

Level 3 Diploma in Knowledge of Custodial Care (5326-03)

Qualification handbook for centres

QAN: 600/1080/0

www.cityandguilds.com
September 2013
Version 2.0



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Version and date	Change detail	Section
2.0 Sep 2013	Amend wording of rules of combination	Structure
	Removed duplicate rules of combination table in Assessment section	Assessment

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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

Qualification title and level	Level 3 Diploma in Knowledge of Custodial Care
City & Guilds qualification number	5326-03
Qualification accreditation number	600/1080/0
Registration and certification	See the online catalogue/walled garden for last dates

This qualification meets the needs of candidates who work or want to develop career pathways in the custodial care sector. It allows candidates to learn, develop and practise the skills required for employment and/or career progression in the custodial sector. The qualification serves as a technical certificate within the Apprenticeship framework and addresses development issues for lower grade workers who are already working within a custodial environment. The qualification was developed in association with Skills for Justice the SSC for the sector.

1.1 Qualification structure

To achieve the **Level 3 Diploma in Knowledge of Custodial Care** learners must achieve a total of **37 Credits**. **27** credits must come from the seven mandatory units and the remaining credits from at least **1** unit from optional group 1 (minimum **4** credits) and at least **1** unit from optional group 2 (minimum **1** credit). The remaining credits can be achieved from either of the **2** optional groups. The below indicates the unit titles, the credit value, UANs of each unit and whether they are mandatory or optional.

Unit accreditation number (UAN)	City & Guilds unit number	Unit title	Mandatory/optional for full qualification	Credit value
T/601/5818	Unit 201	Understanding recording and reporting in custodial environments	Mandatory	2
R/601/5812	Unit 301	Understanding operating safely in custodial environments	Mandatory	4
D/601/5814	Unit 302	Understanding operating securely in custodial environments	Mandatory	4
J/601/5807	Unit 303	Understanding health and safety in custodial environments	Mandatory	3
H/601/5815	Unit 304	Understanding organisational, legal & moral responsibilities to those in custody	Mandatory	4
L/601/5808	Unit 401	Understanding interpersonal skills in custodial environments	Mandatory	7
T/601/5821	Unit 305	Understanding safer custody	Mandatory	3
Optional Group 1				
R/601/5826	Unit 306	Understanding use of force in custodial environments	Optional	6

Unit accreditation number (UAN)	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
A/601/5822	Unit 307	Understanding searching in custodial environments	Optional	4
Optional Group 2				
A/601/5805	Unit 308	Understanding escorting in custodial environments	Optional	2
L/601/5811	Unit 309	Understanding offending behaviour	Optional	2
J/601/5810	Unit 310	Understanding how to manage people in custody with dependencies and addictions	Optional	3
H/601/5832	Unit 311	Understand working within a court environment	Optional	2
D/601/5831	Unit 202	Understanding the use of radio equipment in custodial environments	Optional	2
H/601/5829	Unit 203	Understanding the use of IT in custodial environments	Optional	1

1.2 Opportunities for progression

On completion of this qualification within the apprenticeship framework candidates may progress into employment in the following job roles:

- Prison Officer
- Officer Level 1
- Officer Level 2
- Prisoner Custody Officer (PCO)
- Detention Custody Officer (DCO)

1.3 Qualification support materials

Publications and resources can be found on the City & Guilds website www.cityandguilds.com

2 Centre requirements

2.1 Approval

This section outlines the approval processes for Centres to offer this qualification and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre guide* and *Providing City & Guilds Qualifications* for further information.

2.2 Resource requirements

Human resources

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

2.3 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

This qualification is only approved for use by candidates who are 18+, and City & Guilds cannot accept any registrations for candidates below this age group.

3 Course design and delivery

3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

3.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

4 Assessment

4.1 Summary of assessment methods

For this qualification, candidates will be required to complete the following assessments:

- **one** assignment for **each** mandatory unit
- **one** assignment for **each chosen** optional unit

City & Guilds provides the following documents:

- Candidate Assessment Pack – (stock code EN-03-5326) – found on the City & Guilds website
- Assignment Answer Pack - (stock code AP-03-5326) – found on the City & Guilds website

Time constraints

The following time constraints must be applied to the assessment of this qualification:

- Centre staff should guide candidates to ensure excessive evidence gathering is avoided. Centres finding that assignments are taking longer, should contact the external verifier for guidance
- All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

4.2 Assignments

Overall principles

Level 2, 3, 4 units	will be assessed by assignments, including research/report tasks and written response questions – these will be internally marked by the centre (ie tutor/assessor)
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4.3 Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification. Please refer to the Skills for Justice Assessment Strategy see their website **www.skillsforjustice.com**

5 Units

Availability of units

The units for this qualification follow. The learning outcomes and assessment criteria are also viewable on the Register of Regulated Qualifications <http://register.ofqual.gov.uk/>

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance

Summary of units

City & Guilds unit number	Title	QCF unit number (UAN)	Credits
201	Understanding recording & reporting in custodial environments	T/601/5818	2
202	Understanding the use of radio equipment in custodial environments	D/601/5831	2
203	Understanding the use of IT in custodial environments	H/601/5829	1
301	Understanding operating safely in custodial environments	R/601/5812	4
302	Understanding operating securely in custodial environments	D/601/5814	4
303	Understanding health & safety in custodial environments	J/601/5807	3
304	Understanding organisational, legal & moral responsibilities to those in custody	H/601/5815	4
305	Understanding safer custody	T/601/5821	3
306	Understanding use of force in custodial environments	R/601/5826	6
307	Understanding searching in custodial environments	A/601/5822	4
308	Understanding escorting in custodial environments	A/601/5805	2
309	Understanding offending behaviour	L/601/5811	2
310	Understanding how to manage people in custody with dependencies and addictions	J/601/5810	3
311	Understand working within a court environment	H/601/5832	2

Unit 201

Understanding recording and reporting in custodial environments

Level: 2
Credit value: 2
UAN: T/601/5818

Unit aim

This unit covers knowledge and understanding of reporting and recording information. Candidates should know about the confidentiality of information. They should know how and why information is reported and recorded and how stored information is used.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know and understand the importance of recording and reporting information
2. Know and understand the legal and organisational requirements in relation to written and recorded information
3. Know and understand the legal and organisational requirements in relation to reported information

Guided learning hours

It is recommended that **8** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to Skills for Justice NOS ZB3.

