Assessment Project Report

**JULY 2005**



**SKILLS  JUSTICE**



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# Executive Summary

## This report presents the outcomes of the Access to Assessment research project (January to May 2005)

The project investigated access to assessment for S/NVQs and related awards in the justice sector, including a survey of approved S/NVQ assessment centres.

A total of 65 organisations were identified as approved assessment centres for justice sector S/NVQs and awards. Of these, 59 were respondents to the assessment centre survey (over 90% of the total).

The S/NVQs with by far the highest number of candidates were the Community Justice Work with Offending Behaviour S/NVQ and the Custodial Care S/NVQ. This reflects the fact that both these S/NVQs have been the recognised route to qualification for key employer bodies (ie Probation and Prison services). By contrast, S/NVQs without the backing of major employers had a low level of take up (eg Youth Justice S/NVQ).

Although they are in the early stages of implementation, Police S/NVQs were included in the research. It is likely that they will account for a high proportion of justice sector S/NVQs in the future.

Various models of assessment centre were identified and their pros and cons are explored in the findings of this report. Also, the merits of assessment by line management and peripatetic assessors are compared and evaluated.

Many examples of good practice and innovative practice were identified and these are summarised in the sections on developing assessment practice and identifying key success factors for candidate retention and completion.

Finally, this report proposes a number of recommendations for practical action to develop access to assessment in the justice sector. These include:

- Development of a database/directory on the Skills for Justice website to enable organisations and individuals to access information about assessment services.
- Sharing of best practice and resources between assessment centres
- Assessment service 'brokerage' – to pro-actively develop links between assessment providers and those seeking assessment services
- Enhanced support to develop assessment services eg support for organisation starting up as new assessment centres or newly offering assessment services for external candidates
- Support to access funding.

During this research, a spreadsheet was developed to summarise information about approved centres including; contact details, region, awards and services offered, number of current candidates etc. This and completed questionnaires/records of telephone interviews have been provided to Skills for Justice as separate documents.

# 1. Introduction

This report presents the outcomes of the Access to Assessment research project.

The research took place between January and May 2005. The remit of the project was to focus on access to, and delivery of, the range of Justice awards (Community Justice, Custodial Care, Custodial Healthcare, Youth Justice and Policing) including S/NVQs and Development Awards, and also awards for assessors and verifiers.

The outcomes required were:

- A survey and report of approved assessment centres including details of awards offered, current levels of activity and associated costs and their potential capacity to offer access to work based assessment to others
- Map of potential future demand
- Summary of the variety of existing centre models and best practice
- A consideration of alternative assessment centre models
- Potential barriers to increasing access to assessment
- A final report which identifies ways of maximising resources and contains recommendations on a way forward to meet the requirements of employers across the sector

In this report, the 'justice sector' refers to those occupational areas covered by Skills for Justice national occupational standards.

## 2. Methodology

### 2.1 Identification of existing data

The first step was to identify existing data relevant to the delivery and take up of S/NVQs.

Data on candidate registration and certification for justice awards was obtained from;

- Qualifications and Curriculum Authority (QCA) – for England, Wales and Northern Ireland
- Scottish Qualifications Authority (SQA) – for Scotland

Previous relevant research was also identified and consulted eg

- Scottish Prison Service Case Study (*Custodial Care NTO*, May 2003)
- Exploring Demand and Capacity in the Community Justice Sector (*CJNTO*, October 2002)

Telephone interviews were conducted with members of Skills for Justice Implementation Teams eg to identify key contacts, examples of good practice, experience/views of what works/doesn't work etc.

### 2.2 Survey of S/NVQ assessment centres

Confirmation of the awarding bodies for justice awards was obtained from Skills for Justice and these awarding bodies were contacted to obtain lists of their approved assessment centres.

A survey was then conducted of approved assessment centres to obtain information about their S/NVQ provision. The methodology for the survey was as follows:

- questionnaire developed
- S/NVQ centres contacted by telephone to confirm name of the centre manager
- questionnaire sent (usually by email) to the named contact person
- follow-up phone calls to either confirm that the questionnaire would be returned, or to conduct a telephone interview.

This survey of approved assessment centres was conducted between February and May 2005.

A total of 65 approved assessment centres were identified in the justice sector.

Of these 65 approved centres, 59 (over 90%) were respondents to the survey (16 completed the questionnaire and 43 telephone interviews were completed) – sending out the questionnaire provided a useful introduction, but the most effective way to obtain a response was by telephone.

## 2.3 Contacting other organisations

The survey also aimed to include organisations which were potential (or former) users of S/NVQs, but which were not approved S/NVQ centres. A questionnaire was also developed for these 'employer organisations'. However, rather than sending out questionnaires, it proved quicker and more effective to obtain a response by carrying out telephone interviews, based on the questionnaire structure.

A total of 20 telephone interviews were completed with other organisations (non S/NVQ centres).

## 2.4 Recording findings

Completed questionnaires were collected and collated.

Notes were kept of all telephone interviews, based on the structure of the questionnaire.

A 'contact details' spreadsheet was developed to summarise information about approved centres including; contact details, region, awards and services offered, number of current candidates etc.

All these records are provided to Skills for Justice as separate documents. However, this report aims to summarise the main findings, conclusions and recommendations resulting from the research.

# 3. Findings

## 3.1 Awarding Bodies active in the justice sector

The majority of assessment centres currently active in the justice sector were found to be approved by City and Guilds and the Scottish Qualifications Authority (SQA).

It is also worth noting that SQA and Edexcel work in partnership to deliver S/NVQs on a UK-wide basis, operating as “Awards UK” (a wholly owned subsidiary of SQA and Edexcel).

OCR and the Open University currently only have approved centres for NVQs in Policing (in the past OCR had one Custodial Care NVQ centre, but this is no longer active).

The Chartered Management Institute had no current justice sector approved centres, but at the time of the survey had put forward a submission to offer the five NVQs in Police management.

**Table 1: Awarding Bodies and their Approved Centres**

<b>Awarding Body</b>	<b>Number of approved centres</b>
City & Guilds	27
SQA	21
Edexcel	8
OCR	8
Open University	1
Chartered Management Institute	0
<b>Total</b>	<b>65</b>

Table 1 summarises the current number of approved S/NVQ centres with each Awarding Body. However, these figures should be regarded with caution for two main reasons:

- During the research a number of these approved centres were found to be no longer active
- One approved centre could potentially have a large number of satellite assessment sites.

These issues are explored in more detail in the following sections.

The list of awards offered through each Awarding Body can be found in **Appendix A**

Full details of the approved centres attached to each Awarding Body are available on the ‘contact details’ summary spreadsheet.

## 3.2 Community Justice

In exploring access to assessment for Community Justice Awards, a useful starting point was to review the number of certificates already awarded for Community Justice S/NVQs.

Table 2 summarises the number of certificates awarded across the UK for Community Justice S/NVQs. This shows the vast majority of certification was for the Work with Offending Behaviour NVQ in England, Wales and Northern Ireland ie 1,874 at Level 4 and 292 at Level 3 – a total of 2,166 certificates, as opposed to only 21 for Work with Victims, Survivors & Witnesses and 13 for Community Safety Levels 3 and 4 across the UK.

**Table 2: Certificates awarded for Community Justice S/NVQs from first accreditation to September 2004**

Start date	S/NVQ	Level	England, Wales & NI (QCA)	Scotland (SQA)	UK Total
1998	Work with Offending Behaviour	3	292	16	<b>308</b>
		4	1,874	5	<b>1,879</b>
2002	Work with Victims, Survivors & Witnesses	3	12	9	<b>21</b>
		4	0	0	<b>0</b>
2002	Community Safety	3	12	0	<b>12</b>
		4	1	0	<b>1</b>
<b>Totals</b>			<b>2,191</b>	<b>30</b>	<b>2,221</b>

*(Sources: QCA and SQA statistics)*

This pattern was reflected by the number of current candidates recorded in the survey of assessment centres ie 2,527 current candidates were working towards the Work with Offending Behaviour S/NVQ Levels 3 & 4 (96% of total Community Justice S/NVQ candidates across the UK).

**Table 3: Current candidates for Community Justice S/NVQs (from survey respondents)**

S/NVQ	Current candidates
Work with Offending Behaviour Levels 3 & 4	<b>2,527</b>
Work with Victims, Survivors & Witnesses Levels 3 & 4	<b>92</b>
Community Safety Levels 3 & 4	<b>12</b>
<b>Total</b>	<b>2,631</b>

The reason for this emphasis on the Work with Offending Behaviour NVQ becomes clear when the types of approved assessment centres delivering these awards are analysed.

## Work with Offending Behaviour S/NVQ assessment centres in the UK

There are 31 current approved centres listed by City and Guilds and SQA as approved centres for Work with Offending Behaviour S/NVQs across the UK.

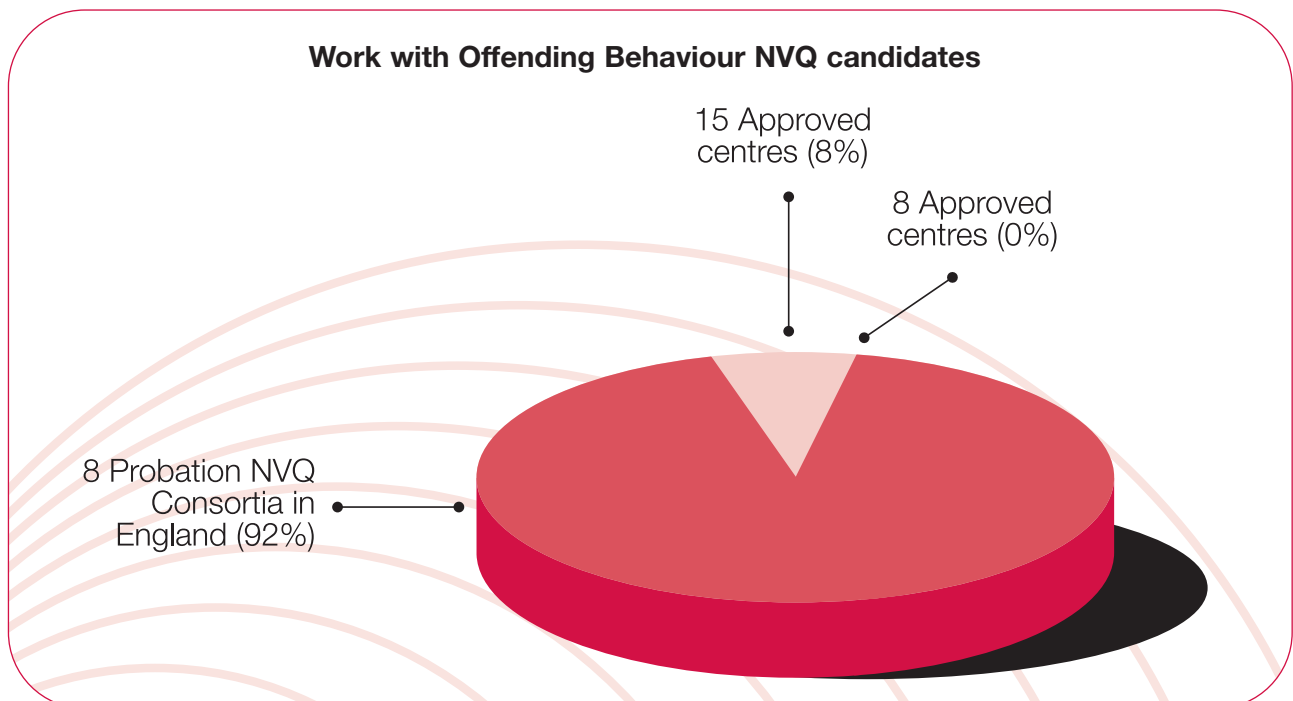
However, the vast majority of assessment activity is centred on the Probation Assessment Consortia in England which account for 92% of all current candidates (approximately 2,318 candidates).

