

# Level 2 NVQ Certificate in Custodial Care (8434-02)

Qualification handbook for centres  
600/0932/9



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# **Level 2 NVQ Certificate in Custodial Care (8434-02)**

## **Qualification handbook for centres**



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# 1 Introduction to the qualification

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

<b>Qualification title and level</b>	Level 2 NVQ Certificate in Custodial Care
<b>City &amp; Guilds qualification number</b>	8434-02
<b>Qualification accreditation number</b>	600/0932/9
<b>Last registration date</b>	29/02/2016
<b>Last certification date</b>	29/02/2018

This qualification meets the needs of candidates working as prison offices and forms an integral part of the training and probationary period for new officers. This is a key qualification for those working in HM prisons and the private custodial care sector. It provides valuable accreditation of skills and knowledge for candidates and is likely to form part of an apprenticeship programme. The qualification was developed in association with the SSC Skills for Justice and replaces the current City & Guilds Level 2 NVQ in Custodial Care which expires on 31/03/2011.

## 1.1 Qualification structure

To achieve the Level 2 NVQ Certificate in Custodial Care, learners must achieve **14** credits from the mandatory units and a minimum of **9** credits from the optional units available, of which this must come from a minimum of 4 units.

The table below illustrates the unit titles, the credit value of each unit and the title of the qualification which will be awarded to candidates successfully completing the required combination of units and credits.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Mandatory/ optional for full qualification</b>	<b>Credit value</b>
F/602/5736	Unit 201	Minimise and deal with disruptive and obstructive behaviour	Mandatory	3
Y/601/5312	Unit 301	Equality and diversity	Mandatory	6
K/502/7986	Unit 303	Ensure your own actions reduce risks to health and safety	Mandatory	2
F/601/2419	Unit 343	Contribute to the quality of team working	Mandatory	3
L/601/3668	Unit 202	Search vehicles in a custodial context	Optional	2
M/602/5716	Unit 203	Search individuals, premises and surrounding areas	Optional	3
T/602/5717	Unit 204	Contribute to the security of the custodial environment	Optional	5
F/602/2643	Unit 205	Drive vehicles to carry out custodial duties	Optional	2

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Mandatory/ optional for full qualification</b>	<b>Credit value</b>
F/602/5719	Unit 206	Assist in the control of incidents and emergencies	Optional	3
F/602/5722	Unit 207	Contribute to the adjudication process	Optional	3
L/602/5724	Unit 208	Contribute to planning the installation and decommissioning of electronic monitoring equipment	Optional	3
R/602/5725	Unit 209	Install and decommission electronic monitoring equipment	Optional	3
Y/602/5726	Unit 210	Help people to comply with electronic monitoring requirements	Optional	3
H/602/5728	Unit 211	Identify electronic monitoring incidents and initiate a response	Optional	3
K/602/5729	Unit 212	Follow up electronic monitoring incidents in the field	Optional	3
H/602/5731	Unit 213	Maintain security using screening equipment	Optional	2
M/602/5733	Unit 214	Contribute to preparing and implementing voice verification monitoring	Optional	3
A/602/5735	Unit 215	Establish and maintain voice verification monitoring in the field	Optional	3
R/602/5739	Unit 216	Research, prepare and present information from a variety of sources	Optional	2
J/602/5740	Unit 217	Provide effective customer service	Optional	2
L/602/5741	Unit 218	Enter and find data using a computer	Optional	2
D/503/3753	Unit 220	Maintain security at entry and exit points	Optional	3

## 1.2 Opportunities for progression

On completion of this qualification candidates may progress into employment or to the following City & Guilds qualification:

- City & Guilds Level 3 NVQ Diploma in Custodial Care (8434-03)

## 1.3 Qualification support materials

Publications and resources can be found on the City & Guilds Website [www.cityandguilds.com](http://www.cityandguilds.com)



## 2 Centre requirements

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.

### **Centres already offering City & Guilds qualifications in this subject area**

Current centres approved to offer the City & Guilds Level 2 NVQ in Custodial Care (7434-02) will be granted automatic approval for the new City & Guilds Level 2 NVQ Certificate in Custodial Care (8434-02).

### **2.1 Resource requirements**

#### **Human resources**

Staff delivering this qualification must be able to demonstrate that they meet the requirements of the Skills for Justice Assessment Strategy. The Assessment Strategy is applicable to competency-based qualifications within the Justice/Community Safety sector. For qualifications that use SVQ or NVQ in the title, Skills for Justice is working in compliance with the 'Additional Requirements for Qualifications that use the title NVQ within the QCF', which is an agreement between the Alliance of Sector Skills Councils, the Joint Council for Qualifications and the Federation of Awarding Bodies.

#### **Skills for Justice Assessment Strategy**

Skills for Justice believes that the occupational expertise of assessors, expert witnesses and those responsible for external/internal quality assurance is one of the key factors underpinning valid, fair and reliable assessment. The integrity and professionalism of assessors, expert witnesses and those responsible for quality assurance are of paramount importance. Centres must ensure that staff whose role is assessment or quality assurance are given sufficient time to carry out their role effectively.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never 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 S/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 S/NVQs, Awarding Organisations must require that assessment decisions are countersigned by another assessor who holds the qualification for assessing S/NVQs. The assessor holding the qualification for assessing S/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 S/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 S/NVQs. The person holding the qualification for internal quality assurance of S/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.

Expert Witnesses must:

1. be occupationally competent. This means that each expert witness must, according to current sector practice, be competent in the functions covered by the units to which they are contributing. They will have gained their occupational competence working within the Justice sector or within an appropriate occupational sector.
2. 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 may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.
3. 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 unit that they are witnessing as a practitioner, trainer or manager.
4. be familiar with the qualification unit; and must be able to interpret current working practices and technologies within the area of work
5. have had an appropriate induction to the Justice/Community Safety qualifications, the assessment centre and Awarding Organisation requirements, and have access to ongoing training and updating on current issues relevant to these qualifications or qualification units.

### **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.

## **2.2 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 19+, 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:

- a portfolio of evidence for each unit.

### Time constraints

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

- Candidates must be assessed within the registration period of the qualification

### 4.2 Evidence requirements

Arrangements for simulation must comply with the Skills for Justice Assessment Strategy as stated below.

### 4.3 Recording forms

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

City & Guilds endorses several ePortfolio systems. Further details are available at:  
**[www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios)**.

*N/SVQ Recording forms* are available on the City & Guilds website.

Although it is expected that new centres will 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.

### 4.4 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](http://www.skillsforjustice.com)**

### 4.5 Simulation

Assessment in a simulated environment should only be used in the following circumstances:

1. where evidence in the workplace will not be demonstrated within an acceptable time frame.
2. where the nature of the work activity presents high risk/danger to the candidate and others, for example, personal safety

Simulations must be agreed between the representative from the Awarding Organisation who is responsible for external quality assurance and with the person who is responsible for internal quality assurance in the assessment centre, prior to use.

**All simulations should follow these basic principles:**

1. A centre's overall strategy for simulation must be examined and approved by the person from the Awarding Organisation who is responsible for external quality assurance.
2. The nature of the contingency and the physical environment for the simulation must be realistic and candidates should be given no indication as to exactly what contingencies they may come across.
3. Where simulations are used they must reflect the requirements of the qualification units.
4. The location and environment of simulation must be agreed with the person responsible for internal quality assurance, prior to taking place and be checked by the Awarding Organisation's representative responsible for external quality assurance.
5. All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans.
6. There should be a range of simulations to cover the same aspect of a unit so that the risk of candidates successfully colluding is reduced.