Support of the unit by a sector or other appropriate body

This unit is endorsed by skills for justice.

Assessment

This unit will be assessed by:

- an assignment covering underpinning knowledge.

Unit 201

Understanding recording and reporting in custodial environments

Outcome 1

Know and understand the importance of recording and reporting information

Assessment Criteria

The learner can:

1. identify **legislation, organisations policies, codes of practice** and guidelines for recording and reporting information
2. explain why recording and reporting of information is necessary in custodial environment
3. explain what information needs to be recorded and reported
4. identify the **roles and responsibilities** in relation to recording and reporting information
5. identify **timescales** for recording and reporting information
6. describe a **range of technology** used in recording and reporting information.

Range

Legislation, organisations policies, codes of practice

HASAWA, National offender Management information system (C-NOMIS), Police National Computer (PNC), National Security Framework (NSF), Local Security Strategy (LSS), Assessment Care in Custody and Teamwork (ACCT), Anti Bullying Scheme (ABS), Data Protection Act, Official Secrets Act

Roles and responsibilities

All are responsible for health and safety, health and safety manager, safer custody manager, suicide prevention co-ordinator, security manager

Timescales

ACCT, use of force, use of special accommodation, incident reporting, Security incident report form (SIO) accident reports, injury report form F213, adjudications

Range of technology

C-NOMIS, planet FM, pin phones

Unit 201

Understanding recording and reporting in custodial environments

Outcome 2

Know and understand the legal and organisational requirements in relation to written and recorded information

Assessment Criteria

The learner can:

1. describe the legal and organisational **policies, codes of practice and guidelines** on confidentiality and storage in relation to recorded information
2. describe the legal and organisational **policies, codes of practice and guidelines** on the security of written and recorded information and access rights
3. describe the types of information that are recorded
4. describe the formats of recording that take place in the custodial environment.

Range

Policies, codes of practice and guidelines (confidentiality and storage)

Human Rights Act, Data Protection Act, Official Secrets Act, Freedom of Information Act, Regulation of Investigatory Powers Act (RIPA) Prison Service orders (PSO) 9025 - Data security, PSO 9010 - Internet security

Policies, codes of practice and guidelines (written and recorded information)

Human Rights Act, Data Protection Act, Official Secrets Act, Freedom of Information Act, Regulation of Investigatory Powers Act (RIPA) PSO 9025 - Data security, PSO 9010 - Internet security

Unit 201

Understanding recording and reporting in custodial environments

Outcome 3

Know and understand the legal and organisational requirements in relation to reported information

Assessment Criteria

The learner can:

1. describe the legal and organisational **policies, codes of practice and guidelines** in relation to the reporting of information
2. describe the organisational procedures for reporting information.

Range

Policies, codes of practice and guidelines

Data Protection Act, open government unit, PSO 8605 - reporting wrongdoing, PSO 1215 - Staff wrongdoing

Unit 201 Understanding recording and reporting in custodial environments

Notes for guidance

Prison Service Orders appear throughout the range within the units of this qualification. Note that they are Acts of Parliament.

Unit 202

Understanding the use of radio equipment in custodial environments

Level: 2
Credit value: 2
UAN: D/601/5831

Unit aim

This unit is about using radio equipment in a custodial environment. Candidates should know and understand how to use the radio network, equipment and systems.

Learning outcomes

There is **one** learning outcome to this unit. The learner will be able to:

1. Know and understand organisational requirements when operating radio equipment

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Skills for Justice NOS CK4

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- an assignment covering underpinning knowledge.

Unit 202

Understanding the use of radio equipment in custodial environments

Outcome 1

Know and understand organisational requirements when operating radio equipment

Assessment Criteria

The learner can:

1. explain the process for checking radio equipment
2. identify the components of a radio network
3. explain the process for joining and leaving the radio network
4. describe the methods used to communicate clearly and accurately over a radio network
5. explain why radio etiquette is important
6. describe how to deal with an emergency incident
7. describe the features and uses of the phonetic alphabet.

Unit 203

Understanding the use of IT in custodial environments

Level: 2
Credit value: 1
UAN: H/601/5829

Unit aim

This unit is about the use of information technology (IT) in custodial environments. Candidates should know and understand the organisational and legal requirements around the use of IT and the different systems and programs that are used.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know and understand organisational and legal requirements in relation to the use of IT
2. Know and understand how different systems are used in the custodial environment

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Skills for Justice NOS FG3.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- an assignment covering underpinning knowledge.

Unit 203

Understanding the use of IT in custodial environments

Outcome 1

Know and understand organisational and legal requirements in relation to the use of IT

Assessment Criteria

The learner can:

1. identify **legislation** on IT security and data protection that applies in custodial environments
2. explain the **security procedures and precautions** for different types of **IT equipment**
3. explain the importance of following organisational procedures in relation to the use of IT.

Range

Legislation

The Data Protection Act, Prison Service Orders (PSO 9020) - Data protection (PSO 9010) - IT security

Security procedures and precautions

Logins, secure passwords, restricted internet access from authorised workstations

IT equipment

Computers, faxes, telephones

Unit 203

Understanding the use of IT in custodial environments

Outcome 2

Know and understand how different systems are used in the custodial environment

Assessment Criteria

The learner can:

1. identify the different IT systems and programs used in the custodial environment
2. explain how the different **IT systems are used**.