### Probation Service Consortia in England:

- East of England Probation Training & Development Consortium
- East Penines CJS Assessment Centre
- London Probation Area NVQ Centre
- Midlands Consortium
- National Probation Service North West Consortium
- Northumbria University Community Justice NVQ Centre (North East)
- South East Regional Probation Training Consortium
- South West NVQ Consortium

Of the other UK assessment centres, eight of these when contacted are not currently active for Community Justice S/NVQs.

The remaining centres account for just 8% of total Work with Offending Behaviour candidates (approximately 209 candidates).



Therefore, although at first sight there appears to be quite extensive assessment services for Work with Offending Behaviour S/NVQs, in fact this is almost entirely due to the eight regional probation service consortia in England.

The reason for this is clear; in England the Work with Offending Behaviour NVQs are part of the recognised training and accreditation for trainee probation officers. Therefore achievement of the NVQ is both a *requirement* and attracts *funding*. The level 4 NVQ forms part of the Diploma in Probation Studies – and achievement of the NVQs is funded by the National Probation Directorate.

## Future numbers of candidates from the Probation Service

Therefore, in future the number of candidates working towards the Work with Offending Behaviour NVQ will largely depend upon the number of trainee probation officers recruited and working towards that qualification (previously determined by the National Probation Directorate, which allocated trainee numbers and funding).

Although most respondents from the Probation Service were positive about the future of the NVQ route to qualification, there is some uncertainty due to the creation of the National Offender Management Service (NOMS). Some respondents from Probation Consortia commented:

- *'By any standard the Diploma in Probation Studies has been a great success since it was introduced in 1998. However will NOMS be encouraging qualifications through the NVQ Awards in the future? There are indications that they would prefer a Vocational Related Qualification (VRQ) which is cheaper, quicker and more manageable. However NOMS HR do seem very keen on occupational standards, so who knows?'*
- *"The development of NOMS could lead to a need for more customised awards to reflect the job roles within the new set-up."*
- *'National Probation Directorate allocates trainee numbers and funding – capacity is dependant on this... [there was] a severe cut in numbers in this round of recruitment... The future is uncertain due to Probation merging with the Prisons Service to form the National Offender Management Service'.*

## Assessment services offered by Probation Service Consortia

As the largest provider of NVQ assessment for Community Justice awards, the Probation Service consortia may have the potential to offer assessment services to other, external organisations (eg smaller organisations which do not wish to establish their own assessment centres). To date, the emphasis appears to have been on providing assessment services for internal staff development (eg trainee probation officers). However, four of the Probation Consortia in England were positive about the possibility of expanding their assessment services for external candidates. Two consortia would consider the possibility of doing so and the remaining two preferred to focus solely on providing assessment services for the probation service.

- *"The Regional Development and Assessment Centre was created initially to cater for an internal market linked to the new training and qualification of Trainee Probation Officers. We do not have any promotional material available but will be looking at this provision as we seek to diversify and meet the challenge of contestability"*
- *"Currently the emphasis is on providing assessment services for the Probation consortium. However, the aim is to expand the service beyond this. Services to external organisations would need to be based on contracts to deliver services for organisations/agencies (ie would not cater for individuals)"*
- *'We are currently in negotiation with a local housing trust to deliver Community Justice Level 3 for 30-40 candidates, and assessor training to about 16 candidates. Working with other organisations to deliver NVQs is something being actively developed at the moment. Chief Officers are keen to develop external work because this fits well with the development of NOMs eg working in partnership with other parts of the justice sector, especially custodial care.*
- *'Assessment is open to Probation Service and to external organisations eg Housing, Drug and Alcohol services, youth justice services etc – a mix of voluntary and statutory organisations'*
- *"We would welcome the opportunity to work with other organisations in the sector but income generation is problematic within the public sector.*

Where probation consortia were unwilling to offer external assessment services, the main reasons appear to be lack of capacity and resources (including assessors and verifiers) to deal with external clients/candidates.

Support which might encourage these probation consortia to offer external assessment was described as:

*"Ongoing funding. Clearly it would need the backing of our Consortium Board and the support of the NPD"*

*"Medium-long term funding to support resource increase [eg more assessor and verifiers]"*

## **Additional awards offered by Probation Consortia**

Assessment services offered by Probation Consortia need not necessarily be limited to Community Justice Awards. Other awards offered by some of the probation service consortia include:

- Administration NVQ
- Customer Service NVQ
- Learning and Development NVQs (including Assessor A1 and Internal Verifier V1 award)
- Management NVQ
- Continuing Development Awards.

## **Other Community Justice Assessment in England**

Apart from probation service centres, there are only six other community justice approved centres in England.

Of these, two obtained centre approval but are no longer active:

Stockton Riverside College (FE) – not active

Liverpool County Council – not active

The five active community justice assessment centres have a combined total of 64 current candidates working toward community justice NVQs:

Two Saints Ltd (voluntary organisation)

Victim Support (voluntary organisation)

South Trafford College (FE)

South Birmingham College (FE)

Victim Support (England) does offer assessment services to external candidates and for example, worked with CJNTO (and latterly Skills for Justice) on a pilot of the Community Development Award; Criminal Justice (Substance Misuse). Although established primarily to provide assessment services for in-house staff/volunteers, the Victim Support assessment centre does offer some external assessment services.

Two Saints currently only offers assessment services in-house.

## **Northern Ireland**

In Northern Ireland, the Community Justice Assessment Centre is the only organisation offering Community Justice and Youth Justice Awards. It receives a grant from the Northern Ireland Office to fund management, support and verification. Member organisations pay for candidate registration and certification and provide their own in-house assessors. Changes in the organisation's structure (from April 2005) mean that organisations who do not come under NI Office funding (eg community based, voluntary organisations) will in future be able to access the centres' assessment services:

*'Currently the Centre can only work with member organisations. This will change in April 2005 when a new management structure will be implemented and the Centre can generate external income'*

The Northern Ireland Assessment Centre also offers Continuing Development Awards.

## **Wales**

The Wales Community Justice Assessment Centre is the only organisation offering Community Justice Awards in Wales. It can offer assessment services to any organisation although the main client has been the Probation Service. The Wales Community Justice Assessment Centre has also recently been re-structured and aims to place greater emphasis in future on attracting clients/candidates in addition to those from the Probation Service.

## Scotland

In Scotland, a total of 18 organisations are approved as Community Justice assessment centres. This is a mixture of local authorities (eg social services), voluntary organisations and private training providers.

Of these 18 centres, seven are no longer active as Community Justice assessment centres.

In the remaining 11 active centres, the number of current candidates for Community Justice SVQs was relatively small (eg the number of current candidates for Work with Offending Behaviour SVQ ranged from 0 to a maximum of 12).

This appears to be a reflection of the greater emphasis on the use of Health and Social Care SVQs for staff development in Scotland. A number of the centres surveyed are well established as Health and Social Care SVQ centres with large numbers of candidates (eg 100+). Community Justice SVQs are delivered on a much smaller scale. This probably reflects the historical approach to working with offenders in the Scottish system whereby Local Authority social work departments are responsible for delivering probation services.

The survey identified only 83 candidates working towards SVQs in Community Justice in Scotland (compared to 2,438 in England and Wales). This clearly illustrates the importance of S/NVQs being driven by the major employer bodies if they are to be taken up in large numbers.

### Demand for assessment services from the voluntary sector

Currently, a number of key voluntary organisations (eg Crime Concern, Nacro and RPS Rainer) are not engaged on a national level with S/NVQs for staff development (there may be some use in local projects, but this is on a piecemeal basis). Senior managers in these organisations recognise S/NVQs as having merit, but typical comments from managers were;

*'they are not time critical and therefore are always likely to fall off the list of priorities... To get them off the ground I would have to be spoon fed – at the moment it is not clear where to go for information, assessment, funding etc'*

*'competences are used, for example, as part of the appraisal process, but there is no allocation of funds for NVQs for staff'*

*'I don't know much about NVQs – need more knowledge of what's out there and implementation needs to be made easy'*

In other voluntary organisations, there is already commitment to S/NVQs, but these organisations face difficulties in accessing assessment:

- SOVA is keen to offer the 'Work with Offending Behaviour' NVQ for staff, but faces the recurring difficulty of finding access to assessment and has had only limited success in obtaining assessment services from Probation Service Consortia.
- Langley House Trust is another organisation which uses the Work with Offending Behaviour NVQ for staff development and has contracted in some assessment services for from the Probation Service, but *'this is becoming increasingly difficult to access, as probation service centres seem unwilling to take on external candidates – and this situation is getting worse'*.

SOVA and Langley House Trust illustrate an unmet demand for assessment. For example, Langley House Trust identified at least 10% of the workforce as potential candidates (ie about 40 people). Such organisations would be keen to explore the options eg

- of working with an established S/NVQ centre or,
- setting up an assessment centre, possibly in partnership with other organisations

With regard to working with established centres, there may be scope to encourage and support the Probation Service to make assessment services more widely available.

Another option might be to develop links with established S/NVQ centres which currently offer Health and Social Care S/NVQs because;

- It is not uncommon for practitioners to move between the Community Justice and Health and Social Care sectors in their careers
- A number of S/NVQ units are common to both the Community Justice and Health and Social Care S/NVQs.

For example, the Salvation Army NVQ Assessment Centre was set up two years ago to offer Health and Social Care and Management NVQs.