## 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

### Summary of units

City & Guilds unit number	Title	QCF unit number (UAN)	Credits
201	Minimise and deal with disruptive and obstructive behaviour	F/602/5736	3
202	Search vehicles in a custodial context	L/601/3668	2
203	Search individuals, premises and surrounding areas	M/602/5716	3
204	Contribute to the security of the custodial environment	T/602/5717	5
205	Drive vehicles to carry out custodial duties	F/602/2643	2
206	Assist in the control of incidents and emergencies	F/602/5719	3
207	Contribute to the adjudication process	F/602/5722	3
208	Contribute to planning the installation and decommissioning of electronic monitoring equipment	L/602/5724	3
209	Install and decommission electronic monitoring equipment	R/602/5725	3
210	Help people to comply with electronic monitoring requirements	Y/602/5726	3
211	Identify electronic monitoring incidents and initiate a response	H/602/5728	3

<b>City &amp; Guilds unit number</b>	<b>Title</b>	<b>QCF unit number (UAN)</b>	<b>Credits</b>
212	Follow up electronic monitoring incidents in the field	K/602/5729	3
213	Maintain security using screening equipment	H/602/5731	2
214	Contribute to preparing and implementing voice verification monitoring	M/602/5733	3
215	Establish and maintain voice verification monitoring in the field	A/602/5735	3
216	Research, prepare and present information from a variety of sources	R/602/5739	2
217	Provide effective customer service	J/602/5740	2
218	Enter and find data using a computer	L/602/5741	2
220	Maintain security at entry and exit points	D/503/3753	3
301	Equality and diversity	Y/601/5312	6
303	Ensure your own actions reduce risks to health and safety	K/502/7986	2
343	Contribute to the quality of team working	F/601/2419	3



## Unit 201

## Minimise and deal with disruptive and obstructive behaviour

**Level:** 2  
**Credit value:** 3  
**UAN:** F/602/5736

### Unit aim

This unit is about acting in a way that does not provoke disruptive and obstructive behaviour, for example by use of language, actions and gestures. It also covers defusing situations and protecting yourself when dealing with people who become disruptive and obstructive, by withdrawing, if necessary, from a threatening situation.

This unit applies to operational staff working with individuals who may become disruptive or obstructive.

### Learning outcomes

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

1. Understand the requirements and procedures for minimising and dealing with disruptive and obstructive behaviour
2. Be able to help to prevent disruptive and obstructive behaviour
3. Be able to deal with disruptive and obstructive behaviour

### Guided learning hours

It is recommended that **15** 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 of assessment relates directly to Minimise and deal with disruptive and obstructive behaviour (approved as National Occupational Standard) unit GC8.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.

### Assessment

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. Individuals must demonstrate they have minimised and dealt with disruptive and obstructive behaviour within any legal and organisational guidelines.

## Unit 201

## Minimise and deal with disruptive and obstructive behaviour

### Outcome 1

Understand the requirements and procedures for minimising and dealing with disruptive and obstructive behaviour

#### Assessment Criteria

The learner can:

1. explain the importance of showing respect for people, their property and their rights, and how to do so
2. give examples of behaviour and language that may inflame a situation
3. explain the interpretation and use of body language
4. describe the principles of risk assessment and its application to own work context
5. explain the importance of planning how you will leave a situation if there is a physical risk, and how to do so
6. give examples of the main signs that a situation could lead to disruptive and obstructive behaviour, and how to recognise these
7. give examples of the types of constructive behaviour to take to defuse situations
8. identify own organisation's procedures in regard to dealing with disruptive and obstructive behaviour
9. describe own legal responsibilities in regard to dealing with disruptive and obstructive behaviour
10. describe the implications for own working environment of someone becoming disruptive and obstructive
11. describe safe and appropriate defensive, withdrawal or intervention techniques
12. identify the reports that have to be made and records that have to be kept when someone becomes disruptive and obstructive

## **Unit 201**

## **Minimise and deal with disruptive and obstructive behaviour**

### **Outcome 2**

Be able to help to prevent disruptive and obstructive behaviour

#### **Assessment Criteria**

The learner can:

1. communicate with people in a way that:
  - shows respect for them, their property and their rights
  - is appropriate to them
  - is free from discrimination and oppressive behaviour
2. explain clearly what is expected of them
3. explain clearly own role and what has to be done
4. minimise all actions or words that could trigger disruptive and obstructive behaviour.

## **Unit 201**

## **Minimise and deal with disruptive and obstructive behaviour**

### **Outcome 3**

Be able to deal with disruptive and obstructive behaviour

#### **Assessment Criteria**

The learner can:

1. establish when a situation is leading to disruptive and obstructive behaviour
2. establish as far as possible the cause of the behaviour
3. assess whether there are immediate actions that can be taken to reduce the risk of disruptive and obstructive behaviour
4. take action that:
  - is unlikely to make the situation worse
  - is consistent with your organisation's policies and procedures, and your legal responsibilities
5. take appropriate action to deal with a situation if there is a risk of disruptive and obstructive behaviour
6. take action in a way that minimises the risk of injury to yourself and others
7. report action and account for your intervention

**Level:** 2  
**Credit value:** 2  
**UAN:** L/601/3668

### Unit aim

This unit is about searching all types of passenger and goods vehicles using manual and electronic equipment.

### Learning outcomes

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

1. Understand the requirements for searching vehicles
2. Be able to prepare to search vehicles
3. Be able to search vehicles for unauthorised items and people

### 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 of assessment relates directly to Search vehicles in a custodial context (approved as National Occupational Standard) unit CK3.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice

### Assessment

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

## **Unit 202**

### **Outcome 1**

## **Search vehicles in a custodial context**

Understand the requirements for searching vehicles

### **Assessment Criteria**

The learner can:

1. identify the legal and organisational requirements relating to carrying out vehicle searches
2. explain the procedures for recording and checking information about the vehicle, driver, passengers, contents, origin, destination and purpose
3. identify the signs of suspicious behaviour by drivers or passengers that could be suspicious
4. explain how to assess risks to security and safety posed by different kinds of vehicles and contents
5. describe the range of search methods and equipment that could be used to search a vehicle
6. describe the operation and maintenance of equipment used in vehicle searches
7. explain the procedures for dealing with unauthorised items and people discovered during searches.

## **Unit 202**

### **Outcome 2**

## **Search vehicles in a custodial context**

Be able to prepare to search vehicles

### **Assessment Criteria**

The learner can:

1. confirm and record the vehicle, its driver, passengers, contents, origin, destination and purpose
2. carry out a preliminary check of the vehicle and the conduct of the people inside
3. assess the risks presented by the vehicle
4. select the most effective and efficient method of searching the vehicle.

## **Unit 202 Search vehicles in a custodial context**

Outcome 3      Be able to search vehicles for unauthorised items and people

### **Assessment Criteria**

The learner can:

1. ensure the vehicle is parked in a designated search area
2. select and use equipment and techniques appropriate to the type of vehicle and the assessed level of risk
3. search the vehicle and its contents thoroughly in accordance with organisational procedures
4. deal with unauthorised items and people according to legal and organisational requirements
5. complete and process documentation relating to completed searches



## Unit 203

## Search individuals, premises and surrounding areas

**Level:** 2  
**Credit value:** 3  
**UAN:** M/602/5716

### Unit aim

This unit is about searching areas, premises and surrounding areas. The unit also covers carrying out rub-down searches and using electronic equipment to search people. Those with whom searches are being conducted may have special needs, be unco-operative and/or present varying levels of security risk. Also, they may have language or other communication difficulties.

This applies to operational staff who have to carry out straightforward searches as part of their duties.

