

# Level 3 Award in Understanding the Support Needs of Prisoners' Families (7442- 03)

DECEMBER 2011 Version 1.0



## Qualification at a glance

<b>Subject area</b>	Understanding the support needs of prisoners' families
<b>City &amp; Guilds number</b>	7442
<b>Age group approved</b>	18+
<b>Entry requirements</b>	None
<b>Assessment</b>	Portfolio of evidence
<b>Fast track</b>	Available
<b>Support materials</b>	Centre handbook Distance learning materials
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 3 Award in Understanding the support needs of prisoners' families	7442-03	600/3915/2



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# 1 Introduction



This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	For candidates whose work may bring them into contact with prisoners' families, including prison staff, probation teams, children's centre workers, school staff, play workers, health visitors, youth workers and family intervention teams.
What does the qualification cover?	It allows candidates to gain knowledge of the support needs of prisoners' families.
Who did we develop the qualification with?	Action for Prisoners' Families
What opportunities for progression are there?	<p>This Award offers CPD opportunities for a wide range of practitioners and volunteers and links to::</p> <ul style="list-style-type: none"> <li>• Level 2 and 3 NVQ Certificate and Diploma in Custodial Care (8434)</li> <li>• Level 3 Diploma in Knowledge of Custodial Care (5326)</li> </ul>

## Structure

To achieve the Level 3 Award in Understanding the support needs of prisoners' families, learners must achieve the mandatory unit (3 credits).

Level 3 Award in Understanding the support needs of prisoners' families			
Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b> R/503/6181	301	Understanding the support needs of prisoners' families	3

## 2 Centre requirements



### Approval

If your Centre is approved to offer the qualification Level 2/3 NVQ Certificate/Diploma in Custodial Care (8434) or the Level 3 Diploma in Knowledge of Custodial Care (5326) you can apply for the Level 3 Award in Understanding the Support Needs of Prisoners' Families (7442) approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

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

### Resource requirements

#### Centre staffing

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

- be occupationally competent or technically knowledgeable in the area for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

## Assessors and internal verifiers

All assessors must:

1. be occupationally competent. This means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. They will have gained their occupational competence working within the Justice/Community Safety sector or within an appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the candidate they are assessing. However, centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal quality assurance process to minimise the possibility of collusion between candidates and assessors.
2. be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification units they are assessing as a practitioner, trainer or manager.
3. be familiar with the qualification units; and must be able to interpret and make judgements on current working practices and technologies within the area of work
4. maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector. These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector

Assessors who are assessing NVQs should hold or be working towards the appropriate assessor qualification as approved, and specified by the Regulatory Authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities.

Approved centres will be required to provide the Awarding Organisation with current evidence of how each assessor meets these requirements; for example, certificates of achievement, testimonials, references or any other relevant records. Where an assessor is working towards the qualification for assessing NVQs, Awarding Organisations must require that assessment decisions are countersigned by another assessor who holds the qualification for assessing NVQs. The assessor holding the qualification for assessing NVQs must meet the criteria laid out in points 1 and 2 above.

Where a new qualification is being introduced and there are not sufficient occupationally competent assessors to meet the countersignatory requirements as above, centres may use assessors who are not occupationally competent for up to 18 months from introduction of the qualification. Any such arrangements should be agreed with the Awarding Organisation and be monitored through the external quality assurance process.

Internal Verifiers must:

1. be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk critical nature of the work and the legal implications of the assessment process, they must understand the nature and context of the assessors' work and that of their candidates. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the standards. Those conducting internal quality assurance must also sample the assessment process and resolve differences and conflicts on assessment decisions.
2. understand the content, structure and assessment requirements for the qualification they are verifying
3. maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice/Community Safety sector. These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.
4. for NVQs, those persons responsible for internal quality assurance should hold or be working towards the appropriate qualification as approved, and specified by, the Regulatory Authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities.
5. occupy a position in the organisation that gives them the authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessment practice, and carry out all the other important roles of internal quality assurance.
6. have an appropriate induction to Justice/Community Safety qualifications that they are quality assuring, provided to them by the Centre, and have access to ongoing training and updates on current issues relevant to these qualifications.

Information on the induction and continuing professional development of carrying out internal quality assurance must be made available to the Awarding Organisation through its external verification process.

Where those responsible for internal quality assurance are working towards the appropriate qualification as approved, and specified by, the regulatory authorities, achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. Where the person responsible for internal quality assurance is working towards a qualification, Awarding Organisations must require that their quality assurance decisions are counter-signed by another person who holds the qualification for internally quality assurance of NVQs. The person holding the qualification for internal quality assurance of NVQs may or may not meet the criteria laid down in point 1 above. Such arrangements should be agreed with the Awarding Organisation and be monitored through the external quality assurance process.

### **Continuing professional development (CPD)**

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

## **Candidate entry requirements**

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

## **Age restrictions**

City & Guilds cannot accept any registrations for candidates under 18 as this qualification is not approved for under 18s.