*'we are still building up our portfolio of awards. Although set up to meet our own organisation's needs, we would be happy to look at providing external assessment services This could include Community Justice NVQs if we knew there was a demand from other organisations to make this worthwhile.'*

### 3.3 Custodial Care

Custodial Care has seen a relatively large take up of S/NVQs, particularly in Scotland. Table 4 summarises the number of Custodial Care S/NVQ certificates awarded across the UK. The number of current candidates identified during the survey suggests that the number of candidates remains high (see Table 5). This reflects the fact that the S/NVQs have been recognised by the main employer bodies as a route to training and accreditation in Custodial Care.

**Table 4: Certificates awarded for Custodial Care S/NVQs from first accreditation to September 2004**

Start date	S/NVQ	Level	England, Wales & NI (QCA)	Scotland (SQA)	UK Total
1995	Custodial Care	2	754	1,136	1,890
1998	Custodial Care*	3	302	321	623
2002	Custodial Healthcare	3	15	?	15
<b>Total</b>			<b>1,071</b>	<b>1,457</b>	<b>2,528</b>

*(Sources: QCA and SQA statistics)*

*\*In Scotland, the level 3 superseded the level 2 as the required SVQ in the prison service. Therefore, the majority of recent certifications in Scotland for Custodial Care are at level 3.*

**Table 5: Current candidates for Custodial Care S/NVQs (from survey respondents)**

S/NVQ	Current candidates
Custodial Care Levels 2 & 3	1,260
Custodial Healthcare Level 3	12

## **Approved assessment centres in England**

In England, eight assessment centres for custodial care were identified.

The majority of assessment is accounted for by three centres; the Prison Service College (Newbold Revel), Premier Detention Services and Securicor Justice Services.

The Prison Service College provides assessment services for staff development within the public sector prison service. Costs of the NVQ delivery are met by the staff development budget.

It is worth noting that the Prison Service College has partnership agreements with prisons across England and Wales. Therefore, although it appears as one 'approved assessment centre', it does in fact have 136 satellite centres.

The future of NVQ provision within the Prison Service is currently being reviewed. Although there appears to be a belief in the value of NVQs, there are also concerns regarding issues such as relatively low completion rates and the infrastructure necessary for delivery.

Premier Detention Services primarily provides NVQ assessment for in-house staff development, although it has also responded to approaches from other organisations to offer external assessment services (this is particularly for the Management NVQ – also offered by Premier).

Securicor Justice Services primarily provides NVQ assessment for in-house staff development, but indicated they may respond positively to demand for external assessment provision in the future.

## **Wales**

There are three prisons in Wales, and they use NVQ assessment services provided by centres in England (eg the Prison Service College – Newbold Revel).

One assessment centre for custodial care was identified in Wales; Bridgend College. The College is working in partnership with Securicor to deliver the Custodial Care NVQ. However, the College only provides the NVQ programme co-ordination – all the assessment and verification is provided by Securicor.

## **Northern Ireland**

In Northern Ireland, the only assessment centre for custodial care is the Northern Ireland Prison Service.

In addition to Custodial Care, the Northern Ireland Prison Service is also approved to offer NVQs in Learning and Development, Management, Customer Services and Administration (and are considering applying to offer Community Justice NVQs).

Currently assessment services are only for in-house staff development, although options for providing external assessment services are being considered and the college may be interested to open up their provision (eg to smaller organisations) in the future.

## **Scotland**

In Scotland, two assessment centres for custodial care were identified; Scottish Prison Service College and Premier Detention Services Ltd.

The Scottish Prison Service College provides assessment for the 15 public sector prisons across Scotland (each prison is an 'assessment site' of the college). Currently there are approximately 100 candidates registered for the Custodial Care SVQ. This number of candidates is expected to remain fairly consistent, although it will depend on the volume of recruitment.

In Scotland, it is a condition of their employment that new recruits must achieve their SVQs level 3 within two years of joining the prison service.

The Scottish Prison Service College is often cited as an example of good practice in S/NVQ assessment. Indeed, a case study produced by CCNTO details the experiences of the Scottish Prison Service College in integrating NOS and SVQs into the human resource practices of the organisation.

The college does not offer assessment services for other organisations. However, it has advised other organisations (eg the fire service) on the 'single centre, multi-site' model.

Premier Detention Services Ltd delivers the Custodial Care SVQ for in-house staff development (in the immigration detention sector). This is a relatively new venture and therefore the centre does not feel ready to take on external SVQ candidates at present, although this is something which may be considered in the future.

### 3.4 Youth Justice

Youth Justice S/NVQs were launched in 2003 and are therefore not as well established as for example, Community Justice and Custodial Care awards.

However, so far the Youth Justice S/NVQs do not appear to have really taken off. The main reason is that the Youth Justice S/NVQs are not established as the required qualification for youth justice workers. The Youth Justice Board (YJB), as the main funder of qualifications for Youth Offending Team (YOT) workers has opted for the Professional Certificate in Effective Practice (developed by Nottingham Trent University). The YJB has set the target for 80% of practitioners to complete the Professional Certificate in Effective Practice. The YJB also promotes a Foundation Degree route to accreditation.

Statistics from the QCA and SQA show that by September 2004 only 10 Youth Justice certificates had been awarded (Table 6).

**Table 6: Certificates awarded for Youth Justice S/NVQs from first accreditation to September 2004**

Start date	S/NVQ	Level	England, Wales & NI (QCA)	Scotland (SQA)	UK Total
2003	Youth Justice Services	3	10	0	10
		4	0	0	0
		<b>Totals</b>	<b>10</b>	<b>0</b>	<b>10</b>

*(Sources: QCA and SQA statistics)*

Therefore, unlike the situation in the Probation and Prison Services, in Youth Justice the S/NVQ is not driven by funding and targets of a key employer body.

There do appear to be concerns in the youth justice sector about the complexity and bureaucracy in setting up S/NVQ assessment centres. Also, there is a feeling that the Professional Certificate in Effective Practice is more closely aligned to the working practices (and available learning materials) for youth justice workers.

However, despite these concerns there is also some recognition of the value of S/NVQs for workforce development. A Modern Apprenticeship for Youth Justice was recently piloted in Wales (which incorporates the Youth Justice NVQ)

A total of nine assessment centres from across the UK were identified for Youth Justice S/NVQs.

## 3.5 Police

NVQs in Policing have only recently been launched and the extent of take-up by Police Forces is mixed. Some Forces are already demonstrating a commitment to using NVQs for development of Probationer Constables, but this is not universal – in many cases the decision has yet to be made whether to go ahead with the NVQ route. The Foundation Degree is a qualification also being considered, although it is also possible that Forces will offer multi-pathways according to the individual's academic background and preferred learning style.

The Foundation Degree may also be appropriate as a progression route. In Lancashire, the Foundation Degree is delivered in partnership with a local University and NVQ level 4 students would be welcomed onto the Foundation Degree (NVQ Level 4 counts as 80 credit points towards the Foundation Degree).

Although the extent of NVQ take up in the Police is still uncertain, it is in the Police sector that there much potential. Due to the potential number of candidates (eg Probationer Constables), it is very likely that the Police could soon account for the majority of NVQs awarded in the justice sector. There would also be considerable potential take up for the Police management NVQs.

Perhaps for this reason, a number of Awarding Bodies that were not previously engaged with justice sector awards now appear to be focusing resources on the Police sector ie.

- **OCR** – All eight of OCR's current Approved Centres in the justice sector are Police forces, and one further Force currently has an application pending for approval with OCR
- **Open University** – The OU's only approved centre in the justice sector is a Police Force
- **Chartered Management Institute** – Currently the CMI does not have any approved centres in the justice sector, but it is in the process of gaining approval to offer the five NVQs in Police Management. Initially the intention is to focus on working with Centrex.

City and Guilds and Edexcel have also added Police NVQs to the range of justice awards they already offer. However, in Scotland the SQA (as an awarding body) does not currently offer centre approval for Police SVQs.

Respondents to the survey from Police Forces in the East Midlands reported that C&G and OCR have been proactive in supporting implementation of Police NVQs, for example running workshops to provide advice and support on the delivery of NVQ assessment in the police context. These workshops were organised through the C&G/OCR regional offices.

A number of other factors exist which could help to ensure the fairly rapid take-up of Police NVQs:

### **Existing NVQ Centres**

Some forces already have well established NVQ centres eg in Customer Service, Administration, Call Handling, Management, Intelligence Analysis and Learning and Development. Therefore, the experience and expertise in running successful NVQ centres already exists within these forces and could support the establishment of approved centres for Police NVQs.

These existing NVQ centres also have experienced and qualified NVQ Assessors and Verifiers. Clearly not all assessors from other NVQs can transfer to assessing Policing NVQs – but some may be able to do so.

There are also examples of Forces with NVQ Centres developing networks. For example, this is the case in the East Midlands where NVQ manager/co-coordinators from five forces meet to share information and good practice.

## Police NVQ Assessors

Resources have already been committed to accreditation of assessors with the A1 Assessor Award, in some cases in large numbers.

For example, 30 forces throughout England and Wales participated in the 'Tutor as Assessor' project which aimed to develop tutors as qualified assessors (funded by the Home Office). This project included tutor constables and tutor sergeants involved in the assessment of probationer constables. It required assessors to be assessing against competence-based systems (although not necessarily NVQs). The aim was to establish robust assessment processes through the use of objective and standardised assessment practice.

"By the end of April 2004 it is estimated that there will be approximately 1,417 qualified A1 tutors and 86 qualified V1 Internal Verifiers as a result of the project" (Police Sector Skills Foresight, 2004)

As a result there are Police Forces which already have large numbers of A1 assessors. For example, Lancashire Constabulary, Merseyside Police, Thames Valley and Northumbria Police already each have well over 100 assessors qualified with (or working towards) the A1 Assessor Award.

Examples of commitment to Policing NVQs are already available, and once that commitment is made the number of potential candidates (eg the intake of probationer constables) is considerable. For example, Lancashire Constabulary, Surrey Police and Thames Valley are committed to using the NVQ route for probationer constables which for each of those forces will mean the number of NVQ candidates being in the region of 200+ per year.

Therefore, Police NVQs are in still in the relatively early stages. However, where forces are committed to NVQs, they do have the economies of scale to establish viable and successful assessment centres (eg 100s of candidates per year for Policing NVQs). They also benefit from the experience and expertise gained from well established NVQ centres for other occupational areas.

## 3.6 Cross-cutting issues

### 3.6.1 Models of assessment

A range of approaches to the delivery of assessment were identified during this research. Clearly, there is no right or wrong approach – the most appropriate way to deliver S/NVQs depends upon each organisation's particular circumstances.