### Learning outcomes

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

1. Understand the principles and procedures for searching individuals, premises and surrounding areas
2. Be able to carry out rub-down and electronic searches
3. Be able to search premises and surrounding areas

### 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 of assessment relates directly to Search individuals, premises and surrounding areas (approved as National Occupational Standard) unit CK4

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice

### Assessment

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Individuals must demonstrate they have searched individuals, premises and surrounding areas within any legal and organisational guidelines

## Unit 203

## Search individuals, premises and surrounding areas

### Outcome 1

Understand the principles and procedures for searching individuals, premises and surrounding areas

#### Assessment Criteria

The learner can:

1. list the legal and organisational requirements for carrying out searches of people, areas and property
2. give examples of how to recognise and deal with unidentified and unauthorised items that you may find during searches
3. describe how to correctly complete the different types of documentation
4. define the reasons and methods used to inform the individual about the search procedure
5. explain the reasons for dealing with:
  - unauthorised individuals, ensuring respect for their rights
  - correspondence and written materials claimed to be confidential
6. give examples of methods that can be used to hide items:
  - about the body
  - in clothing
  - in footwear
7. explain the importance of procedures for:
  - defining the search area
  - moving individuals to a secure area for the duration of searches
8. give examples of how to obtain suitable types of search equipment to search premises and surrounding areas
9. give examples of how to obtain different types of expert assistance
10. describe how to identify problems individuals have with language and communication
11. define the correct conditions for searching individuals when:
  - same sex searching:
  - authorisation may be needed
  - having other personnel present
  - distance is required from other individuals
12. explain the procedures and limitations of correctly:
  - carrying out search with due respect for the individual's rights, dignity and comfort
  - using electronic search equipment
13. explain your organisations health and safety procedures for:
  - searching premises and surrounding areas
  - searching individuals
14. explain the reasons for asking the individual to declare any unauthorised items
15. give examples of how to effectively identify and search areas and spaces that may be used to conceal:
  - people
  - items
  - substances

## **Unit 203**

## **Search individuals, premises and surrounding areas**

### **Outcome 2**

Be able to carry out rub-down and electronic searches

#### **Assessment Criteria**

The learner can:

1. check the conditions for the search meet legal and organisational requirements
2. check any equipment being used is operational and correctly calibrated
3. take appropriate action if there are communication difficulties identified
4. inform individuals clearly about the search procedure
5. ask individuals to declare any unauthorised items that they may have
6. apply the appropriate techniques to carry out the search thoroughly and efficiently
7. conduct the search in a way that respects individuals' rights, dignity and comfort
8. deal correctly with unauthorised items

## Unit 203

## Search individuals, premises and surrounding areas

### Outcome 3

Be able to search premises and surrounding areas

#### Assessment Criteria

The learner can:

1. demonstrate the application of organisational procedures before and during searches
2. establish the search areas correctly
3. conduct a search of areas and spaces with the potential for hiding unauthorised people, items and substances
4. arrange for expert assistance as required to access potential hiding places
5. use the correct search equipment for the areas being searched
6. deal correctly with unauthorised items and substances
7. complete all relevant records and documentation accurately
8. maintain confidentiality regarding the search and the location

## Unit 204

## Contribute to the security of the custodial environment

**Level:** 2  
**Credit value:** 5  
**UAN:** T/602/5717

### Unit aim

This unit is about monitoring and maintaining the security of people within the custodial environment – including during visits from those outside and in routine and emergency situations. Monitoring includes direct observation and the use of monitoring equipment such as CCTV. The unit also covers moving people routinely and during emergencies. As an individual you may be dealing with the physical security risk personally, isolating it or simply reporting it to others. Those being monitored may have special needs, be uncooperative and/or present varying levels of security risk. This unit applies to operational staff working in custodial environments that have limited responsibilities for security and control.

### Learning outcomes

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

1. Understand the requirements and procedures for contributing to the security of the custodial environment
2. Be able to maintain the physical security of the custodial environment
3. Be able to monitor and maintain the security of individuals during normal activities
4. Be able to maintain security during the movement of individuals within the custodial environment
5. Be able to maintain security during visits

### 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 relates directly to Contribute to the security of the custodial environment (approved as National Occupational Standard) unit FD1

### Support of the unit by a sector or other appropriate body

This unit of assessment is endorsed by Skills for Justice, the Sector Skills Council for Justice

### Assessment

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. Individuals must demonstrate they have contributed to the security of the custodial environment within any legal and organisational guidelines

## Unit 204

## Contribute to the security of the custodial environment

### Outcome 1

Understand the requirements and procedures for contributing to the security of the custodial environment

#### Assessment Criteria

The learner can:

1. describe the importance and procedures of ensuring physical security in the custodial environment
2. describe the procedures to check the condition of parts of the environment that could present a security risk
3. identify those authorised and not authorised to be in the security areas in area of own work
4. explain how temporary structures can present a particular security risk and how to monitor them effectively
5. explain the importance and procedures for:
6. minimising disruption while dealing with security risks
7. monitoring the activities of people in the custodial environment
8. explain your organisation's contingency plans for dealing with security risks and breaches
9. describe the correct procedures to follow when they identify that events present a security risk
10. give examples of situations in which they may and may not monitor communications
11. explain how to use CCTV and other types of technology to monitor individuals
12. give examples of the types of faults that may occur with equipment
13. explain the importance of reporting faults immediately
14. explain the authorisation required to move people within the custodial environment(s), when it is necessary, and how to obtain it
15. explain own organisation's procedures to use during routine and emergency movements of individuals
16. explain the importance of maintaining order and discipline, especially during an emergency
17. explain how to check the individuals are present at all stages of the procedure and what to do if they are not
18. explain your organisation's reporting procedures during the movement of individuals, and for incidents and emergencies
19. explain own organisation's procedures for:
  - identifying visitors and confirming the nature and purpose of their visit
  - procedures for searching individuals and visitors
20. give examples of when it may be necessary to search visitors and the procedures to follow for each type of visitor
21. explain the procedures that individuals and visitors must follow during visits, and how to provide them with the necessary information and guidance
22. explain how to deal with the types of behaviour that would be unacceptable or present a security risk
23. give examples of items that people should not exchange during visits, methods they could use to do so and how to identify and deal with these
24. explain the rights of individuals and visitors and how to uphold these.

## Unit 204

## Contribute to the security of the custodial environment

### Outcome 2

Be able to maintain the physical security of the custodial environment

#### Assessment Criteria

The learner can:

1. conduct routine and non-routine security checks correctly
2. demonstrate they remain constantly alert to possible security risks
3. check that all security areas are clear of unauthorised individuals and items
4. take action appropriate to the level of risk for security risks, if they identify or suspect a breach in security
5. respond correctly to emergency situations
6. take action to minimise disruption to normal operations while an emergency or security risk is dealt with
7. produce and distribute all required documentation correctly within required timescales

## **Unit 204**

## **Contribute to the security of the custodial environment**

### **Outcome 3**

Be able to monitor and maintain the security of individuals during normal activities

#### **Assessment Criteria**

The learner can:

1. report and take action for faults they identify with the monitoring systems
2. use surveillance systems to monitor the activity of individuals and the movement of vehicles in the custodial environment
3. identify suspicious events, investigate and assess their level of risk, and take correct action
4. monitor and report individuals' communications ensuring this does not affect individuals' rights
5. identify and report changes in individuals' behaviour, routines and circumstances promptly to the responsible colleague
6. demonstrate that individuals are treated courteously and their rights are upheld at all times
7. produce and store accurate, complete and legible records



## **Unit 204**

## **Contribute to the security of the custodial environment**

### **Outcome 4**

Be able to maintain security during the movement of individuals within the custodial environment