Range

How IT systems are used

Records of prisoners, medical records, monitoring phone calls, reporting of incidents, reporting health and safety issues/repairs/damage

Unit 301

Understanding operating safely in custodial environments

Level: 3
Credit value: 4
UAN: R/601/5812

Unit aim

This unit is about the principles and practices behind creating and maintaining a safe operating environment. Candidates should know what the potential risks are to safety and how to reduce/eliminate them.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know and understand the relevant legal and organisational requirements for operating safely
2. Know and understand what manipulation and conditioning is and the context and situations where they can occur
3. Know and understand the organisational requirements in relation to hostage awareness
4. Know and understand organisational policies, codes of practice and procedures in relation to corruption prevention

Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit FD2

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- an assignment covering underpinning knowledge.

Unit 301

Understanding operating safely in custodial environments

Outcome 1

Know and understand the relevant legal and organisational requirements for operating safely

Assessment Criteria

The learner can:

1. describe **legislation** in relation to operating safely
2. describe **organisational policies, procedures and codes of practice** in relation to operating safely.

Range

Legislation

Health and Safety at Work Act (HASAW)

Organisational policies, procedures and codes of practice

Local Security Strategy (LSS), safer custody policy, cell share risk assessment, local health and safety policy

Unit 301

Understanding operating safely in custodial environments

Outcome 2

Know and understand what manipulation and conditioning is and the context and situations where they can occur

Assessment Criteria

The learner can:

1. explain the process of manipulation or conditioning in custodial environments
2. describe the **context and situations** where manipulation or conditioning can happen
3. describe the **methods of conditioning**.

Range

Context and situations

Prisoner on prisoner, prisoner on staff, staff on prisoner, staff on staff, cross gender conditioning

Methods of conditioning

Watch and listen, pick the target, test the target, get closer, creating the split, making the demand

Unit 301

Understanding operating safely in custodial environments

Outcome 3

Know and understand the organisational requirements in relation to hostage awareness

Assessment Criteria

The learner can:

1. identify current and relevant **organisational policies, procedures, codes of practice and guidelines** in relation to hostage situations
2. describe the organisational requirements of staff that are first on the scene, when hostage incidents are identified
3. describe **methods and procedures** that can be used to reduce the risk of hostage taking.

Range

Organisational policies, procedures, codes of practice and guidelines

Prison Service Order (PSO) 1600 – Use of force, Prison service order (PSO) 1400 – Incident management manual, Local Contingency plans

Methods and procedures

Identify potential hostage takers, cell share risk assessment (CSRA), security intelligence, dynamic security

Unit 301

Understanding operating safely in custodial environments

Outcome 4

Know and understand organisational policies, codes of practice and procedures in relation to corruption prevention

Assessment Criteria

The learner can:

1. describe **organisational policies, codes of practice and procedures** in relation to corruption prevention
2. explain what corruption is and the context and situations where it can happen
3. identify the implications of non compliance with organisational policies and procedures on corruption.

Range

Organisational policies, codes of practice and procedures

PSO 1215 – Professional standards preventing and handling staff wrongdoing

Level: 3
Credit value: 4
UAN: D/601/5814

Unit aim

This unit focuses on the principles and practices behind creating and maintaining a secure operating environment. Candidates should know what the potential risks to security are and the ways that these risks can be reduced/eliminated.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know and understand the relevant legislation, organisational processes and procedures for operating securely
2. Understand and be aware of legislation and organisational requirements in relation to security within custodial environments
3. Know and understand legal and organisational requirements in relation to searching
4. Know and understand legislation and organisational requirements in relation to risk assessments

Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit FD2.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- an assignment covering underpinning knowledge.

Unit 302

Understanding operating securely in custodial environments

Outcome 1

Know and understand the relevant legislation, organisational processes and procedures for operating securely

Assessment Criteria

The learner can:

1. identify **legislation, policies, codes of practice** and guidelines for operating securely
2. describe **organisational procedures** for operating securely.

Range

Legislation, policies, codes of practice

National Security Framework, Local Security Strategy (LLS)

Organisational procedures

Rub down searches, counting/observation of prisoners, use of radios, vehicle escorting, CCTV

Unit 302

Understanding operating securely in custodial environments

Outcome 2

Understand and be aware of legislation and organisational requirements in relation to security within custodial environments

Assessment Criteria

The learner can:

1. identify **legislation, policies, codes of practice and guidelines** relating to security within the custodial environments
2. describe **organisational procedures** relating to physical security
3. describe **organisational procedures** relating to dynamic security.

Range

Legislation, policies, codes of practice and guidelines: National Security Framework, LLS, Security Information Report, Incident Reporting System (IRS)

Organisational procedures (physical security)

Accommodation fabric checks, searching (cell searches, vehicle searches, area searches), use of restraints, perimeter checks

Organisational procedures (dynamic security)

Good relations with prisoners, communication with prisoners, constructive regimes

Unit 302

Understanding operating securely in custodial environments

Outcome 3

Know and understand legal and organisational requirements in relation to searching

Assessment Criteria

The learner can:

1. identify **legislation, organisational policies, procedures, codes of practice** and guidelines for searching
2. describe the **methods of searching**
3. describe the types of equipment that are available for use when searching.

Range

Legislation, organisational policies, procedures, codes of practice

National Security Framework (NSF), Local Security Strategy (LSS), Prison Rule 41

Methods of searching

relating to individuals: level A search, level B search, full search, searching of children and babies

relating to accommodation and other areas: cell search, accommodation fabric checks (AFC), use of dogs, vehicle search

Unit 302

Understanding operating securely in custodial environments

Outcome 4

Know and understand legislation and organisational requirements in relation to risk assessments

Assessment Criteria

The learner can:

1. identify **legislation, organisational policies, procedures, codes of practice and guidelines** in relation to risk assessment
2. describe the **roles** and responsibilities of those involved in risk assessment
3. describe the impact that risk assessments have on operating securely.