The main models can be summarised as:

**'Buy in' full assessment service** ie all assessment and verification is purchased from an external provider.

**'Buy in' a proportion of the assessment service** ie some assessment is carried out by the organisation's in-house assessors.

**Work as part of a consortium** ie share the running of an S/NVQ centre with other organisations.

**Operate own assessment centre** ie set up and run the organisation's own S/NVQ centre.

The key features of each of these approaches are illustrated in Table 7.

Some of the most important factors which determine the most appropriate approach are;

- the number of candidates
- geographical spread of candidates
- are there other organisations with similar S/NVQ requirements?

**Table 7: Models of assessment**

Model of assessment	Main features	Possible assessment provider
<p><b>'Buy in' full assessment service</b> ie all assessment and verification is purchased from an external provider.</p> <p><i>Often suited to organisations with a very small number of candidates</i></p>	<p>Relatively quick results are possible</p> <p>No need to train up and accredit in-house assessors (ie possible saving in staff time)</p> <p>Benefit from the expertise imported from established S/NVQ providers</p> <p>Tendency to focus on accreditation of individuals rather than long term development of the organisation eg NOS and S/NVQs not so easily embedded in the organisation</p> <p>Normally based on a fee per candidate</p>	<p>Larger organisations with S/NVQ centres</p> <p>S/NVQ Consortia</p> <p>Further Education Colleges and training providers</p>

*continued on next page...*

Model of assessment	Main features	Possible assessment provider
<p><b>'Buy in' a proportion of the assessment service</b> ie some assessment is carried out by organisation's own in-house assessors</p> <p><i>Often suited to organisations that are new to S/NVQs and/or do not wish to set up their own approved centre</i></p>	<p>In-house assessment expertise is developed with the support of external, experienced S/NVQ providers</p> <p>Can lay foundation for long term S/NVQ provision</p> <p>Requires some investment of staff time.</p>	<p>Larger organisations with S/NVQ centres</p> <p>S/NVQ Consortia</p> <p>Further Education Colleges and training providers</p>
<p><b>Work as part of a consortium</b> ie share the running of an S/NVQ centre with other organisations</p> <p><i>Often suited to situations where a number of organisations have similar assessment requirements</i></p>	<p>Assessment centre costs, resources and expertise are shared between a number of organisations</p> <p>Requires effective partnership working between organisations</p> <p>Potential to integrate NOS and S/NVQs with the management and staff development process</p>	<p>Consortium is its own approved S/NVQ centre</p>
<p><b>Operate own assessment centre</b> ie set up and run organisation's own S/NVQ centre</p> <p><i>Often suited to organisations with large numbers of candidates</i></p>	<p>The organisation controls its own S/NVQ delivery</p> <p>Potential to integrate NOS and S/NVQs with the management and staff development process</p> <p>More of the cost is staff time rather than externally paid fees</p>	<p>Organisation is its own approved S/NVQ centre</p>

## **NVQ Consortia**

As has been noted, the Consortium model has been particularly important in the Community Justice sector eg the Probation NVQ centres in England and Wales. In this case, each probation service provides assessment and internal verification, with the Consortium providing co-ordination and assessor and verifier training.

The Northern Ireland Community Justice NVQ Assessment Centre is also a useful model. This is based on an 'informal partnership group offering access to NVQ assessment within Community and Youth Justice'. The model of NVQ provision used by the centre is based on each agency providing their own in-house assessors (eg the centre provides support and guidance for assessors, although actual assessment/accreditation of assessors is contracted out to another provider).

*This model has been very successful in particular to integrate NOS and NVQ into the management of staff development in the organisations. This has often had real impact on the recognition and development of good practice – the NVQ must become part of the agency culture.*

## **Multi-site S/NVQ Centres**

Another aspect to consider in models of S/NVQ delivery is multi-site centres.

S/NVQ centres in large organisations often have candidates spread over a wide geographical area. Therefore, although technically operating as one approved S/NVQ centre, there may be assessment sites (sometimes referred to as satellite sites) at a number of locations.

Examples of this are found in the Prison Service:

- The Scottish Prison Service College is the approved SVQ centre for the Scottish Prison Service. There are 15 public sector prisons in Scotland which are 'assessment sites' of the College approved centre
- Similarly in England, the Prison Service College at Newbold Revel is technically one approved NVQ centre, but through partnership agreements with prison sites in England and Wales it has 136 satellite sites.

Satellite sites working through one approved centre enable organisations such as the Prison Service to benefit from the economies of scale of a large S/NVQ centre, and provide a means to standardise staff development and accreditation. However, there are also real challenges in running a multi-site centre. In particular, it must be ensured that assessors and verifiers are achieving consistency in assessment decisions and procedures across all the assessment sites. If any one of the satellite centres does not meet the standards required by the Awarding Body, then the entire centre could be in jeopardy. This is particularly challenging when large numbers of line manager assessors are involved in the process.

In the Scottish Prison Service, assessment by line managers remains the preferred option:

- *Assessors (ie line managers) are the key people – they have day to day contact with the candidates and need to integrate assessment into normal supervision of staff... Regular assessor workshops are held for standardisation of assessment (assessors must attend at least 1 per year). These are usually held at the College which is quite accessible for most people, but the meetings can move around other sites on occasions...*

However, at Newbold Revel the multi-site assessment centre has resulted in an increasing emphasis on the use of peripatetic assessors; ie more full time assessors who work with between one and three prisons. The aim is to reduce the actual number of assessors to help in the quality management of assessment. Quality is managed by 5 'central Internal Verifiers' who are each responsible for quality in a geographical region.

### 3.6.2 Line management or peripatetic assessment?

Closely related to the different models of S/NVQ centre therefore, is the choice between line management or peripatetic assessment. The main approaches can be summarised as;

- a) Line-management assessment (sometimes referred to as work-based assessment) ie candidates are assessed by their line manager.
- b) Peripatetic assessment ie assessors move between a number of candidates.
- c) Combination of both line management and peripatetic assessment.

Organisations buying in a 100% external assessment service are clearly relying on peripatetic assessment. However, in all other models of assessment, there are choices to be made regarding the extent of line management or peripatetic assessment.

Pros and cons were identified for both line management assessment and peripatetic assessment – and for this reason, many organisations opt for a combination of both these approaches.

#### Examples of line manager assessment

Assessment by line managers is often put forward as the 'ideal' assessment model. It has the potential to more fully integrate S/NVQ assessment with other human resource management processes and therefore to embed the use of NOS and S/NVQs into an organisation.

Also, the role of line managers should already involve observing staff performance and identifying where standards are, or are not being met – S/NVQ assessment formalises this existing activity. However, there are also challenges associated with this approach eg:

- planning, conducting and recording assessments takes line management time
- the process of formally recording assessment decisions are easily pushed off the list of priorities for the busy line manager
- assessment is only a part (maybe a small part) of the line manager's job – therefore, each line manager assessor can only work with a small number of candidates
- even with small numbers of candidates, line manager assessors still need to fully participate in standardisation processes (eg standardisation meetings).

Comments from respondents in favour of line manager assessment included the following:

- *Work based assessors can be good, especially as they know the candidates background, and organisational procedures etc... but often they don't have the necessary time* (FE College)
- *The employer 'satellite' organisations provide their own assessors and IVs who are quality assured by the assessment centre. This model has worked well and we believe results in NVQs being engrained within the organisations, rather than just 'parachuted in'. This results in managers getting ownership of the process... The quality of service is not just about 'assessment of portfolios', but developing a 'learning organisation'.* (Probation Consortium)
- *We believe that assessment by line managers does work well, and is the ideal model – managers should know who is competent in their workforce and integrate NVQ units into Job Descriptions, Person Specifications and the appraisal process. Assessment of NVQ units then becomes a logical progression. Although, line manager assessment is probably easier to achieve at lower level NVQs where straight forward observation of practical tasks is needed.* (Probation Consortium)
- *Assessors (ie line managers) are the key people – they have day to day contact with the candidates and need to integrate assessment into normal supervision of staff. NOS have also informed the development of Job Descriptions and appraisal, although are not directly linked. Training provision has been mapped to the requirements of the SVQ.* (Prison Service)

## Examples of peripatetic assessment

In the survey results, peripatetic assessment was particularly emphasised in two situations;

- a) Organisations with very small numbers of candidates – therefore it did not seem cost effective to train up in-house assessors. In these cases, peripatetic assessors were contracted from external organisations to provide assessment (eg FE Colleges, private training providers and larger organisations with assessment centres).
- b) Organisations with large numbers of candidates and hence the economies of scale to employ staff with a specific job as assessor/verifier.

Comments from respondents in favour of peripatetic assessment included the following:

- *For the Community Justice SVQ candidates we contract out the assessment and internal verification (ie buy in the services of peripatetic assessors and verifiers). This is because there are only a small number of staff in the organisation for whom the Community Justice SVQ are relevant. (voluntary organisation)*
- *We moved away from work-based assessors (this was not cost effective) and now prefer to use peripatetic assessors (mainly staff, but some contracted in). It is better to have less assessors, each with about 15 candidates, than loads of work-based assessors who have to be managed and who have other priorities. The Scottish Network of Internal Verifiers did a lot of research into models of assessment and concluded that peripatetic assessment is more effective. (Social Services Department)*
- *Currently we are promoting the use of peripatetic assessors as this works better. Peripatetic assessors set appointments to meet candidates once per fortnight and give a lot of support to candidates – if candidates are struggling then peripatetic assessors tend to have more time to give support – whereas even the most enthusiastic line managers have other priorities (ie delivering services must come first for line managers). Peripatetic assessors get candidates through more effectively – they know the SVQ process inside out and it is their main priority. (Social Services Department)*
- *The centre is increasingly moving to a 'peripatetic model' ie more full time assessors who work with between one and three prisons. This is to help in the quality management of assessment and also because when assessment is only a small part of a person's job, it is easy to be given a low priority... it is good to have line managers involved for developmental reasons, but in practice this has been more problematic than the peripatetic model. (Custodial Care)*
- *Dedicated full time peripatetic assessors are the way forward... with support from senior management. (Police Force)*

## Examples of combined peripatetic and line manager assessment

The majority of assessment centres were found to adopt a combination of both peripatetic and line management assessment – this provides some of the benefits of both approaches. For example a small team of peripatetic assessors can provide some assessment (plus support and guidance), while line management assessors are able to observe candidates on a day to day basis.

Peripatetic assessors can particularly inject additional momentum by demonstrating how to overcome any uncertainties or difficulties, particularly when the line managers are new to assessment (eg how to interpret and present evidence). Indeed, organisations often use peripatetic assessment as a way to start a new S/NVQ programme – possibly training up line management assessors as the programme develops.