#### **Assessment Criteria**

The learner can:

1. obtain the required authorisation for the movement of individuals
2. check you have the sufficient resources available for the movement of individuals
3. seek advice from senior management where they have concerns over resources
4. suggest improvements clearly, constructively and at an appropriate time and place
5. maintain order and discipline while upholding the rights of individuals
6. maintain the safety and security of the individuals, self and other staff during the movement of individuals
7. confirm all individuals are present at each key stage of the movement and take appropriate corrective action if they are not
8. report any notifiable incidents and events to the responsible colleague promptly
9. produce and distribute required documentation accurately within correct timescales

## Unit 204

## Contribute to the security of the custodial environment

### Outcome 5

Be able to maintain security during visits

#### Assessment Criteria

The learner can:

1. identify individuals and confirm your information about the purpose of their visit is complete and accurate
2. search individuals and visiting areas correctly
3. provide individuals with accurate and complete information and guidance about the procedures they must follow
4. deal with behaviour that is unacceptable or presents a security risk
5. deal with any attempts to exchange unauthorised items
6. deal correctly with any visits exceeding the agreed period
7. demonstrate you treat individuals courteously, upholding their rights at all times
8. produce and distribute required documentation accurately within agreed timescales.

**Level:** 2  
**Credit value:** 2  
**UAN:** F/602/2643

**Unit aim**

This unit is about driving a vehicle safely, legally and efficiently. It covers route planning, checking the vehicle and its associated equipment for condition before a journey and parking. It also covers dealing with contingencies including: vehicle malfunction or breakdown, adverse driving conditions, congestion, aggressive road users, accidents and emergencies and other significant delays.

This unit applies to custodial care staff who drive official vehicles. This includes field staff working for an electronic monitoring organisation or operational support staff.

**Learning outcomes**

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

1. Understand the principles of driving vehicles to carry out custodial duties
2. Know and understand responsibilities and procedures in driving vehicles to carry out custodial duties
3. Know how to drive vehicles to carry out custodial duties
4. Be able to check the vehicle and prepare for the journey
5. Be able to operate and control the vehicle safely and efficiently

**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 of assessment relates directly to Drive vehicles to carry out custodial duties (approved as National Occupational Standard) unit FE3

**Support of the unit by a sector or other appropriate body**

This unit of assessment is endorsed by Skills for Justice, the Sector Skills Council for Justice

**Assessment**

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. Individuals must demonstrate they have driven vehicles to carry out custodial duties within their organisational guidelines.

## **Unit 205**

### **Outcome 1**

## **Drive vehicles to carry out custodial duties**

Understand the principles of driving vehicles to carry out custodial duties

### **Assessment Criteria**

The learner can:

1. explain the principles of defensive driving
2. explain the importance of reporting significant delays
3. explain why it is necessary to drive the vehicle in a way that is fuel efficient and minimises damage and wear

## **Unit 205 Drive vehicles to carry out custodial duties**

Outcome 2      Know and understand responsibilities and procedures in driving vehicles to carry out custodial duties

### **Assessment Criteria**

The learner can:

1. identify the vehicle safety requirements that are the responsibility of the driver under the law
2. describe the vehicle and other records that need to be kept up-to-date, and how to do so
3. identify who to seek additional directions from when necessary
4. give examples of the main warning signs that the vehicle is not operating correctly and how to deal correctly with these
5. give examples of your responsibilities:
  - in the event of an accident and other types of emergencies
  - for parking, valeting and securing the vehicle when they have finished using it

## **Unit 205**

### **Outcome 3**

## **Drive vehicles to carry out custodial duties**

Know how to drive vehicles to carry out custodial duties

### **Assessment Criteria**

The learner can:

1. describe the key principles of the Highway Code as it applies to different types of vehicles driven
2. describe how to lift and handle materials safely.

## Unit 205

### Outcome 4

## Drive vehicles to carry out custodial duties

Be able to check the vehicle and prepare for the journey

### Assessment Criteria

The learner can:

1. ensure you maintain:
  - possession of a valid license to drive the vehicle
  - the correct authorisation to use the vehicle
2. make sure all relevant aspects of the vehicle meet legal and organisational requirements
3. carry out any minor maintenance correctly, according to own role and responsibilities
4. report any maintenance needs that cannot be dealt with, according to own role and responsibilities
5. load the vehicle and stow tools and equipment safely and correctly
6. establish the destination and plan the most efficient route, taking account of the time of day and other circumstances
7. arrange sufficient fuel for the planned journey
8. complete all required records clearly and accurately.

## **Unit 205**

### **Outcome 5**

## **Drive vehicles to carry out custodial duties**

Be able to operate and control the vehicle safely and efficiently

### **Assessment Criteria**

The learner can:

1. follow the designated route, identifying and correcting any navigation errors
2. carry out all manoeuvres in a safe and controlled manner
3. demonstrate compliance with all legal requirements
4. drive the vehicle in a way that is fuel efficient and minimises wear and damage
5. respond correctly to actual or potential road hazards
6. take prompt, correct action in the event of incidents relating to:
  - the vehicle
  - driving conditions
  - other emergencies
7. demonstrate consideration for other road users
8. park the vehicle safely, and securely



## Unit 206

## Assist in the control of incidents and emergencies

**Level:** 2  
**Credit value:** 3  
**UAN:** F/602/5719

### Unit aim

This unit is about following all the correct procedures when dealing with incidents and emergencies in the custodial environment.

This unit applies to all operational staff in custodial environments who have limited responsibilities for dealing with incidents and emergencies

### Learning outcomes

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

1. Understand the requirements and procedures for assisting in the control of incidents and emergencies
2. Be able to make an initial response to incidents and emergencies
3. Be able to help to control incidents and emergencies

### 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 relates directly to Assist in the control of incidents and emergencies (approved as National Occupational Standard) unit FF1

### Support of the unit by a sector or other appropriate body

This unit of assessment is endorsed by Skills for Justice, the Sector Skills Council for Justice

### Assessment

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Individuals must demonstrate they have contributed to assisting in the control of incidents and emergencies within any legal and organisational guidelines.

## Unit 206

## Assist in the control of incidents and emergencies

### Outcome 1

Understand the requirements and procedures for assisting in the control of incidents and emergencies

#### Assessment Criteria

The learner can:

1. give examples of the types of incidents and emergencies that may occur, and organisational procedures you should follow when making an initial response
2. describe how to identify when an incident or emergency is happening or about to happen
3. explain the importance of communicating clearly and accurately, and of following organisational procedures when responding to an incident or emergency
4. explain how to judge when a situation may be about to escalate and the action you can take to limit this
5. explain the organisational procedures for:
  - reporting the incident or emergency at an early stage
  - controlling different types of incidents and emergencies
6. describe the importance of effective team work in an emergency situation
7. explain own role and responsibilities in controlling an incident or emergency, and what roles other staff will play
8. describe the procedures for using force in an incident or emergency and the importance of only using reasonable force
9. give examples of contingency plans for a range of incidents and emergencies and your role in these

## **Unit 206**

## **Assist in the control of incidents and emergencies**

### **Outcome 2**

Be able to make an initial response to incidents and emergencies

### **Assessment Criteria**

The learner can:

1. make an initial response to incidents and emergencies
2. obtain and check all the available information about the incident or emergency
3. communicate with all those involved in a way that is appropriate to the situation and follows organisational procedures
4. take appropriate and prompt action to prevent the situation escalating
5. establish individuals' involvement in the incident or emergency
6. report the situation clearly and accurately to the responsible colleague and hand over control at an appropriate point

## **Unit 206**

## **Assist in the control of incidents and emergencies**

### **Outcome 3**

Be able to help to control incidents and emergencies

#### **Assessment Criteria**

The learner can:

1. establish the roles of self and other staff involved, and carry out own responsibilities safely, effectively and efficiently
2. deal appropriately with individuals who are not involved
3. take action to prevent escalation of the incident or emergency
4. maintain the rights of the individuals involved
5. implement contingency plans correctly and hand over control to others as required
6. record and report information relevant to the incident or emergency that could be used for future action
7. arrange instructions and requests to others in line with organisational procedures

**Level:** 2  
**Credit value:** 3  
**UAN:** F/602/5722

### Unit aim

This unit is about preparing for the adjudication process and providing relevant evidence. It can cover offences both against people and property.