Range

Legislation, organisational policies, procedures, codes of practice and guidelines:

National Security Framework (NSF), Local Security Strategy (LSS), safe system of work, security risk assessment, Prison Service Order (PSO) 1600 - Control and restraint, Health and Safety at Work Act

Roles

Security, health and safety manager, wing manager, fire officer

Unit 303

Understanding health and safety in custodial environments

Level: 3
Credit value: 3
UAN: J/601/5807

Unit aim

This unit is about the health and safety requirements in custodial environments. Candidates should know about legal and organisational requirements and be able to identify potential hazards and risks

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know and understand the legal duties for health and safety in the workplace
2. Know and understand the organisational policies, codes of practice, guidelines and procedures for health and safety in the workplace
3. Know and understand potential hazards and risks in a custodial environment

Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit AF1.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- an assignment covering underpinning knowledge.

Unit 303

Understanding health and safety in custodial environments

Outcome 1

Know and understand the legal duties for health and safety in the workplace

Assessment Criteria

The learner can:

1. describe **responsibilities for health and safety** as required by the law covering different job roles
2. describe **legislative requirements** of the Health and Safety at Work Act
3. describe **legal requirements** in the workplace for Fire Safety
4. describe **legal requirements** in the workplace for Bullying and Harassment
5. describe **legal requirements** in the workplace for Manual Handling
6. describe **legal requirements** in the workplace for First Aid.

Range

Responsibilities for health and safety

- follow all instructions and procedures to ensure risks of harm are minimised
- use any protective clothing as expected
- act responsibly
- report any dangerous occurrences or accidents to the senior member of staff on duty
- report any avoidable health and safety risks in the environment

Health and Safety legislative requirements relevant to custodial care

Prison Service Order (PSO) 3801- Health and safety, take reasonable care for the health and safety of himself and of other persons who may be affected by his acts or omissions at work

Fire Safety legal requirements relevant to custodial care

PSO 3803 - Fire safety local fire safety policy, nominated person as fire officer, fire risk assessments, fire emergency arrangements (contingency plan), fire detection/fire fighting equipment, fire signage should be in place

Bullying and Harassment legal requirements relevant to custodial care

PSO 2750 - Violence reduction prison service has a responsibility to keep prisoners and staff safe

Manual Handling legal requirements relevant to custodial care

Training of staff/prisoners involved with manual handling

First aid legal requirements relevant to custodial care

Sufficient number of first aiders are appointed and trained, first aiders are available at all times

Unit 303

Understanding health and safety in custodial environments

Outcome 2

Know and understand the organisational policies, codes of practice, guidelines and procedures for health and safety in the workplace

Assessment Criteria

The learner can:

1. describe organisational policies, codes of practice, guidelines and procedures in the workplace for Fire Safety
2. describe organisational policies, codes of practice, guidelines and procedures in the workplace for Bullying and Harassment
3. describe organisational policies, codes of practice, guidelines and procedures in the workplace for Manual Handling
4. explain organisational policies, codes of practice, guidelines and procedures in the workplace for First Aid
5. describe organisational policies, codes of practice, guidelines and procedures in relation to personal presentation in maintaining health and safety in the workplace
6. describe organisational policies, codes of practice, guidelines and procedures in relation to personal behaviour in maintaining health and safety in the workplace.

Unit 303

Understanding health and safety in custodial environments

Outcome 3

Know and understand potential hazards and risks in a custodial environment

Assessment Criteria

The learner can:

1. explain the **hazards and risks** within a custodial environment
2. describe the procedures for dealing with actual or potential hazards and risks in custodial environments
3. explain the importance of dealing with, or promptly reporting, actual or potential hazards and risks.

Range

Hazards and risks

Use and maintenance of machinery or equipment, use of materials or substances, working practices which do not conform to laid down policies, unsafe behaviour, accidental breakages and spillages, environmental factors

Unit 304

Understanding organisational, legal & moral responsibilities to those in custody

Level: 3
Credit value: 4
UAN: H/601/5815

Unit aim

This unit is about knowledge and understanding of responsibilities to those in custody. Candidates should know about the relevant legislation and organisational procedures that apply to those in custody. They should also understand the moral requirements in relation to those in custody.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know and understand the legal responsibilities to those in custody
2. Know and understand moral responsibilities to those in custody
3. Know and understand the organisational policies, codes of practice, guidelines and procedures in relation to those in custody

Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS units AA1, FB1, FB2.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- an assignment covering underpinning knowledge.

Unit 304

Understanding organisational, legal & moral responsibilities to those in custody

Outcome 1

Know and understand the legal responsibilities to those in custody

Assessment Criteria

The learner can:

1. explain the **legislative requirements** of the Human Rights Act
2. describe legal implications of non compliance with the legislative requirements of the Human Rights Act
3. describe the **legislative requirements** relating to equality and diversity
4. describe legal implications of non compliance with the legislative requirements for equality and diversity.

Range

Relevant legislative requirements to those in custody

The right to life, freedom from torture and degrading treatment, freedom from slavery and forced labour, the right to a fair trial, the right to respect for private and family life, freedom of thought, conscience and religion, freedom to express your beliefs, freedom of expression, the right to an education, the right to participate in free elections, the right not to be subjected to the death penalty

Legislative requirements (equality and diversity)

Equality Act 2010 includes: age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex, sexual orientation

Unit 304

Understanding organisational, legal & moral responsibilities to those in custody

Outcome 2

Know and understand moral responsibilities to those in custody

Assessment Criteria

The learner can:

1. explain the benefits of diversity and the promotion of equality
2. describe the forms that discrimination may take and how these manifest themselves
3. describe how inequality and discrimination affects individuals and groups
4. explain how to behave and communicate in ways that:
 - support equality and diversity
 - do not exclude or offend people
 - challenge discrimination effectively
 - respect individuals' differences
 - do not abuse status and power over others
 - recognise the difficulties in communication and language.