Comments from respondents in favour of combined line management and peripatetic assessment included the following:

- *Assessment is a mixture of 1 peripatetic assessor and about 20-30 workplace assessors. The peripatetic assessor has her own candidates and the work based assessors have theirs. Each approach has its pros and cons (voluntary organisation)*
- *We use a mixture of peripatetic assessors and work-based assessors. Peripatetic assessors are good because they 'target' staff assessment and get candidates through quicker. They tend to have more time to spend with candidates... but work-based assessors are also good as they can see what's going on in the workplace (Social Services Department)*
- *Practice Development Assessors (PDAs) work as full time assessors/trainers and they take Trainee Probation Officers (TPOs) through their NVQ level 4. Also, work based assessors are used (generally Probation Officers). Use of work based assessors is good in that they do maintain up to date practice knowledge, although they often don't have sufficient time for assessment. (Probation)*
- *There are 5 full time peripatetic assessor and verifiers, working with a lot of operational assessors eg unit managers who don't have time to lead on assessment, but are willing and able to do observations of candidates. (Social Services Department)*
- *The Youth Justice candidates are being assessed by a peripatetic assessor (employed as a full time assessor for YJ and other awards). This was deemed the best way to get the programme started. (Borough Council)*
- *The assessment model used is a combination of; full time assessors for whom the assessment centre has direct management responsibility (seconded to the consortium for a period of 4 years) and work-based assessors (for the NVQ level 3) who carry out assessment as part of their role. This does require people to be clear about roles and responsibilities (Probation Consortium)*
- *The probation service has its own assessors and IVs who typically do a proportion of the assessment (those assessing level 3 are normally part time assessors, those assessing Level 4 are dedicated full time assessors). However, the centre can also provide a fully peripatetic service and smaller organisations usually prefer this as they don't have the resources in house (and its not viable to establish the capacity of assessors and verifiers in-house for a small number of candidates) (Probation)*
- *90% of assessment is by line managers, but there is also a small team of peripatetic assessors (Custodial Care)*
- *2 of our assessors are full time. The rest do assessment part-time when it fits in with their role... Quarterly standardisation meetings are held – all assessors must attend at least 2 standardisation meetings per year (Police Force)*
- *There are currently 6 peripatetic assessors plus line management assessors (Police Force)*

The main pros and cons of line management and peripatetic assessment are summarised in Table 8.

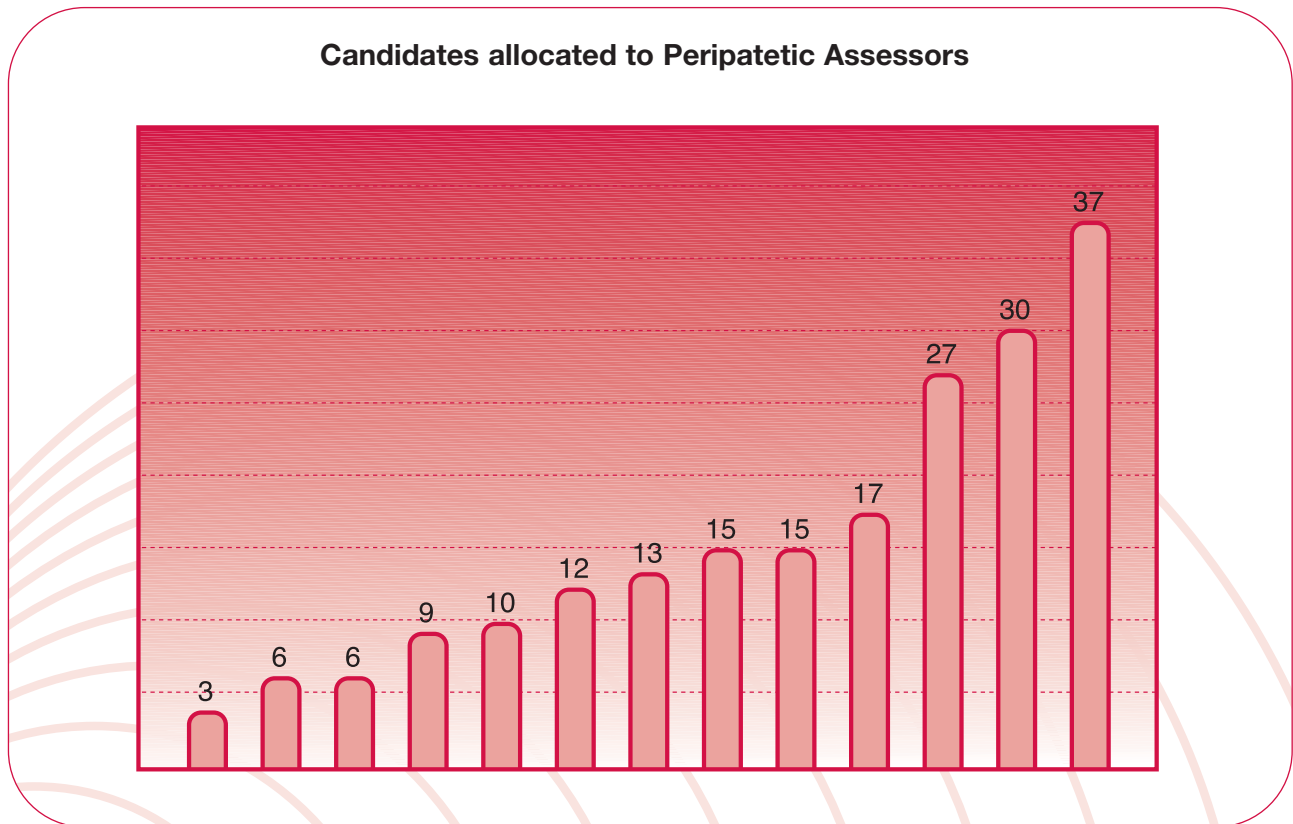
**Table 8: Approaches to assessment; pros and cons**

Model of assessment	Pros	Cons
<b>Line-management</b>	<ul style="list-style-type: none"> <li>• Line managers have relevant and current occupational experience</li> <li>• Line managers observe and judge performance of workers as part of their day to day work</li> <li>• Line managers are more able to observe candidates in challenging situations eg work involving hazardous or confidential situations</li> <li>• Use of NOS and S/NVQs are more likely to become embedded in the organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment is only one of many competing priorities for the line manager. Therefore, it is often pushed aside</li> <li>• Each line manager tends to work with a smaller number of candidates. This may mean larger numbers of assessors are involved which may make standardisation, communication etc more difficult to manage.</li> </ul>
<b>Peripatetic</b>	<ul style="list-style-type: none"> <li>• Assessment is a key focus of the peripatetic assessor's job. Therefore, he/she is able to develop an in-depth understanding of the assessment process, evidence requirements etc</li> <li>• Each peripatetic assessor is likely to work with a larger number of candidates. Therefore the number of assessors involved is reduced which should result in standardisation, communication etc being easier to manage.</li> <li>• Assessment is the peripatetic assessor's top priority. Therefore, the assessment process tends to be driven forward.</li> <li>• Peripatetic can be contracted in from an external assessment provider – this may be more cost effective than training in-house assessors when there are very small numbers of candidates</li> </ul>	<ul style="list-style-type: none"> <li>• Peripatetic assessors are not able to consistently observe candidates in their day to day work.</li> <li>• Peripatetic assessment may be problematic in situations which involving hazardous or confidential situations etc</li> </ul>

## How many candidates are allocated to assessors?

### Peripatetic assessors

The survey asked a number of organisations how many candidates were typically allocated to assessors. For peripatetic assessors, the number of candidates per assessor was a very wide range (from 3 to 37).



The peripatetic assessors working with fewer candidates (between 3 and 9) were all found to be Practice Development Assessors in Probation Service Consortia. This low ratio of candidates to assessors was explained by the fact that Practice Development Assessors were expected to work intensively with candidates, including undertaking a lot of development work (ie their time was not solely spent on assessment).

At the other extreme, peripatetic assessors with between 27 and 37 candidates worked for Further Education Colleges (ie working with large groups of students).

Clearly, the number of candidates allocated to a peripatetic assessor will depend on the context in which peripatetic assessors are working and the other responsibilities they may have. The average however was 15 candidates allocated to a peripatetic assessor.

### Line manager assessors

For line manager assessors, the number of candidates per assessor ranged from a minimum of 1 to a maximum of 4. In a number of Custodial Care centres, 4 candidates were regarded as the maximum number per line manager assessor, although it was noted that in the past, particularly at times of large intakes of new recruits, this number had increased.

Again, much depends on the specific context and other responsibilities of line managers. However, the average number was 3 candidates allocated to each line manager assessor.

### 3.6.3 Developing assessment capacity in the justice sector

Respondents were asked to identify the key constraints on their assessment services, ie what might encourage them to offer assessment to a greater number of candidates. Table 9 shows a summary of responses.

**Table 9: Constraints on assessment services**

<b>What if anything, would encourage you to offer assessment to a greater number of candidates?</b>	<b>No of responses</b>
Increased availability of qualified assessors	23
Access to funding for candidates	20
Increased availability of qualified internal verifiers	10
Sharing of good practice and/or resources with other assessment centres	6
More time for assessors and candidates to work on awards	3
Better marketing of awards	3

#### **Availability of assessors and verifiers**

Clearly, the availability of assessors and verifiers who are qualified, competent and confident are key to successful S/NVQ delivery.

Of the 65 approved centres identified in the justice sector, 40 are also approved centres for the delivery of Assessor (A1) and Internal Verifier (V1) awards. This is positive as it does indicate that many assessment centres (ie 61% of those surveyed) have the potential to train and accredit assessors and verifiers.

However, a key consideration is that S/NVQ assessors must have relevant (and current) occupational experience. This is one of the key reasons why line managers are such an important source of new assessors. Many organisations that offer external assessment services only have the capacity to do so by training up assessors (eg line managers) from the client organisation. A number of centres in the survey stated that they would be more likely to register new candidates if the client organisation could provide all or some of the assessment.

In addition to training and accrediting new assessors, it will be important to utilise S/NVQ assessment experience and expertise already gained in other occupational areas eg:

- Many of the assessment centres offering Community Justice and Youth Justice only do so on a fairly small scale (with the exception of the Probation Service). However, many of these assessment centres have large numbers of candidates from other S/NVQs (particularly Health and Social Care)
- A number of Police forces already have experience in running NVQ centres (eg Administration, Customer Service, Management etc).