This unit applies to operational staff working in custodial environments who are required to contribute to adjudications.

### Learning outcomes

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

1. Understand the principles of adjudication
2. Understand the legal and organisational requirements and priorities in regard to adjudication
3. Know how to contribute to the adjudication process
4. Be able to prepare for adjudication
5. Be able to take part in the adjudication process

### 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 of assessment relates directly to Contribute to the adjudication process (approved as National Occupational Standard) unit FF4

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice

### Assessment

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Individuals must demonstrate they have contributed to the adjudication process within their organisational guidelines

## **Unit 207**

### **Outcome 1**

## **Contribute to the adjudication process**

### **Understand the principles of adjudication**

#### **Assessment Criteria**

The learner can:

1. describe the adjudication process and your role and responsibilities in relation to it
2. explain the importance of the adjudication process being fair and impartial
3. explain the principles of natural justice
4. explain the conventions of the adjudication process.

## **Unit 207**

### **Outcome 2**

## **Contribute to the adjudication process**

Understand the legal and organisational requirements and priorities in regard to adjudication

### **Assessment Criteria**

The learner can:

1. describe the different types of offences that require adjudication
2. describe the relevant parts of the adjudication process that the people involved must understand
3. describe the procedures for collecting and dealing with evidence
4. describe the correct way to deal with witnesses
5. describe procedures for handling evidence
6. select the records you must complete for the adjudication process.

## **Unit 207**

### **Outcome 3**

## **Contribute to the adjudication process**

Know how to contribute to the adjudication process

### **Assessment Criteria**

The learner can:

1. describe the appropriate way to inform people about charges against them
2. describe how to make sure the charges are justified
3. describe how to ensure that the people involved understand the relevant parts of the adjudication process.



## **Unit 207**

### **Outcome 4**

## **Contribute to the adjudication process**

Be able to prepare for adjudication

### **Assessment Criteria**

The learner can:

1. identify correctly offences that require adjudication
2. establish that the charges are justifiable and verified
3. collate and deal with all the available evidence relevant to the offence
4. act in a way that is objective and impartial and upholds the individual's rights throughout the process
5. complete required documentation clearly and accurately, and forward it to the responsible colleague within agreed timescales.

## **Unit 207**

### **Outcome 5**

## **Contribute to the adjudication process**

Be able to take part in the adjudication process

### **Assessment Criteria**

The learner can:

1. provide evidence that is clear, truthful and meets the needs of the adjudication process
2. follow agreed procedures when handling physical evidence
3. follow the agreed conventions of the adjudication process
4. answer questions accurately and in a way that will assist the adjudication process to reach a fair decision

## Unit 208

# Contribute to planning the installation and decommissioning of electronic monitoring equipment

**Level:** 2  
**Credit value:** 3  
**UAN:** L/602/5724

### Unit aim

This unit is about receiving notifications for electronic monitoring, checking them to make sure they are accurate and complete, inputting and storing the information correctly and then passing it on to the appropriate people in your organization.

This unit applies to administrative and other staff working in electronic monitoring control centres.

### Learning outcomes

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

1. Understand the requirements and procedures for contributing to planning the installation and decommissioning of electronic monitoring equipment
2. Be able to receive, enter and store notifications
3. Be able to prepare and communicate information for implementing notifications

### 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 of assessment relates directly to Install and decommission electronic monitoring equipment (approved as National Occupational Standard) unit FG1

### Support of the unit by a sector or other appropriate body

Skills for Justice, the Sector Skills Council for Justice

### Assessment

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Individuals must demonstrate they have installed and decommissioned electronic monitoring equipment within any legal and organisational guidelines.

## Unit 208

## Contribute to planning the installation and decommissioning of electronic monitoring equipment

### Outcome 1

Understand the requirements and procedures for contributing to planning the installation and decommissioning of electronic monitoring equipment

### Assessment Criteria

The learner can:

1. describe the legal requirements that apply to the range and types of notifications implemented by own organisation
2. describe the types of communication system covered by the notification
3. give examples of how the different types of notification must be dealt with and within what timescales
4. describe the information that must be present on a notification
5. describe own organisations procedures for:
  - inputting information about notifications, and how to follow these
  - storing the notification, and why these are important
6. identify the information that needs to be compiled to implement an order, and how to do this
7. identify the person(s) in your organisation that you must pass information on to concerning notifications
8. describe the information they must pass on and the format in which it should be provided
9. describe why they must check information about notifications and make sure it is correct, clear and complete
10. describe different types of problems they may have with information on notifications, and how to deal with them
11. describe the types of queries they may get about notifications, and how you should deal with these

## **Unit 208**

## **Contribute to planning the installation and decommissioning of electronic monitoring equipment**

### **Outcome 2**

Be able to receive, enter and store notifications

#### **Assessment Criteria**

The learner can:

1. check the notification promptly when it arrives
2. check the information on the notification is complete, legible and correctly authorised
3. check the information appears to be correct
4. deal correctly with any information that is unclear, missing or possibly incorrect
5. enter the information accurately on the system
6. store the notification correctly and securely for future action and archiving.

## Unit 208

## Contribute to planning the installation and decommissioning of electronic monitoring equipment

### Outcome 3

Be able to prepare and communicate information for implementing notifications

#### Assessment Criteria

The learner can:

1. compile all the information necessary to assist the implementation of the order
2. communicate the information:
  - to the correct people
  - about the notification, within specified timescales
3. produce all the necessary information clearly and accurately
4. complete all necessary administrative arrangements for installing and de-installing communication systems within agreed timescales
5. deal with any queries about the notification efficiently and effectively.

## Unit 209

## Install and decommission electronic monitoring equipment

**Level:** 2  
**Credit value:** 3  
**UAN:** R/602/5725

### Unit aim

This unit is about installing and decommissioning electronic monitoring equipment on a specified site for a designated individual. It will include dealing with those who have communication and language difficulties.

This unit applies to field staff working for electronic monitoring organisations.

### Learning outcomes

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

1. Understand the requirements and procedures for installing and decommissioning electronic monitoring equipment
2. Be able to establish contact with the individual to be monitored
3. Be able to set up and test electronic monitoring equipment
4. Be able to decommission electronic monitoring 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 of assessment relates directly to Install and decommission electronic monitoring equipment (approved as National Occupational Standard) unit FG2

### Support of the unit by a sector or other appropriate body

Skills for Justice, the Sector Skills Council for Justice

### Assessment

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Individuals must demonstrate they have installed and decommissioned electronic monitoring equipment within any legal and organisational guidelines.