Unit 304

Understanding organisational, legal & moral responsibilities to those in custody

Outcome 3

Know and understand the organisational policies, codes of practice, guidelines and procedures in relation to those in custody

Assessment Criteria

The learner can:

1. describe **organisational policies, codes of practice, guidelines and procedures** for promoting equality and diversity
2. describe organisational policies, codes of practice, guidelines and procedures for accepting individuals into custody
3. describe organisational policies, codes of practice, guidelines and procedures for provision of daily care of individuals
4. describe organisational policies, codes of practice, guidelines and procedures for providing the information that individuals are entitled to receive and ensuring it is clear and helpful
5. identify organisational policies, codes of practice, guidelines and procedures for seeking guidance and support when having difficulty promoting equality and valuing diversity
6. describe organisational policies, codes of practice, guidelines and procedures for dealing with actions that undermine equality and diversity and what to do about this.

Range

Organisational policies, codes of practice, guidelines and procedures

These all relate to: Race Relations Act, Human Rights Act and Equality Act

Level: 3
Credit value: 3
UAN: T/601/5821

Unit aim

This unit is about the factors that can compromise the safety of a custodial environment and the methods for dealing with/minimising them.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Know and understand the legal and organisational requirements in relation to promoting a safer custody environment
2. Know and understand theory, guidelines and organisational procedures in relation to suicide/self harm awareness and intervention
3. Know and understand theory, guidelines and organisational procedures in relation to bullying and harassment
4. Know and understand the impact of mental health issues in custodial care environment
5. Know and understand how to record and report involvement with vulnerable people

Guided learning hours

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit GC5, GC1.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- an assignment covering underpinning knowledge.

Unit 305

Outcome 1

Understanding safer custody

Know and understand the legal and organisational requirements in relation to promoting a safer custody environment

Assessment Criteria

The learner can:

1. identify the **legal and organisational responsibilities** for the provision of a safer custody environment
2. describe the characteristics of a safe custody environment
3. identify the **roles and responsibilities** of those that contribute to a safer custody environment.

Range

Legal and organisational responsibilities

Strategies in place to cover dynamic security, problem solving, effective risk management, addressing organisational and environmental factors, behaviour management for particular individuals

Roles and responsibilities

Safer custody is everybody's responsibility, safer custody manager, Assessment, Care in Custody and teamwork (ACCT) assessors, peer support, suicide prevention co-ordinator

Unit 305

Outcome 2

Understanding safer custody

Know and understand theory, guidelines and organisational procedures in relation to suicide/self harm awareness and intervention

Assessment Criteria

The learner can:

1. identify the **signs** that can indicate a risk of suicide/self harm
2. explain the procedures that staff should go through if they identify a suicide/self harm risk
3. describe the **factors** that can cause a suicide/self harm attempt
4. describe procedures for minimising the risk of suicide/self harm.

Range

Signs

Statement of intent, history, withdrawal, suspicious items - ligature, tablets, razor

Factors

Mental health issues, first time in custody, drug addiction, family issues, bullying

Unit 305

Outcome 3

Understanding safer custody

Know and understand theory, guidelines and organisational procedures in relation to bullying and harassment

Assessment Criteria

The learner can:

1. identify the **signs** that can indicate that an individual is subject to abuse
2. identify the **signs** that someone is likely to commit abuse
3. explain the procedures that staff should go through if they suspect/identify cases of abuse
4. describe procedures for minimising the risk of abuse.

Range

Signs (of abuse)

Suicide/self-harm attempt, cry for help (anonymous notes etc), withdrawal from social contact, lack of personal possessions, unexplained injuries, damage to property, debt

Signs (of individuals likely to commit of abuse)

Aggressive behaviour, targeting individuals, racist and homophobic tendencies, observation of behaviour – e.g. frequent visits to other prisoners

Unit 305

Outcome 4

Understanding safer custody

Know and understand the impact of mental health issues in custodial care environment

Assessment Criteria

The learner can:

1. identify **common indicators of mental health problems** that might be encountered in the custodial setting
2. explain how mental health problems **affect individuals' behaviour**, communication and understanding of what is happening
3. explain the effect of the custodial environment on individuals' mental health and the particular effect it might have on existing mental health problems.

Range

Common indicators of mental health problems

History of mental health problems, paranoia, withdrawal, bizarre behaviour, attention seeking, anxiety

Affect individuals' behaviour

Confusion, paranoia, extremes of behaviour from extremely compliant to sudden aggression

Unit 305

Outcome 5

Understanding safer custody

Know and understand how to record and report involvement with vulnerable people

Assessment Criteria

The learner can:

1. explain the **legal and organisational responsibilities** for recording and reporting involvement with **vulnerable people**
2. describe the different types and methods of reporting and recording that are used and the context and situations that they should be used
3. explain the importance of recording and reporting involvement with **vulnerable people**.

Range

Legal and organisational responsibilities

Legal: to comply with relevant legislation

Organisational: duty of care

Vulnerable people

Individuals at risk of self-harm, suicide and abuse; individuals with personality disorders/mental health issues, juveniles, sex offenders

Unit 306

Understanding use of force in custodial environments

Level: 3
Credit value: 6
UAN: R/601/5826

Unit aim

This unit is about the use of force in custodial environments. Candidates should know about theories, legal and organisational responsibilities and implications and consequences of using force.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Know and understand legal and organisational requirements in relation to use of force
2. Know and understand legal and organisational requirements in relation to the use of restraints
3. Know and understand when to use force
4. Know and understand the medical implications in relation to the use of force
5. Know and understand organisational requirements in relation to use of force and restraints

Guided learning hours

It is recommended that **50** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit FF3.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- an assignment covering underpinning knowledge.