Some centres commented that they have assessors who have completed their A1 award, but are not active as assessors. It sometimes seems that achieving the A1 becomes an end in itself – when really it should be the first step to practising as an assessor. Therefore, organisations need to ensure that existing qualified assessors are encouraged to put their assessment skills into practice (eg ensure they have sufficient time and support).

## 'Buying in' external assessment services

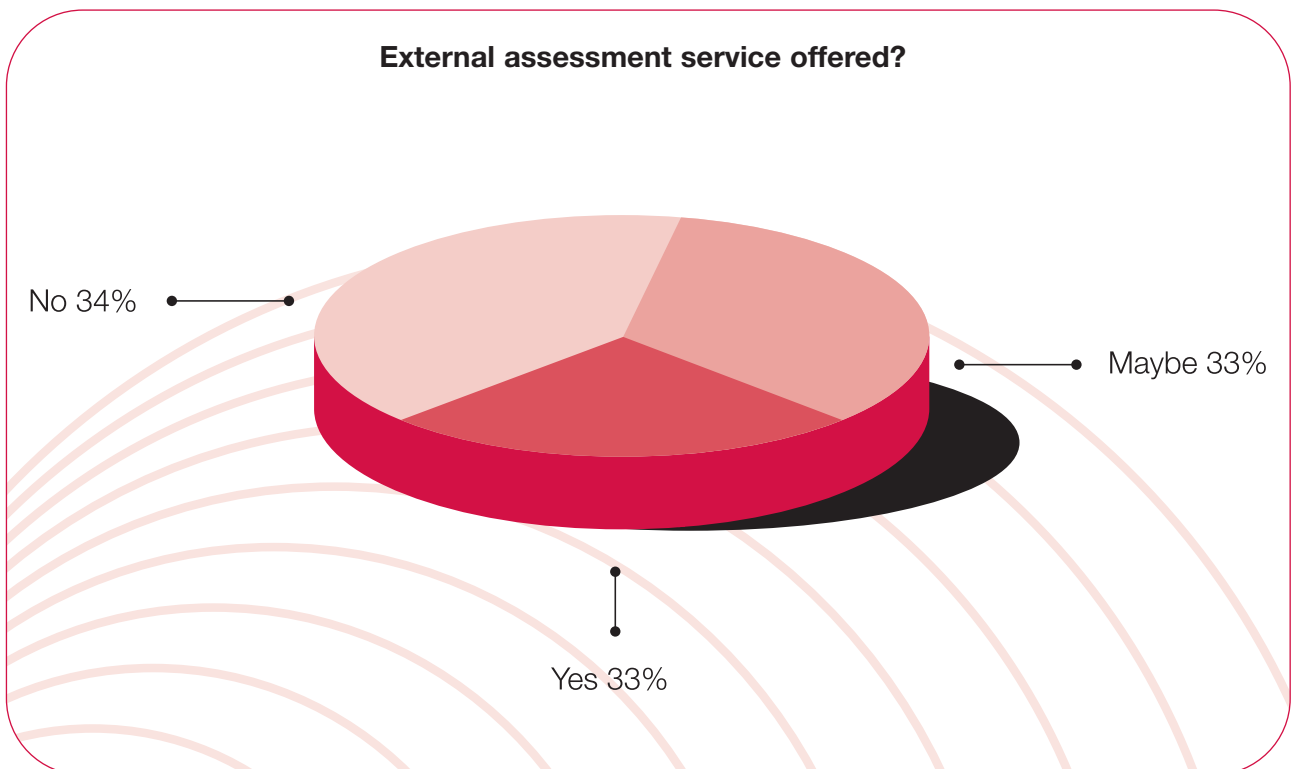
As has been shown, many organisations rely on 'buying in' all or some of the assessment service. This is at the heart of the access to assessment 'problem' – where are such S/NVQ assessment services to be found?

In theory, external assessment services could be provided by any S/NVQ approved centre. Whether or not approved centres offer external assessment services will depend upon their own objectives and priorities.

From the survey of approved centres, it was found that 33% of approved centres indicated that they *do* offer assessment services to external organisations. This included 6 Colleges, and 4 of the 8 Probation Consortia.

A further 33% of respondents indicated that they would *consider* offering external assessment services.

34% of respondents confirmed that they did *not* wish to offer external assessment services. These organisations had set up S/NVQ assessment centres for internal staff development and it was not in their remit to offer services to other organisations.



Details of organisations which offer external assessment services (or would consider doing so in the future) is available in the Contact List spreadsheet.

## Further Education (FE) Colleges

FE Colleges are potential providers of external assessment services. Provision of education and assessment is after all, their core business.

However, although FE colleges have large numbers of qualified assessors, these cannot necessarily be used for justice sector qualifications as the FE staff do not generally have the required occupational competence.

- *There can be difficulties for staff in colleges to have sufficient occupational competence – they can probably deliver about 70% of Community Justice NVQs. However, they tend not to be so familiar with the language used in the probation service and there can be hurdles to overcome regarding security clearance (eg CRB checks etc). (Probation Consortium)*

Many FE Colleges respond to this difficulty by providing the training and accreditation for work-based assessors. Colleges do also provide co-ordination of S/NVQ programmes (and some provide a proportion of the candidate training and assessment). This requires a well-developed partnership approach to working with employers. Some colleges have responded well to this approach, and many have specialist 'Enterprise Units' or 'Business Development Units' to work with employers.

- *The main constraints are NVQ infrastructure, ie staff who are qualified assessors and occupationally competent. In future, we would aim for a more genuine partnership approach with employers, whereby assessment is by work based assessors, with support and co-ordination coming from the college. It has been hard to attract Community Justice assessors with occupational competence, mainly because Community Justice practitioners are paid more than FE staff. (FE College)*
- *Could be a need to develop partnership working – perhaps have staff from employers on a secondment to the college whereby they get trained/qualified in education and assessment (eg seen as part of CPD process) (FE College)*
- *The main constraint is staffing ie the availability of assessors with the occupational expertise. (FE College)*

However, not all FE Colleges are sufficiently flexible in their provision to meet the specific needs of employers as their focus is on providing education and training for individual students enrolled at the college, based on a college term. In conducting this survey, simply making contact with the relevant NVQ co-ordinator in some FE Colleges (ie getting beyond the college switchboard) required patience and persistence.

## Funding

Clearly, S/NVQ delivery relies on sufficient funding. In many cases funding comes from the candidates' employer and specific training budgets.

However, for many organisations (eg in the voluntary sector) it was apparent that access to funding was a key constraint to accessing assessment. In England, the main relevant source of funding was identified as the Learning and Skills Council (LSC). However respondents commented on a number of difficulties in accessing funding from organisations such as the LSC:

- funding is managed locally – making it complex for national organisations to access
- available funding tends to be too short term *"it would have run out by the time people were ready and qualified to assess"*
- LSC funding is channelled through the FE Colleges, and tends to prioritise training and development for young people, which is not generally appropriate for workers in the justice sector.

Therefore, some respondents expressed the hope that Skills for Justice could work with the funding bodies at a national level, to help access funding for development programmes leading to S/NVQ outcomes in justice sector organisations.

### 3.6.4 Networking and sharing ideas/best practice

A number of examples of assessment centres networking and sharing best practice were identified:

For example, the Probation Consortia in England and Wales have a national network. The Quality Assurance Co-ordinators of each probation consortium meet quarterly to share good practice, standardisation procedures etc. Also particular assessment consortia will take responsibility for developing particular areas of expertise or taking forward particular pieces of work (eg developing Modern Apprenticeships, developing CPD for assessors etc).

Similarly, there are already networks among some Police NVQ centres. For example, the assessment centre co-ordinators from the five Police forces in the East Midlands hold quarterly meetings, to share good practice, ideas on assessment and verification etc.

However, there were also many S/NVQ centres which felt they were working in isolation. Some comments from the survey included:

- *Some kind of networking/sharing of good practice between centres would be a good idea. There is often a feeling of working in isolation where centres are all developing similar systems/paperwork etc. A way of sharing ideas/information would be good.*
- *We are very open to working in partnership with other organisations. This could be facilitated by Skills for Justice and could be anything from an informal network of assessment centres to more formal meetings/sharing of resources. However, to work in partnership, this must be with organisations which share a similar ethos... Surely Skills for Justice could sponsor a 'meeting of assessment centres'.*
- *Any network/partnership arrangement is unlikely to succeed across the whole justice sector – it may be more appropriate to set these up based on sub-sectors eg voluntary sector/community justice and/or regionally.*
- *There may be scope to create links between centres, but the key issue is how this is done – people and organisations are time limited – therefore something requiring regular meetings would probably not succeed. An email forum/quarterly newsletter is more likely to be useful and practical.*

### 3.6.5 Marketing and promotion of S/NVQs and assessment services

Despite the fact that S/NVQs have been part of the national qualifications framework for many years, it was found there is still a need to ensure they are effectively marketed and promoted. This is partly to overcome any misconceptions about S/NVQs, but equally, to ensure that people have a realistic understanding of what they are and how they are achieved. Some survey respondents commented:

- *It would help to increase the awareness of the benefits/value of SVQs.*
- *Many managers in organisations do not appreciate the distinction between assessment and learning, and therefore start out on their involvement with NVQs with unrealistic expectation which can lead to loss of commitment at a later stage... therefore Skills for Justice should help to promote a clearer understanding of what NVQs are and what they are not – ie promote NVQs in a realistic way.*
- *Better promotion of NVQs is still required*
- *Many people seem to have little knowledge of NVQs and assume they are going to be very expensive*

### 3.6.6 Information regarding assessment centres

One of the suggestions put forward during the survey was for the creation of an accessible contact list / directory of assessment centres (potentially on the Skills for Justice website). This would help candidates and organisations find assessment services when they need them. It would also enable assessment centres to be more aware of other centres operating in a similar location and/or sector to their own.

25 respondents were specifically asked if they would support the creation of such a 'directory'.

Of these 25 respondents, 18 centres (72%), indicated that they would definitely wish to be included in a 'directory' of assessment centres. Only three centres indicated that they were definitely not interested in inclusion.

Four centres were unsure – their main concern was that the directory should make clear what assessment services the centres offered (and what they did not offer) eg assessment centres which were for in-house staff development would not necessarily wish to be contacted by external candidates seeking assessment services.

- *Such a directory must not only show contact details, but also show what the centre provides in terms of services/added value... Currently we are doing all we can to expand provision. This would be helped by the centre being sign-posted by City & Guilds and Skills for Justice and the general promotion of NVQs.*

### 3.6.7 Costing assessment services

Costing S/NVQ services is notoriously difficult – and this was confirmed by nearly all the survey respondents. Most commented that it is almost impossible to give a 'typical cost' for S/NVQs because cost is dependent on so many variables eg:

- *Proportion of assessment/verification carried out in-house*
- *Extent of development activity needed in addition to assessment*
- *Geographical spread of candidates (ie travel expenses)*

Even where 'cash costs' are identified, it is even more difficult to measure the cost of staff time. Organisations using a high proportion of line manager assessors may appear to have lower costs per candidate, but the real cost needs to take account of the cost of staff time.