## Unit 209

## Install and decommission electronic monitoring equipment

### Outcome 1

Understand the requirements and procedures for installing and decommissioning electronic monitoring equipment

#### Assessment Criteria

The learner can:

1. describe own responsibilities for implementing the legal requirements for the range and types of electronic monitoring
2. describe how each must be dealt with and within what timescales
3. describe the information that they must have in order to carry out an installation
4. describe the procedures to follow if:
  - information is unclear or incomplete
  - the person is of the opposite sex or a young person
  - a person has special communications needs
5. give examples of the different types of sites in which equipment may need to be installed, and the equipment and other arrangements they must make for different sites
6. give examples of the types of hazards and risks they may face when installing equipment, and how to assess and respond correctly to these
7. describe the importance of identifying the person to be monitored, and how to do so
8. describe when you would need to make contact with other family members, and how to do so
9. describe how to introduce themselves, and the procedures they should follow to prove own identity
10. describe the importance of checking the information they have been given about the person and the site, and what to do if the information is no longer correct or if monitoring is not possible.
11. describe the paperwork that the person to be monitored must receive, and how to make sure it is correctly completed
12. describe how to choose locations for the monitoring unit that are convenient and likely to provide the most efficient monitoring
13. give examples of how to work in a way that minimises disruption or damage, and why this is important
14. describe how to check that the range is correct and that the equipment is functioning correctly
15. describe the procedures for booking on and off site
16. describe how the communication systems work and standard procedures for configuration and testing
17. describe the records and reports that need to be completed, and how to do so



## Unit 209

## Install and decommission electronic monitoring equipment

### Outcome 2

Be able to establish contact with the individual to be monitored

#### Assessment Criteria

The learner can:

1. arrive at the site at the agreed time and report this correctly
2. carry out an initial assessment of the situation and take action accordingly
3. obtain all the necessary equipment appropriate to the job and the site, and arrange other personnel present where relevant to the individual being monitored and any special communications needs
4. identify the individual being monitored, using the correct procedures
5. introduce themselves to everyone present and establish an effective working relationship
6. explain the electronic monitoring agreement to the individual being monitored, and check that they understand its meaning and sign the document, if applicable.

## **Unit 209**

## **Install and decommission electronic monitoring equipment**

### **Outcome 3**

Be able to set up and test electronic monitoring equipment

### **Assessment Criteria**

The learner can:

1. select the equipment most suitable to the type of site and monitoring context
2. install the monitoring unit in a location that will be most convenient and efficient for the site, minimising disruption or damage
3. fit the personal identification device to the individual being monitored, taking due care for their comfort and dignity
4. set the range and verify that the equipment and set-up is functioning correctly
5. report the completion of the task and process records correctly

## **Unit 209**

## **Install and decommission electronic monitoring equipment**

### **Outcome 4**

Be able to decommission electronic monitoring equipment

#### **Assessment Criteria**

The learner can:

1. remove the personal identification device from the individual being monitored with due respect for their comfort and dignity
2. remove the monitoring unit and all other equipment from the site with a minimum of disruption and damage
3. check all equipment for damage
4. report the completion of the task and process records correctly.

## Unit 210

## Help people to comply with electronic monitoring requirements

**Level:** 2  
**Credit value:** 3  
**UAN:** Y/602/5726

### Unit aim

This unit is about giving the necessary advice and support to people who are being electronically monitored, and additionally to their families. It will include dealing with those who have communication and language difficulties.

This unit applies to field staff working for electronic monitoring organisations.

### Learning outcomes

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

1. Understand the requirements and procedures for helping people to comply with electronic monitoring requirements
2. Be able to induct people into electronic monitoring
3. Be able to provide ongoing support during the monitoring period

### 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 of assessment relates directly to Help people to comply with electronic monitoring requirements (approved as National Occupational Standard) unit FG3

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice

### Assessment

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Individuals must demonstrate they have helped people to comply with electronic monitoring requirements within any legal and organisational guidelines

## Unit 210

## Help people to comply with electronic monitoring requirements

### Outcome 1

Understand the requirements and procedures for helping people to comply with electronic monitoring requirements

#### Assessment Criteria

The learner can:

1. describe own responsibilities for the legal requirements for the types of electronic monitoring carried out
2. describe how each of their responsibilities for legal and organisational requirements must be dealt with, and within what timescales
3. describe how the electronic monitoring equipment operates, and how the person being monitored can live with it most effectively and comfortably
4. identify the appropriate documentation that must be provided to the person
5. describe how to establish and take account of individual's special communication and language needs when providing information
6. describe the importance of checking the individual's understanding of what they have been told, and how to do so
7. give examples of the types of questions individuals are likely to have, and how to answer these
8. give examples of issues that must be treated confidentially
9. describe the procedures to follow where there is a wilful lack of compliance by the individual being monitored
10. give examples of the types of needs that individuals have during electronic monitoring
11. give examples of methods of meeting individuals' needs within the terms of their electronic monitoring requirements including special authorisation
12. identify other people who may need to be informed of any needs and actions taken

## Unit 210

## Help people to comply with electronic monitoring requirements

### Outcome 2

Be able to induct people into electronic monitoring

#### Assessment Criteria

The learner can:

1. confirm the identity of the person to be monitored
2. provide people with clear information about:
  - the hours and dates set for monitoring
  - the area being monitored
  - the operation of the monitoring equipment
  - events that will trigger reports
  - tasks the individual being monitored must undertake when requested
3. provide people with the relevant documentation
4. provide all information in a way that is appropriate to the people involved, taking account of any special communication needs
5. check that the people involved have understood the information you have given them and obtain their written confirmation
6. answer any questions they may have correctly with due regard to confidentiality.

## Unit 210

## Help people to comply with electronic monitoring requirements

### Outcome 3

Be able to provide ongoing support during the monitoring period

#### Assessment Criteria

The learner can:

1. identify and record information about any relevant special needs of the individual being monitored
2. explore possible methods of meeting these special needs within the context of the electronic monitoring process
3. provide the individual being monitored with clear and correct advice about how their special needs might be met
4. identify any special needs that require specific authorisation and provide clear and correct information as to what they will need to do to obtain it
5. inform relevant people of your advised course of action in accordance with organisational procedures
6. facilitate the provision of any agreed special needs support

## Unit 211

## Identify electronic monitoring incidents and initiate a response

**Level:** 2  
**Credit value:** 3  
**UAN:** H/602/5728

### Unit aim

This unit is about monitoring for incidents through reports generated by the monitoring equipment or provided by other organisations, or the individual being monitored. It also covers seeking and evaluating other information to corroborate these reports, and then taking the correct course of action. Incidents would include brief unauthorised absences, longer unauthorised absences, requests for absence, equipment malfunction or tampering, loss of connection or electrical power and eviction from the premises. In the case of exclusion orders or tracking this could include movement into a proscribed area. Liaison with colleagues, other organisations and individuals close to the person being monitored is generally involved.

This unit applies to control centre staff working for an electronic monitoring organisation.

### Learning outcomes

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

1. Understand the requirements and procedures for identifying electronic monitoring incidents and initiate a response
2. Be able to identify electronic monitoring incidents
3. Be able to provide an initial response to electronic monitoring incidents

### 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 relates directly to Identify electronic monitoring incidents and initiate a response (approved as National Occupational Standard) unit FG4

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice

### Assessment

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Individuals must demonstrate they have identified electronic monitoring incidents and initiated a response within any legal and organisational guidelines.



