

UNIT TITLE: Lifeboat Programme
LEVEL: 2
CREDIT VALUE: 2
UNIT CODE: CAG118

This unit has 14 learning outcomes.

| LEARNING OUTCOMES | | ASSESSMENT CRITERIA | |
|--------------------------------|--|---------------------|---|
| The learner should be able to: | | The learner can: | |
| 1. | Understand how to work collaboratively using restorative practice techniques | 1.1 | Describe different restorative practice techniques e.g., the Restorative Working 'with' Agreement |
| 2. | Understand the Restorative Window concept | 2.1 | Describe how behaviours are interpreted using the Restorative Window |
| 3. | Understand how attitudes and assumptions can influence our decisions. | 3.1 | Describe what is meant by the terms 'attitude' and 'assumption'. |
| 4. | Understand the impact of attitudes and assumptions. | 4.1 | Identify a time when someone has made an assumption about them. |
| 5. | Identify links between feelings, thoughts and behaviour | 5.1 | Describe how the 'Iceberg' exercise can be applied to their own lives. |
| 6. | Understand what is meant by 'Core Values'. | 6.1 | Identify their top 3 core values in their journal |
| 7. | Understanding human needs. | 7.1 | Describe Mazlow's Hierarchy of Needs |
| 8. | Recognise and solve problems | 8.1 | Use a problem-solving technique. |
| 9. | Understand the purpose of boundaries and sanctions in a healthy society. | 9.1 | Identify and explain the purpose of 3 laws that a society may need |
| 10. | Recognise Restorative Questioning. | 10.1 | Use restorative questioning to understand situations |
| 11. | Understand what is required for effective communication | 11.1 | Describe different ways of communicating and the role of active listening |
| 12. | Understand different types of communication | 12.1 | Describe Passive, Aggressive and Assertive Behaviour |
| 13. | Understand that skills are transferable. | 13.1 | List 3 transferable skills acquired throughout the programme |
| 14. | Develop an Individual Support Plan to increase Social Capital and | 14.1 | Identify personal needs and sources of support |

| | | | | |
|---------------|------------|------------|--------|--------|
| Doc Reference | Version No | Date | Author | Page |
| 117092 | 2.0 Final | 16/12/2021 | CJ | 1 of 3 |

| | |
|------------------------|--|
| Community Integration. | |
|------------------------|--|

© OCN Credit4Learning 2021

| Doc Reference | Version No | Date | Author | Page |
|---------------|------------|------------|--------|--------|
| 117092 | 2.0 Final | 16/12/2021 | CJ | 2 of 3 |

UNIT TITLE: Lifeboat Programme
LEVEL: 2
CREDIT VALUE: 2
UNIT CODE: CAG118

Unit Specification Part 2 – Assessment Arrangements

| Outline of Unit Content | |
|---|--|
| Induction Session plus 6 x 2.5-hour group work sessions Understanding the impact of imprisonment on relationships How to work collaboratively using restorative practice techniques Understanding Mazlow's Hierarchy of Needs and Attachment Theory Working with the Restorative Window Understanding Communication and Empathy Using Restorative Questioning and Problem-Solving techniques Understanding Erikson's Stages of Development Seeking Support and Planning to stay connected | |
| Outline of Proposed Learning Activities/Approach to Delivery | |
| Group Work with up to 12 participants | |
| Outline of Resources/Bibliography (as appropriate) | |
| PowerPoint slides Participant Journal 'With' Cards Flip charts produced by the group | |
| Assessment Methods/Tasks | Assessment Evidence for each Learning Outcome |
| Facilitators observation and Progress Record Questionnaire administered pre and post programme | Participant Journal Flip charts produced by the group Participant Feedback Forms |

© OCN Credit4Learning 2021

| Doc Reference | Version No | Date | Author | Page |
|---------------|------------|------------|--------|--------|
| 117092 | 2.0 Final | 16/12/2021 | CJ | 3 of 3 |