Nevertheless, some respondents were able to offer 'ball park figures':

- *Costing is problematic – there are so many variables... ball park figures are a Community Justice NVQ Level 3 costs between £600 and £1,000 per candidate, depending on whether there is in-house assessment or not. However, if an organisation chooses to do in-house assessment, this only reduces their external costs – but costs them more in staff time. (Probation Consortium)*
- *Hard to say – it depends on how much assessment is delivered in-house and how much by peripatetic assessors, how much learning and development is needed etc. Generally SVQ provision does seem quite resource intensive. (Voluntary organisation)*
- *Typical costs for Community Justice WWOB would be £900 to £1,000 for assessment and IV. This includes a candidate induction, but no other training and development (candidates are expected to get this in their own workplace and be competent when they present for assessment). (Social Services Dept)*
- *Using in-house assessors in the agencies means the cost is about £800 for the Community Justice NVQ – this would probably be double that if all assessment were provided externally. (Probation Consortium)*
- *Cost is very hard to specify – different in each situation according to how much assessment is done in-house, or peripatetic etc. Estimate for a Health and Social Care Level 4 would be about £1,500 per candidate (including some tutorials). If extra training and development were needed, this would be extra. (Social Services Dept)*
- *We normally charge £1,700 for level 4 and £1,300 – £1,400 for level 3. This covers assessment, verification, travel, centre costs etc – but not training and development ie it is for an assessment service (unless the programme comes under a MA, which does include training and development).*

For organisations delivering S/NVQs as part of the staff development programme, costs of S/NVQs are part of the overall training and development budget and therefore particularly difficult to measure:

- *Calculating cost of SVQs is almost impossible. The College delivers SVQs as part of an overall budget for running the college as a whole. Even time required is difficult to quantify due to so many variables.*

In addition, asking organisations about costs/fees for S/NVQs can be a sensitive issue and some centres were understandably not prepared to divulge this information.

- *Every contract is different according to variables such as distance/travel, group size etc. Normally charge a set fee per candidate, with a sliding scale to reflect number of candidates etc – this is set out in a service level agreement. We are not prepared to reveal the actual charges as this is commercially sensitive information.*

The only organisations which could specify a cost per candidate with certainty were the Further Education Colleges, which are more geared to providing a standard package of learning and assessment. These were the lowest cost per candidate because;

(a) S/NVQ programmes were delivered for large groups

(b) Some S/NVQ programmes are subsidised by FE funding streams (eg from the LSC).

- *Full Community Justice NVQ (including full taught programme) is offered at £235 per candidate (due to funding via the LSC). (FE College)*
- *Typical cost for NVQ delivery is about £800 (FE College)*
- *Costs vary according to the contract eg number of candidates, amount of work based assessment etc. An indication is; Social Care NVQ Level 3 cost about £550 per candidate (including delivery of underpinning knowledge, assessment and internal verification). However, this is based on a group of 15-16 candidates – smaller groups are more expensive per candidate. (FE College)*
- *Candidates are charged £850 for the full Community Justice SVQ (10 units). This price is fully inclusive of registration, assessment, verification, certification and some support/development time. If candidates take more than 1 year to complete, there would be additional fees. (FE College)*
- *Can't say with certainty – but costs have been greater due to the reliance on peripatetic assessment by college staff (FE College)*

### 3.6.8 Developing assessment practice

During the research, a number of organisations described steps they had taken to develop and improve their assessment practice. These suggestions and examples both reinforce accepted good practice and highlight some innovative approaches:

#### **Selection and induction of candidates**

- *Be rigorous in selecting candidates for awards – candidates that are in a job that matches the award normally get on very well (but they need support eg to overcome any initial fear/anxiety and on how to record and collect evidence).*

#### **Selection and allocation of work-based assessors**

- *Aim for assessors to be allocated candidates who are part of their shift, so they are well placed for conducting observations etc.*

#### **Be realistic about the time and commitment required for S/NVQs**

- *Working agreements are established between assessors and candidates, whereby they must meet at least once per month and commit time to the awards in between these meetings.*
- *Line managers must be informed and aware of what the SVQ means – they must sign an agreement to allow candidates 3 hours per week for their SVQ work (and allow more time to attend support days etc)*
- *Work-based assessors are 'assessed' before taking on the role to ensure they can offer at least 3.5 hours per week per candidate for assessment planning and assessment etc. Line managers are not taken on as assessors unless they can commit to at least 3.5 hours per week on this role.*
- *In care SVQs, organisations typically give about 3 hours per week in work time for candidates to work on their SVQs – candidates are expected to match this with their own time.*

#### **Effective evidence collection**

- *It is important to think holistically about the assessment; in particular evidence should count towards many pcs etc – to get away from vast amounts of evidence being collected*
- *Experienced assessors can confidently assess in a way that makes the process less onerous for candidates. Four years ago, the volume of evidence typically produced by candidates was much greater – now there is less 'over assessment' with the emphasis on quality rather than quantity*
- *Assessors are given the right to judge evidence and a record is made of this – the actual evidence is **not** put in the portfolio, but remains in the workplace (a record is made of where it can be found). This has advantages regarding complying with Data Protection and producing slimmer portfolios. Verifiers will need to do occasional checks/sampling of evidence from the workplace.*

#### **Professional discussion**

- *In professional discussion, candidates prepare to look at particular units (pc and knowledge) and bring examples of work to talk about. The assessor then facilitates a 'case discussion', using open questions. It has more of a developmental aspect, produces good quality evidence and helps when candidates have literacy/dyslexia/sight impaired etc (but care must be taken that it can be audited)*
- *Professional discussions are successful for collecting evidence of knowledge and understanding – keep each discussion to a maximum of 10 minutes and record it digitally so it can be stored electronically as a computer file.*

## **Use of 'expert witnesses'**

In the Care sector, there is increasing emphasis on the use of expert witnesses. Expert witnesses provide assessment of candidates' performance when an S/NVQ assessor is not available. Expert witnesses must be occupationally competent in the unit/s being assessed and have a work role which involves evaluating the everyday practice of staff. A similar approach was found at one of the Police NVQ centres:

- *Three groups of people are in a position to assess probationers during their training period – Tutor Constables, Line Managers and Trainers. However, many of these people move jobs a lot, so it did not seem practical to train them all up as A1 assessors. Therefore, the staff of the Professional Development Unit (PDU) who do stay in post for longer periods are trained as A1s (currently there are 14 A1s completed or working towards). All the rest are given a 1 day training course on assessment/NVQs so they can provide witness statements (this involves about 150 people).*

## **Clearly show how the S/NVQ requirements relate to work activities**

- *Try to reduce the workload of assessment eg try to simplify the process for candidates and assessors. Currently, we are developing an electronic evidence matrix to show more clearly which evidence counts towards which units*
- *We aim for every training course to be mapped to NOS, in particular the Custodial Care NVQs. The idea is that participants on training courses will be issued with certificates to show when they have been on a course which covers the underpinning knowledge for particular units.*

## **Take account of prior experience and learning**

- *NVQ must be straightforward for candidates. We offer a 3 tier structure to assessment based on candidates employed for 12 months or more, 6 to 12 months, or new in post (ie candidates with lots of experience are channelled through more of an APL route to make the most of existing evidence).*

## **Effective feedback mechanisms**

*The centre has an 'assessment board' as a quality assurance layer. This is made up of candidates, assessors and verifiers and allows for candidates to feedback on the assessment process and contributes to the development of assessment procedures etc.*

### **3.6.9 Use of e-portfolios**

E-portfolios/paperless portfolios were not yet found to be widely used. Just four assessment centres were identified currently using paper free/e-portfolios.

Where e-portfolios have been used the general consensus was that they can be very effective in streamlining the collection and cross-referencing of evidence. The main concern regarding e-portfolios is the cost of the required IT equipment and software licenses. A number of centres commented that using e-portfolios was too expensive:

*We are the first college in Scotland to use e-portfolios. We are very impressed with this – it is much quicker and helps candidates to reflect something of themselves in the evidence. However, it requires funding to have the license and equipment and lack of funding is likely to limit the use of e-portfolios, especially in smaller organisations. (FE College)*

### 3.6.10 Key success factors for candidate retention and completion

At the end of each interview or questionnaire, respondents were asked to identify the “key factors which help to ensure candidate retention and successful completion of awards”. The summary of response is as follows:

In your opinion, what are the key factors which help to ensure candidate retention and successful completion of awards?	No of responses
Give candidates sufficient time to work on the awards	17
Keep candidates motivated eg set clear targets for candidates throughout their award and arrange regular review meetings	17
Ensure assessors are well trained, supported, motivated, enthusiastic	17
Ensure line managers are involved and give support to candidates	16
At the <b>start</b> of the process, ensure candidate commitment and understanding of what is involved eg effective induction to the programme	12
Ensure the commitment of senior managers to the programme	8
Link completion of S/NVQ to salary or career progression	5
Good quality assurance and assessment centre processes	4
Holistic assessment eg effective collection of evidence	4
Do not enrol more candidates than the centre can cope with	3
Celebration of achievement	3
Use the S/NVQ to access additional learning & development	2
Use of full time peripatetic assessors	2
Flexible approach where assessors fit around operational constraints	2
Candidate support systems eg guidance/training packs	2

## 4. Conclusions

- 4.1 There is a very clear correlation between the high volume take up of some S/NVQs and the commitment of key employer organisations to those S/NVQs for staff development and accreditation. This is the case for the Community Justice Work with Offending Behaviour NVQ (recognised by the Probation Service) and the Custodial Care S/NVQ (recognised by Prison Services). The recognition of these qualifications results in them being driven forward by organisations (and allocated funding).

In contrast, where S/NVQs are not established as the preferred qualification route by the main employer bodies, take up is on a much smaller scale (eg Youth Justice S/NVQs).

- 4.2 Implementation of Police S/NVQs is still in the early stages. However, a number of forces are planning to use Police NVQs as the training and qualification route for Probationer Constables. Due to the annual number of new recruits, this has the potential to become the largest area of S/NVQ provision in the justice sector.

- 4.3 There are many models of assessment found in the justice sector. The most appropriate model of assessment will depend upon each organisation's circumstances. In general, organisations with a large (and regular) intake of S/NVQ candidates tend to have the economies of scale and resources to develop their own successful assessment centres.