## Unit 211

## Identify electronic monitoring incidents and initiate a response

### Outcome 1

Understand the requirements and procedures for identifying electronic monitoring incidents and initiate a response

#### Assessment Criteria

The learner can:

1. describe your responsibilities for implementing the legal requirements relevant to the type of electronic monitoring carried out
2. describe the actions you should take for:
  - the main types of incident that may occur
  - dealing with each incident
  - correct timescales to be met
3. describe how electronic monitoring equipment operates and the data it can generate
4. identify the different sources of reports about incidents
5. describe those incidents that require a response and how to prioritise these
6. give examples of situations in which they should seek additional information about an incident
7. describe how to evaluate the available information and choose an appropriate response
8. describe the importance of:
  9. contacting the individual being monitored when there is a reported incident
  10. establishing the identity of the individual being monitored, and how to do so
  11. describe how to question people about incidents and possible causes
12. give examples of situations in which they need to seek additional information, the organizations appropriate to each of these and the procedures and protocols for contacting them
13. describe the importance of recording the information, and how to do so
14. describe how to evaluate the information you have collected.

## Unit 211

## Identify electronic monitoring incidents and initiate a response

### Outcome 2

Be able to identify electronic monitoring incidents

#### Assessment Criteria

The learner can:

1. monitor for reports of possible incidents
2. identify and prioritise correctly incidents that require a response correctly
3. obtain additional information from other sources that may confirm the reported incident
4. evaluate all available information and choose an appropriate method of dealing with the incident.

## **Unit 211**

### **Identify electronic monitoring incidents and initiate a response**

#### **Outcome 3**

Be able to provide an initial response to electronic monitoring incidents

#### **Assessment Criteria**

The learner can:

1. contact the individual being monitored within the agreed timescales, and establish their identity
2. request information from the individual being monitored about the incident and its causes
3. contact other people to seek confirmation of the incident and its causes, where necessary
4. record and evaluate all available information correctly
5. take action on the evaluation consistent with your organisation's procedures and contractual requirements for incident response

## Unit 212

## Follow up electronic monitoring incidents in the field

**Level:** 2  
**Credit value:** 3  
**UAN:** K/602/5729

### Unit aim

This unit is about following up electronic monitoring incidents in the field, responding to instructions from the call centre, visiting premises, collecting information about the incident and, if necessary, repairing or replacing equipment. Incidents would include unauthorised absences, equipment malfunction or tampering, loss of electrical power or loss of the telephone connection, eviction from the premises or inability to enter the premises or entry into a proscribed area.

This unit applies to field staff working for electronic monitoring organisations.

### Learning outcomes

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

1. Understand the requirements and procedures for following up electronic monitoring incidents in the field
2. Be able to assess the incident and prepare to take action
3. Be able to deal with the incident
4. Be able to carry out random alternative monitoring

### 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 of assessment relates directly to Follow up electronic monitoring incidents in the field (approved as National Occupational Standard) unit FG5

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice

### Assessment

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Individuals must demonstrate they have followed up electronic monitoring incidents in the field within any legal and organisational guidelines.

## Unit 212

## Follow up electronic monitoring incidents in the field

### Outcome 1

Understand the requirements and procedures for following up electronic monitoring incidents in the field

### Assessment Criteria

The learner can:

1. describe their responsibilities for the types of electronic monitoring carried out and the authorisation procedures
2. give examples of the common type of electronic monitoring incidents, and how to respond to them
3. identify the essential pieces of information that they should have when you assess an incident
4. describe how to prioritise an incident in terms of work schedules
5. describe how to select 'best' routes including using navigational aids
6. describe the procedures for carrying out risk assessments of an area, making use of information they have been given about the individual being monitored
7. describe how to carry out random alternative monitoring and the equipment you require
8. describe how to ensure they are within adequate range for a clear signal
9. explain the importance of correctly:
  - identifying the individual being monitored and how to do so
  - introducing themselves and showing proof of identity
10. explain how to question people about incidents and what may have led to these
11. explain the procedures for the testing, maintenance and replacement of electronic monitoring equipment
12. explain the importance of obtaining signed statements from the individual being monitored
13. explain the organisation's procedures for keeping records including reporting the result of random alternative monitoring.

## **Unit 212**

## **Follow up electronic monitoring incidents in the field**

### **Outcome 2**

Be able to assess the incident and prepare to take action

#### **Assessment Criteria**

The learner can:

1. obtain the available information about the incident
2. clarify anything you are not sure about and confirm what you are to do
3. agree the priority of the incident in terms of your work schedule, where applicable
4. verify you have the necessary equipment and access to other key personnel, where required
5. identify the location, plan and follow the best route and advise relevant people of arrival in the area
6. carry out an initial risk assessment of the location including what they know about the individual being monitored.

## Unit 212

## Follow up electronic monitoring incidents in the field

### Outcome 3

Be able to deal with the incident

#### Assessment Criteria

The learner can:

1. introduce self and show proof of identity
2. identify correctly the individual being monitored
3. evaluate and take correct action for any further risks in the situation
4. obtain information from the individual being monitored about the incident and its causes
5. correct any equipment problems, following safe and approved procedures
6. obtain a signed statement from the individual being monitored, as necessary
7. advise relevant people of actions taken and departure from site
8. complete all records clearly and accurately.

## Unit 212

## Follow up electronic monitoring incidents in the field

### Outcome 4

Be able to carry out random alternative monitoring

#### Assessment Criteria

The learner can:

1. establish that random alternative monitoring is needed
2. obtain the necessary information to proceed with random alternative monitoring
3. arrange the necessary functioning equipment for random alternative monitoring
4. make sure they are within range of the required site to receive a clear signal
5. configure the monitoring equipment and verify it is functioning correctly
6. report the result correctly
7. repeat random alternative monitoring at the required intervals
8. complete all records clearly and accurately.



**Level:** 2  
**Credit value:** 2  
**UAN:** H/602/5731

**Unit aim**

This unit is about screening individuals and items including personal baggage, clothing and other containers using electronic, x-ray and other forms of scanning equipment. You will need to ensure that the equipment is set up and operating correctly, follow all the correct procedures for screening individuals and items and respond correctly when unauthorised items are discovered. These may include firearms, explosives, drugs, knives and other items considered a risk and/or a threat.

This unit applies to operational staff who maintain security using electronic and x-ray equipment.

**Learning outcomes**

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

1. Understand the principles and procedures of maintaining security using screening equipment
2. Be able to screen individuals using electronic equipment
3. Be able to screen items using scanning equipment

**Guided learning hours**

It is recommended that **15** 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 relates directly to Maintain security using screening equipment (approved as National Occupational Standard) unit FG6.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.

**Assessment**

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. Individuals must demonstrate they have maintained security using screening equipment within their organisational guidelines.

## **Unit 213**

### **Outcome 1**

## **Maintain security using security equipment**

Understand the principles and procedures of maintaining security using screening equipment

### **Assessment Criteria**

The learner can:

1. identify relevant legislation and organisational policies and procedures covering the use of electronic and x-ray screening equipment
2. describe the procedures for managing the main hazards and risks associated with electronic and x-ray screening equipment
3. explain the capabilities and limitations of electronic and x-ray screening equipment
4. give examples of the techniques that people may use to prevent electronic screening equipment detecting unauthorised items
5. give examples of the different types of faults that may occur with screening equipment and how to deal with these
6. explain how to recognise suspicious behaviour during the screening process
7. explain the procedures to use when an individual refuses to co-operate
8. give examples of cultural and religious issues that may influence cooperation and how to deal with these
9. describe the procedures for isolating x-ray equipment in an emergency.

## **Unit 213**

### **Outcome 2**

## **Maintain security using security equipment**

Be able to screen individuals using electronic equipment

### **Assessment Criteria**

The learner can:

1. check the electronic screening equipment is calibrated and operating correctly
2. ensure that all those people requiring screening, and whom it is safe to screen, pass through the screening equipment in the correct manner
3. arrange for individuals who should not be screened to be checked by other means
4. respond correctly to signals from the screening equipment
5. conduct searches, where required, thoroughly and efficiently
6. deal correctly with unauthorised items, and the people carrying them
7. report any equipment faults and maintain security using alternative means
8. complete all records correctly.