Unit 306

Understanding use of force in custodial environments

Outcome 1

Know and understand legal and organisational requirements in relation to use of force

Assessment Criteria

The learner can:

1. identify **legal and organisational legislation**, policies, codes of practice and guidelines in relation to use of force
2. explain the organisations Conflict Resolution model
3. describe the impact factors that determine the options and level of force to be used in conflict/intervention situations
4. explain why the use of force may be necessary in custodial environments.

Range

Legal and organisational legislation

Prison Service Order (PSO) 1600 - use of force, Prison Rule 47, Young offenders' institution (YOI) 50 - use of force, Criminal law Act 1967 section 3.1, Human rights Act 1998, Common law

Unit 306

Understanding use of force in custodial environments

Outcome 2

Know and understand legal and organisational requirements in relation to the use of restraints

Assessment Criteria

The learner can:

1. identify **legal and organisational legislation**, policies, codes of practice and guidelines in relation to the use of restraints
2. identify the types of restraint that are used in the organisation
3. describe the context and situations where different types of restraint may be appropriate
4. describe the organisational procedures for recording the use of restraints.

Range

Legal and organisational legislation

The security manual, PSO 1600 - use of force, PSO 1700 - in relation to body belts and special accommodation

Unit 306

Understanding use of force in custodial environments

Outcome 3

Know and understand when to use force

Assessment Criteria

The learner can:

1. explain the organisations procedures in relation to the use of force
2. identify the **situations** where the application of use of force techniques may be appropriate
3. describe the **legal and organisational legislation, policies codes of practice** and procedures in relation to excessive use of force.

Range

Situations

Threat to life, threat to security, threat to safety

Legal and organisational legislation, policies codes of practice

Prison Service Order (PSO) 1600 - use of force, Young offenders institution (YOI) 50 -use of force
Criminal law Act 1967 section 3.1, Human rights Act 1998, Common law, Prison rule 47

Unit 306

Understanding use of force in custodial environments

Outcome 4

Know and understand the medical implications in relation to the use of force

Assessment Criteria

The learner can:

1. explain the possible medical implications in relation to the use of force
2. describe the symptoms of medical conditions in relation to the use of force.

Unit 306

Understanding use of force in custodial environments

Outcome 5

Know and understand organisational requirements in relation to use of force and restraints

Assessment Criteria

The learner can:

1. explain the organisational procedures for recording and reporting the use of force and restraints
2. identify the **reports and documentation** that are used for recording the use of force and restraints.

Range

Reports and documentation

PSO 1600 - use of force, PSO 1700 - in relation to body belts and special accommodation, F213 injury form, incident form

Unit 307

Understanding searching in custodial environments

Level: 3
Credit value: 4
UAN: A/601/5822

Unit aim

This unit is about searching in a custodial environment. Candidates should know and understand the legislation and organisational requirements and the procedures to use when searching.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know and understand the legal and organisational requirements for searching
2. Know and understand the procedures for searching

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit CK5.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- an assignment covering underpinning knowledge.

Unit 307

Understanding searching in custodial environments

Outcome 1

Know and understand the legal and organisational requirements for searching

Assessment Criteria

The learner can:

1. identify the **legal and organisational authority** for carrying out searches of individuals and operating environments
2. explain the purpose of searching individuals, and operating environments
3. explain the importance of respecting individuals and their property during searches
4. explain the **conditions** required for searching individuals
5. explain the purpose of obtaining a declaration for individuals about any unauthorised/prohibited items.

Range

Legal and organisational authority

National Security Framework (NSF), Local Security Strategy (LSS), Prison Rule 41

Conditions

Same sex, out of sight of other prisoners, safe conditions

Unit 307

Understanding searching in custodial environments

Outcome 2

Know and understand the procedures for searching

Assessment Criteria

The learner can:

1. describe the methods and limitations of different **search procedures for individuals** and **different operating environments**
2. identify types of equipment used in searching and when it should be used
3. describe methods that can be used to hide items
4. explain the planning process for searching operating environments
5. describe methods that can be used by individuals to hide themselves or others
6. describe how to deal with unauthorised/prohibited items.

Range

Search procedures for individuals

Level A, level B, full search, children and babies

Different operating environments

Vehicles, accommodation, other areas

Level: 3
Credit value: 2
UAN: A/601/5805

Unit aim

This unit is about escorting individuals to different locations. Candidates should know and understand the organisational procedures before and during escorting including the roles and responsibilities.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know and understand the organisational procedures used to prepare for escorting
2. Know and understand the organisational procedures for escorting individuals to different types of locations
3. Know and understand how to maintain individual's welfare during an escort

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit FE1.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- an assignment covering underpinning knowledge.

Unit 308

Understanding escorting in custodial environments

Outcome 1

Know and understand the organisational procedures used to prepare for escorting

Assessment Criteria

The learner can:

1. explain the **factors** to consider for confirming the suitability of escorts
2. describe **policies, guidelines and procedures** in relation to the roles and responsibilities when escorting
3. explain the **resources** available when escorting and the **checks** that are necessary.