Similarly, groups of organisations which already have an established network are able to work together and establish successful consortia (as is the case in the Probation Service regional consortia).

However, many organisations experience difficulties in accessing assessment services.

Firstly, there is a lack of easily accessible information;

- about organisations with assessment services to offer
- about other organisations with a similar demand for assessment services (eg for potential partnership and/or consortia).

Secondly, assessment service provision is often limited;

- providing assessment services for external candidates is not a priority for many assessment centres which are established primarily for in-house staff development. Taking on external candidates creates extra work for centre staff and may stretch the already limited number of assessors and verifiers
- traditional providers of education and training (eg FE Colleges) are often limited in their capacity to offer assessment services in the justice sector.

- 4.4 Approaches to assessment identified included the use of peripatetic assessors, line manager/work-based assessors and numerous combinations of the two. Again, there is no ideal approach and the preferred option will depend on factors such as the number of candidates, geographical spread of assessment sites, the stage of development of the S/NVQ centre, availability of assessors with occupational competence etc.

A number of survey respondents felt that assessment by line managers encouraged the use of NOS and S/NVQs to be more fully embedded in the management and development processes of the organisations. It also has the considerable advantage that line managers have the required current occupational competence. Assessment by line managers certainly has many benefits, but it must not be regarded as a cheaper/easier option (eg to save on the cost of peripatetic assessors). Successful assessment by line management requires support and encouragement. In particular, the time commitment required must not be under-estimated.

A number of survey respondents used peripatetic assessors. Peripatetic assessors have the advantage that assessment is their specialism and main focus of activity. Peripatetic assessors are often used alongside line manager assessors and were often credited with achieving quick results. This should not be under-estimated – successful S/NVQ programmes (especially in their early days) are helped by some quick wins – to motivate candidates, assessors, line managers – in fact, everyone involved.

- 4.5 A number of organisations, particularly those that were new to S/NVQs were concerned at the apparent complexity and bureaucracy of the S/NVQ system. In some cases it was also felt that the S/NVQ system (and benefits) need to be more effectively and realistically promoted.
- 4.6 Some survey respondents were conscious that they were probably 're-inventing the wheel' with their S/NVQ processes and documentation. For some, there was a feeling that their S/NVQ centre was working in isolation, and would benefit from networking with other centres to share ideas, best practice (and maybe resources). However, it was also observed that any networking/communication must not be time consuming and would need to be with organisations with similar issues, ethos, concerns etc.
- 4.7 Use of E-portfolios/paperless portfolios was only identified in four assessment centres. However, a number of other centres were interested to explore this for the future, and those that had used e-portfolios were generally impressed by their potential. The main concern was the cost of software licenses and related IT equipment.
- 4.8 For more organisations to engage in the S/NVQ system, the process needs to be as straightforward as possible. This is particularly the case where S/NVQ achievement is optional rather than mandatory. If the prospect of accessing funding, information or services is a barrier, then many organisations will not take S/NVQ programmes forward.

# 5. Recommendations

The following recommendations aim to suggest practical action that can be taken by Skills for Justice to develop access to quality assessment services.

## 5.1 Access to Assessment contact list

The most tangible outcome of this project is the contact list of S/NVQ assessment centres. This provides an up-to-date list of approved assessment centres in the justice sector including contact details and awards offered. Further information has also been recorded about these assessment centres on the completed survey questionnaires and records of telephone interviews.

This information is an extremely useful resource, not only for Skills for Justice, but also potentially for any organisation or individual looking for access to assessment.

- Therefore, the contact list must be maintained at Skills for Justice and regularly updated.

## 5.2 Access to Assessment via the Skills for Justice website

An Access to Assessment page should be added to the Skills for Justice website. This could be used to post information related to S/NVQ assessment services.

In particular, the contact list could be further developed as a database/directory, accessible via the Skills for Justice website. As a web-based resource, it could be easily updated as information on assessment centres change. It may be possible for assessment centres who register with the site to access and update their own entry. (In the survey, of those assessment centres asked whether they would wish to be included in a 'directory of assessment services', 72% confirmed they would).

Each assessment centre's entry could include;

- Contact information (eg contact name, address, phone number, email)
- Awards offered (including Assessor and Verifier Awards)
- Client group (do they offer external assessment services to organisations and/or individuals? Do they specialise in working with the voluntary sector, public sector etc)
- Other background information about the centre and service offered
- Link to the assessment centre's own website (where applicable).

## 5.3 Sharing of best practice and resources

Examples of best practice in assessment should also be collected and shared (ie posted on the website) eg;

- Case studies
- Document templates
- Example policies and procedures

Organisations could also be offered the opportunity of networking/sharing best practice through email groups, discussion board etc.

## 5.4 Assessment service brokerage

Skills for Justice could develop an 'Assessment service brokerage' ie pro-actively making connections between organisations with similar assessment requirements. Some organisations may simply wish to make contact with each other to network, others may wish to develop consortia – the outcomes will vary according to the circumstances and needs of the organisations, but there is potential for this process to be facilitated eg;

- The website could include a facility for organisations to register their interest in justice sector S/NVQs
- Implementation teams could share and collate enquiries or requests for assessment services.

## 5.5 Build on successes

The research identified that a relatively small number of assessment centres are delivering a large proportion of the total assessment. Skills for Justice must maintain strong links with these centres (eg to identify where larger centres may have capacity to work with smaller organisations etc).

## 5.6 Assessment implementation

At a number of stages in developing assessment capacity, organisations may need external expertise or guidance. Skills for Justice could develop an 'implementation service' to help organisations develop assessment services. This could include:

- Start up advice eg help for organisations wishing to set up a new S/NVQ centre
- Help for organisations to identify and access sources of funding
- Developing partnership working eg for organisations setting up a consortium
- Support for organisations developing assessment services for external candidates eg costing services, marketing, contracts, invoicing etc.

## 5.7 Project to develop e-portfolios

The main constraint on the use of e-portfolios appears to be the cost of software licenses and IT equipment. Skills for Justice could investigate sources of funding to support organisations that wish to pilot the use of e-portfolios.

## 5.8 Strategic level funding

Skills for Justice should maintain (and disseminate) information on sources of funding to support S/NVQ delivery. In particular, there may be opportunities whereby Skills for Justice is able to access funding on behalf of the justice sector at a national/strategic level.

# Appendix A: List of Awarding Bodies and justice sector awards offered

	CMI	City & Guilds	Edexcel	OU	OCR	SQA
<b>NVQs and SVQs:</b>						
Community Justice: Community Safety, Levels 3 and 4	No	Yes	No	No	No	Yes
Community Justice: Work with Offending Behaviour, Levels 3 and 4	No	Yes	No	No	No	Yes
Community Justice: Work with Victims, Survivors and Witnesses, Levels 3 and 4	No	Yes	No	No	No	Yes
Custodial Care, Levels 2 and 3	No	Yes	Yes	No	Yes	Yes
Custodial Healthcare, Level 3	No	Yes	Yes	No	No	No
Police Operational Management, Level 4	S	Yes	Yes	Yes	Yes	No
Police Operational Management, Level 5	S	Yes	Yes	Yes	Yes	No
Police Organisational Management, Level 4	S	No	Yes	Yes	Yes	No
Police Strategic Management, Level 5	S	No	Yes	Yes	Yes	No
Police Supervisory Management, Level 3	S	Yes	Yes	Yes	Yes	No
Policing, Level 3	No	Yes	Yes	Yes	Yes	No
Policing, Level 4	No	Yes	Yes	Yes	Yes	No
Youth Justice Services, Levels 3 and 4	No	Yes	Yes	No	No	Yes
<b>SQA Progression Awards (Level 3):</b>						
Community Service Practice	No	No	No	No	No	Yes
Work with Victims, Survivors and Witnesses	No	No	No	No	No	Yes
<b>City and Guilds Continuing Development Awards:</b>						
Community Safety	No	Yes	No	No	No	No
Co-ordinating Volunteer Services	No	Yes	No	No	No	No
Criminal Justice (substance misuse)	No	Yes	No	No	No	No
Mentoring	No	Yes	No	No	No	No
Practice Assessors (in development)	No	Yes	No	No	No	No
Referral panel members	No	Yes	No	No	No	No

	CMI	City & Guilds	Edexcel	OU	OCR	SQA
<b>City and Guilds Continuing Development Awards (<i>continued</i>):</b>						
Restorative Justice	No	<b>Yes</b>	No	No	No	No
Work with Victims, Survivors and Witnesses	No	<b>Yes</b>	No	No	No	No
Working as an appropriate adult	No	<b>Yes</b>	No	No	No	No
Youth Justice	No	<b>Yes</b>	No	No	No	No
<b>Assessor and Verifier Awards:</b>						
A1 Assess candidates' using a range of methods	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
A2 Assess candidates' performance through observation	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
V1 Conduct internal quality assurance of the assessment process	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
V2 Conduct external quality assurance of the assessment process	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>

**S** = in process of submitting for approval to deliver these awards

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Apex Trust Scotland	Northumbrian Police
Bridgend College	Nottinghamshire Police
Bridgend County Borough Council	Orkney SVQ Social Care Partnership
CENTREX	Perth & Kinross Council Social Work
City College Manchester	Premier Detention Services Ltd
City of Edinburgh Council SVQ Centre	Premier Prison Services Training & Dev Corp
Cora Learning	Premier Training Centre
Crime Concern (SE Region)	Priority First
De Montfort University	Prison Service College
Derbyshire Constabulary	Quarriers
Dovegate Prison (Premier Prison Services)	RPS Rainer
Dundee City Council Training Section	Salvation Army
East of England Probation Consortium	Scottish Police College
East Penines CJS Assessment Centre	Scottish Prison Service College
Fareport Training	Securicor Justice Services
Forth Valley Social Services	South Birmingham College
Glasgow City Council Social Work Department	South East Regional Probation Consortium
Gloucestershire Police	South Trafford College
Grampian Police	South West NVQ Consortium
James Watt College	South Yorks Police
Kent Probation Area	SOVA
Lanarkshire Assessment Centre	Stockton Riverside College
Lancashire Constabulary	Surrey Police
Langley House Trust	Task International Ltd
Lincolnshire Police	Thames Area Assessment Centre
Liverpool County Council	Thames Valley Police
London Probation Area NVQ Centre	UK Centre for CPD
LPI Services Ltd	United Kingdom Detention Services
Merseyside Police	University College of Northampton
Midlands Consortium	Victim Support
Military Corrective Training Centre	Wales Community Justice Assessment Centre
Moray SVQ Centre	Wales Training Consortium
Nacro	Warwickshire Police
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