## 3 Delivering the qualification

### Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification
- access issues to the internet.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Support materials

The following resources are available for this qualification:

Description	How to access
Action for Prisoners' Families Trainers' Guides	City & Guilds website and Action for Prisoners' Families website: <a href="http://www.prisonersfamilies.org.uk/">http://www.prisonersfamilies.org.uk/</a>

### Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.



## 4 Assessment

### Assessment of the qualification

Candidates must:

- successfully complete a portfolio of evidence for the mandatory unit

### Time constraints

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

- Candidates must finish their assessment within six months

### Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds qualifications*).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds qualifications*, in the *Directory of qualifications*, and is also available from the City & Guilds Customer Relations department.

Access to qualifications on the Qualifications Credit Framework is open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

### Access to assessment

City & Guilds' guidance and regulations on access to assessment are designed to facilitate access to assessments and qualifications for candidates who are eligible for adjustments to assessment arrangements.

Access arrangements are designed to allow attainment to be demonstrated. For further information, please see *Access to assessment and qualifications*, available on the City & Guilds website.



## 5 Unit

### Structure of unit

The unit has the following:

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

<b>UAN:</b>	R/503/6181
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	<p>The unit maps to the National Occupational Standards (NOS) for Youth Justice/Resettlement of Offenders and the NOS for Custodial Care. The specific NOS this unit relates to are:</p> <ul style="list-style-type: none"> <li>• GB12 - Work with families and carers towards addressing individuals' problematic behaviour, elements 1 (Establish effective relationships with families and carers) and 2 (Maintain effective relationships with families and carers).</li> </ul> <p>And to a lesser extent:</p> <ul style="list-style-type: none"> <li>• EA7 Visit families to identify the factors impacting upon problematic behaviour, element 1 (organise visits to families and carers)</li> <li>• FH2 – Develop and maintain effective working relationships with the families of individuals held in custody, elements 1 (Establish and maintain effective working relationships with the families of individuals in custody) &amp; 2 (Work with family members to achieve positive outcomes for individuals in custody)</li> <li>• GA7 - Communicate and engage with children, young people, and their families and carers, elements 1 (Build empathy with children, young people, their families and carers) &amp; 3 (Share information with those that need it)</li> </ul>
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Justice the Sector Skills Council for Justice, Community Safety and Legal Services.
<b>Aim:</b>	This unit focuses on prisoners as people, the lives and families outside of prison and on the impact that imprisonment has on those close to offenders.

<b>Learning outcome</b>
The learner will: 1. understand the impact of imprisonment on prisoners' families
<b>Assessment criteria</b>
The learner can: 1.1 explain the impact of imprisonment on prisoners' families 1.2 describe typical examples of the emotional, practical and psychological effects of imprisonment on the families of prisoners

<b>Learning outcome</b>
The learner will: 2. understand the prison system
<b>Assessment criteria</b>
The learner can: 2.1 explain the prisoner's journey through the criminal justice system 2.2 outline the prison experience for a diverse range of prisoners and their families

<b>Learning outcome</b>
The learner will: 3. understand the support needs of prisoners' families
<b>Assessment criteria</b>
The learner can: 3.1 identify specific issues for those with a family member in prison 3.2 analyse the barriers to achieving positive outcomes when there is a family member in prison 3.3 explain how to work with family members to help achieve positive outcomes for individuals in custody

<b>Learning outcome</b>
The learner will: 4. understand the needs and wishes of prisoners' families
<b>Assessment criteria</b>
The learner can: 4.1 explain the importance of knowledge about the needs and wishes of prisoners' families 4.2 critically analyse how knowledge about prisoners' families needs and wishes can be applied to provide better support for families 4.3 evaluate the ways in which own practice demonstrates respect, consideration and positive regard for prisoners' families

<b>Learning outcome</b>
The learner will: 5. understand how to improve the coordination of services to provide more effective support for those affected by the imprisonment of a family member
<b>Assessment criteria</b>
The learner can: 5.1 critically reflect on how joint assessment and information sharing processes can be used to support prisoners' families 5.2 evaluate the use of a range of agencies and resources to support prisoners' families

<b>Learning outcome</b>
The learner will: 6. understand how to improve own practice in supporting prisoners' families
<b>Assessment criteria</b>
The learner can: 6.1 reflect on own practice in working with prisoners' families 6.2 identify improvements that can be made to own practice 6.3 develop a plan to implement improvements in practice as a result of reflections

# Appendix 1 Relationships to other qualifications

## Links to other qualifications

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that candidates completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

This qualification has connections to the:

- Level 2/3 NVQ in Custodial Care (8434)
- Level 3 Diploma in Knowledge of Custodial Care (5326)

## Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales – see [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw)



## 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](http://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.

**Our Quality Assurance Requirements** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**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:** how to register for GOLLA/e-volve assessments.



## Useful contacts

<b>UK learners</b> General qualification information	T: +44 (0)844 543 0033 E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <a href="mailto:business@cityandguilds.com">business@cityandguilds.com</a>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## **City & Guilds Group**

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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**City & Guilds**  
**1 Giltspur Street**  
**London EC1A 9DD**  
**T +44 (0)844 543 0000**  
**F +44 (0)20 7294 2413**  
**[www.cityandguilds.com](http://www.cityandguilds.com)**

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