Range

Factors

Risk assessments, security intelligence, medical history

Policies, guidelines and procedures

National Security Framework, Local Security Strategy (LSS), Prison Service Order (PSO) 6200 - transfer of prisoners, PSO 1025 - Person Escort Record (PER)

Resources

Suitable vehicle, staffing, physical restraints, medical record, prisoner's record, person escort record (PER), risk assessment, escape pack, route form, gate pass, mobile phone

Checks

Identify prisoner, check documentation, physical checks of restraints before leaving establishment, check suitability of vehicle (safety and comfort)

Unit 308

Understanding escorting in custodial environments

Outcome 2

Know and understand the organisational procedures for escorting individuals to different types of locations

Assessment Criteria

The learner can:

1. identify the different types of escort
2. explain the security and restraint procedures that should be used when escorting to different locations
3. identify the risk factors associated with security when transferring individuals to courts and other environments
4. explain the importance of clear communication with colleagues before and during the escort
5. identify the particular needs of different **types of individuals** when being escorted
6. explain circumstances which contribute to actual or potential breaches of security.

Range

Types of individuals

Adult male, adult female, young offender, juvenile, those with mental health issues, those with disabilities

Unit 308

Understanding escorting in custodial environments

Outcome 3

Know and understand how to maintain individual's welfare during an escort

Assessment Criteria

The learner can:

1. identify the **types of guidance and support** that individuals may need in different operating environments
2. explain the procedures for exchanging information with authorised representatives of other organisations.

Range

Types of guidance and support

Emotional support, physical comfort, medical support

Level: 3
Credit value: 2
UAN: L/601/5811

Unit aim

This unit is about offending behaviour. Candidates should know and understand the basic characteristics of offending behaviour and the factors that can increase or decrease the chance of individuals' offending/re-offending.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know and understand what offending behaviour is
2. Know and understand factors which contribute to sentence planning
3. Know and understand methods for reducing re-offending

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit EC1.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- an assignment covering underpinning knowledge.

Unit 309

Outcome 1

Understanding offending behaviour

Know and understand what offending behaviour is

Assessment Criteria

The learner can:

1. identify the **types of offending behaviour**
2. identify factors which contribute to offending behaviour
3. describe the systems that are in place to prevent offending behaviour
4. explain the different characteristics of offending behaviour that may be displayed by a particular group such as:
 - young people
 - adults
 - males
 - females.

Range

Types of offending behaviour

Versatile offending associated with a marginal lifestyle: anger, aggression, violence, sex, drugs, mental health

General violence: wounding, aggressive property offending

Non-violent: property especially burglary, fraud, general theft, petty theft, wide ranging car crime, vehicle theft, shoplifting, trust violation

Unit 309

Outcome 2

Understanding offending behaviour

Know and understand factors which contribute to sentence planning

Assessment Criteria

The learner can:

1. identify the **factors** that are considered when sentence planning
2. explain how a sentence plan can influence offending behaviour.

Range

Factors

PSO 2205 - Offender Assessment and Sentence Management (OASys), nature of the offence, behaviour in custody, probation reports, likelihood of re-offending, risk of serious harm, danger to the public

Unit 309

Outcome 3

Understanding offending behaviour

Know and understand methods for reducing re-offending

Assessment Criteria

The learner can:

1. describe the **interventions** used to reduce re-offending
2. explain the importance of considering the impact of crime on victims in relation to helping someone address their offending behaviour.

Range

Interventions

Offending behaviour programmes, drug strategy and treatment, thinking skills programme, Sex Offenders Treatment Programme (SOTP), education programmes, preparation for work, Detention of Serious Personality Disorders (DSPD), physical education, therapeutic communities

Unit 310

Understanding how to manage people in custody with dependencies and addictions

Level: 3
Credit value: 3
UAN: J/601/5810

Unit aim

This unit is about understanding how to manage individuals with dependencies and addictions in a custody environment. Candidates should know the legal and organisational requirements and understand how to support individuals with dependencies and addictions.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know and understand the legal requirements in relation to addiction
2. Know and understand organisational requirements in relation to managing people with dependencies and addictions
3. Know and understand how to support individuals with dependencies and addictions

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit GE11.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- an assignment covering underpinning knowledge.

Unit 310

Understanding how to manage people in custody with dependencies and addictions

Outcome 1

Know and understand the legal requirements in relation to addiction

Assessment Criteria

The learner can:

1. identify **legislation** in relation to dealing with people with dependencies and addictions
2. describe the consequences of not complying with legislation.

Range

Legislation

National Drug Strategy, National Offender Management Service (NOMS) drug strategy, establishment drug strategies

Prison Service Order (PSO) 3630 - Counselling assessment referral advice and through care (CARAT) Services

PSO 3601 - Mandatory drug testing (MDT)

PSO 3550 - Clinical services for substance misuse

Unit 310

Understanding how to manage people in custody with dependencies and addictions

Outcome 2

Know and understand organisational requirements in relation to managing people with dependencies and addictions

Assessment Criteria

The learner can:

1. identify the different types of **dependencies and addictions** that people in custody may have
2. explain the **risks** associated with different types of dependencies and addictions
3. explain the **methods/strategies** used to manage different dependencies and addictions.

Range

Dependencies and addictions

Dependencies: psychological and physical dependencies

Addictions: alcohol, drug of choice

Risks

Overdose, withdrawal, mental health problems (dual diagnosis), security problems, paranoia leading to aggression

Methods/strategies

Clinical services-detoxification and/or maintenance, Integrated Drug Treatment System (IDTS), CARAT services, drug treatment programmes, links to community agencies, Drug Intervention Programme (DIP), Drug Action Teams (DAT's)

Unit 310

Understanding how to manage people in custody with dependencies and addictions

Outcome 3

Know and understand how to support individuals with dependencies and addictions

Assessment Criteria

The learner can:

1. explain the variables that can have an effect on upon relationships, life-style, recreation and leisure activities, physical and emotional health
2. describe **difficulties** that are likely to arise in attempting to support individuals with dependencies and addictions and identify strategies and methods for alleviating them
3. identify the resources available to support individuals with dependencies and addictions
4. explain the importance of acknowledging individuals' rights to make decisions regarding their dependencies and addictions.

Range

Difficulties

Lack of engagement, peer pressure, lack of programme availability

Unit 311

Understand working within a court environment

Level: 3
Credit value: 2
UAN: H/601/5832

Unit aim

This unit is about the knowledge required when working within court environments. Candidates should be aware of the relevant legislation and procedures and protocols that are used.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know and understand the legal and organisational requirements when working within a court environment
2. Know and understand the procedures for working within a court environment

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Skills for Justice NOS FE1.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- an assignment covering underpinning knowledge.

Unit 311

Understand working within a court environment

Outcome 1

Know and understand the legal and organisational requirements when working within a court environment

Assessment Criteria

The learner can:

1. identify **legal and organisational, policies, codes of practice and guidelines** in relation to working within courts
2. explain why it is important to follow the requirements for working in courts.

Range

Legal and organisational, policies, codes of practice and guidelines

National Security Framework (NSF), Local Security Strategy (LSS)

Unit 311

Understand working within a court environment

Outcome 2

Know and understand the procedures for working within a court environment

Assessment Criteria

The learner can:

1. describe the types of **needs** and **risks** that individuals have in a new environment and how to respond to these correctly
2. explain the procedures that should be followed when an actual or potential breach of security is identified
3. describe the particular needs of women and young people in other environments and how to meet these
4. explain the types of **guidance and support** that individuals may need in court and how to provide it
5. describe the roles and responsibilities when working in a court environment
6. explain the importance of effective working relationships with other organisations and how to maintain these
7. identify the officials and the protocols that are used in the court environment
8. describe **different components** of the court environment
9. describe why it is useful to familiarise with the environment
10. explain what happens as a result of the verdict being announced.

Range

Needs

Increased supervision

Risks

Potential increased suicide risk

Guidance and support

Legal (allow visits), emotional (verbal and written), court procedures (verbal before and after sentence), medical, Social Services, Probation

Different components

Cells, legal visits area, dock, court room

Unit 401

Understanding interpersonal skills in custodial environments

Level: 4
Credit value: 7
UAN: L/601/5808

Unit aim

This unit is about how candidates interact with other individuals and groups. Candidates should know how their behaviours can impact on others and understand the principles of using behaviour to communicate effectively.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know and understand the principles which impact on individual and group needs
2. Know and understand how behaviour, communication and interpersonal skills affect individual's expectations
3. Know and understand organisational policies and procedures for dealing with conflict

Guided learning hours

It is recommended that **60** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit AB1.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- an assignment covering underpinning knowledge.

Unit 401

Understanding interpersonal skills in custodial environments

Outcome 1

Know and understand the principles which impact on individual and group needs

Assessment Criteria

The learner can:

1. identify the **differences** in working in a custodial role with a range of individuals and groups
2. explain what is meant by **individual and group needs** and how these are formed
3. describe how to balance the needs of individuals and groups with the policies and procedures of the organisation.

Range

Differences between individuals and groups

Environment, group dynamics, levels of security and safety, confidentiality

Individual and group needs

Diversity, meeting individual and group needs, disability, language barriers, peer pressure

Unit 401

Understanding interpersonal skills in custodial environments

Outcome 2

Know and understand how behaviour, communication and interpersonal skills affect individual's expectations

Assessment Criteria

The learner can:

1. describe how your behaviour affects the expectations of individuals and groups
2. identify different types of **non verbal communication** and their **impact**
3. explain the **interpersonal skills** which can be used to achieve a range of expectations
4. identify possible **barriers to effective communication** and **how these can be overcome**.

Range

Impact of non verbal communication

Positive open body language/ maintaining eye contact/listening - these will build trust and demonstrate respect

Closed body language/no eye contact – these will result in lack of trust, lack of respect, violence

Interpersonal skills

Behaviour: assertive, aggressive, submissive, concealed aggressive

Communication: speaking, tone of voice, body language, watching, listening

Barriers to effective communication

Closed body language, sensory impairments, learning disabilities, mental health problems, cultural, language, lack of interest, disrespect, prejudice, emotional issues, social differences, environmental issues i.e. lack of privacy

How these can be overcome

Use of signer, written and verbal support mechanisms for interpreting, access to mental health services, multi faith chaplaincy services, race relations officer

Unit 401

Understanding interpersonal skills in custodial environments

Outcome 3

Know and understand organisational policies and procedures for dealing with conflict

Assessment Criteria

The learner can:

1. identify how behaviour prevents conflict with individuals and groups
2. describe **techniques** for dealing with conflict
3. describe the **factors** that need to be considered when finding a solution to conflict
4. identify solutions to conflicts and complaints
5. describe how the use of record keeping systems help manage and support the conflict process.

Range

Techniques

De-escalating, separation, personal protection, investigation, mediation, empathising, control and restraint

Factors

Safety, prevent escalation, background and understanding

Appendix 1 Relationships to other qualifications

Links to other qualifications and frameworks

The mapping to National Occupational Standards is provided as guidance and is included in each unit of this qualification. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a QCF qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL.

Literacy, language, numeracy and ICT skills development

This qualification includes opportunities to develop and practise many of the skills and techniques required for success in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales (from September 2010).

There might also be opportunities to develop skills and/or portfolio evidence if candidates are completing any Key Skills alongside this qualification.

Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- ***Walled Garden***: how to register and certificate candidates on line
- ***Qualifications and Credit Framework (QCF)***: general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- ***Events***: dates and information on the latest Centre events
- ***Online assessment***: information on how to register for GOLA assessments

City & Guilds
Skills for a brighter future



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Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> • Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> • Re-issue of password or username • Technical problems • Entries • Results • GOLA • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business@cityandguilds.com	<ul style="list-style-type: none"> • Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> • Logbooks • Centre documents • Forms • Free literature

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: **feedbackandcomplaints@cityandguilds.com**

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