## **Unit 213**

### **Outcome 3**

## **Maintain security using security equipment**

Be able to screen items using scanning equipment

### **Assessment Criteria**

The learner can:

1. check the scanning equipment is set up and operating correctly
2. ensure that all those items requiring screening, and which are safe to screen, pass through the scanning equipment as directed
3. arrange for items that should not be screened to be checked by other means
4. load and positioned all items correctly
5. use image processing controls correctly
6. investigate any suspicious items identified
7. report any scanning equipment faults, and maintain security using alternative means
8. complete all records correctly

## Unit 214

## Contribute to preparing and implementing voice verification monitoring

**Level:** 2  
**Credit value:** 3  
**UAN:** M/602/5733

### Unit aim

This unit is about setting up the necessary arrangements for monitoring offenders using voice verification technology, and identifying and dealing with incidents when they occur. You will need to gather information including the name, address and personal details of the individual, any special requirements for language, other approved locations from which calls may be made, approved telephone numbers and agreed times and dates for monitoring. You will have to make arrangements for the installation and de-installation of approved lines and telephones in the individual's home and in other agreed locations.

This unit applies to control centre staff who are working on voice verification monitoring.

### Learning outcomes

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

1. Understand the requirements and procedures for contributing to preparing and implementing voice verification monitoring
2. Be able to receive, enter and store notifications
3. Be able to make arrangements for implementing orders
4. Be able to identify and respond to voice verification incidents

### 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 relates directly to Contribute to preparing and implementing voice verification monitoring (approved as National Occupational Standard) unit FG7.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.

### Assessment

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. Individuals must demonstrate they have contributed to preparing and implementing voice verification monitoring within their organisational guidelines.

## Unit 214

## Contribute to preparing and implementing voice verification monitoring

### Outcome 1

Understand the requirements and procedures for contributing to preparing and implementing voice verification monitoring

#### Assessment Criteria

The learner can:

1. describe the legal requirements that apply to the range and types of notifications implemented by their organisation
2. explain the basic principles of voice verification monitoring
3. explain how each type of notification must be dealt with and within what timescales
4. describe the information that must be present on a voice verification notification
5. explain the importance of checking information about notifications and making sure it is correct, clear and complete
6. give examples of the different types of errors and missing information that they may come across with notifications and how to deal with these correctly
7. identify the other organisations with whom they liaise and their different responsibilities for voice verification monitoring
8. explain how to follow own organisation's procedures for inputting information about notifications
9. explain the procedures for storing the notification and why these are important
10. describe the arrangements they must make for voice verification monitoring and why each of these are important
11. identify the types of telephone lines and telephone equipment approved for voice verification
12. identify the information that needs to be compiled in order to implement an order, and how to do this
13. give examples of the types of problems that may occur when setting up voice verification monitoring, and how to respond correctly to each of these
14. identify the responsible colleague from whom you should seek advice and information when they cannot resolve a problem themselves
15. give examples of different types of voice verification incidents that may occur, and how to deal with each of these following approved procedures
16. explain why you must respond to voice verification incidents within agreed timescales
17. explain the record-keeping procedures you must follow and why.

## **Unit 214**

## **Contribute to preparing and implementing voice verification monitoring**

### **Outcome 2**

Be able to receive, enter and store notifications

#### **Assessment Criteria**

The learner can:

1. check the notification promptly when it arrives
2. check the information on the notification is clear, legible and correctly authorised
3. identify any possible errors or missing information and follow the approved procedures to deal with these
4. enter the information accurately on the system, following approved procedures
5. store the notification correctly and securely for future reference.

## Unit 214

## Contribute to preparing and implementing voice verification monitoring

### Outcome 3

Be able to make arrangements for implementing orders

#### Assessment Criteria

The learner can:

1. produce the information necessary to implement the order
2. identify the requirements of the order correctly
3. identify any difficulties in implementing the order and negotiate a solution to these with the supervising officer, appropriate internal department or telephone service provider as appropriate
4. obtain advice and information from a responsible colleague, where necessary
5. complete all the necessary arrangements for implementing the order correctly, as appropriate to the individual and within agreed timescales
6. complete all records accurately following approved procedures.



## **Unit 214**

### **Contribute to preparing and implementing voice verification monitoring**

#### **Outcome 4**

Be able to identify and respond to voice verification incidents

#### **Assessment Criteria**

The learner can:

1. monitor continuously for voice verification incidents
2. identify and prioritise voice verification incidents correctly
3. obtain additional information from other sources when necessary
4. evaluate all available information and choose an appropriate method of dealing with the incident
5. provide clear and accurate reports of the incident to the appropriate organisation within agreed timescales ensuring they are securely stored for future reference.

## Unit 215

## Establish and maintain voice verification monitoring in the field

**Level:** 2  
**Credit value:** 3  
**UAN:** A/602/5735

### Unit aim

This unit is about installing and checking the necessary equipment for voice verification in an individual's home or other location and inducting the individual into the process, including obtaining their voice print.

This unit applies to field staff who are working on voice verification monitoring.

### Learning outcomes

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

1. Understand the requirements and procedures to establish and maintain voice verification monitoring in the field
2. Be able to install and check telephone equipment for voice verification monitoring
3. Be able to induct individuals for voice verification monitoring

### 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 of assessment relates directly to Establish and maintain voice verification monitoring in the field (approved as National Occupational Standard) unit FG8.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.

### Assessment

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. Individuals must demonstrate they have established and maintained voice verification monitoring in the field within any legal and organisational guidelines.

## Unit 215

## Establish and maintain voice verification monitoring in the field

### Outcome 1

Understand the requirements and procedures to establish and maintain voice verification monitoring in the field

#### Assessment Criteria

The learner can:

1. explain legal requirements that apply to the range and types of notifications implemented by own organisation
2. describe the basic principles of voice verification monitoring
3. describe the equipment they need to check lines and install appropriate telephone equipment
4. describe the types of lines and equipment that are approved for voice verification
5. explain the staffing required for different types of individuals; adult, young person, male and female
6. explain why it is important to gain approval for the installation and checking of equipment, and how to do so
7. identify the intervals at which equipment should be checked and what to look for when carrying out checks
8. explain your organisation's record-keeping procedures
9. give examples of different types of problems that may occur when installing and checking equipment, and how to solve these
10. explain why it is important to interact with the other people involved sensitively and courteously, and how to do so
11. explain why confidentiality may be important in certain situations
12. explain why it is important to identify the individual to be monitored, and the correct procedures to follow
13. identify the information they must provide to the individual being monitored, and why this is important
14. explain why they must gain the individual's consent to proceed with voice verification and the procedures you must follow to do so
15. describe the procedures the individual must follow to provide a voice print, and how to supervise these
16. give examples of types of problems that may occur when the individual is providing a voice print, and how to solve these
17. describe the record-keeping procedures you must follow and why.

## Unit 215

## Establish and maintain voice verification monitoring in the field

### Outcome 2

Be able to install and check telephone equipment for voice verification monitoring

#### Assessment Criteria

The learner can:

1. obtain approval of appropriate people for the work to be undertaken
2. locate the appropriate people, identify themselves correctly and explain the purpose of your visit
3. attend sites during designated periods with equipment and staffing appropriate to the individual being monitored
4. check that the telephone line meets requirements for voice verification and take the correct action if it does not
5. install approved telephone and tamper-detection equipment and check that it is working correctly
6. revisit the site at designated intervals to ensure that equipment has not been tampered with
7. remove all equipment at the end of the monitoring period
8. respond correctly to any difficulties in installing and checking equipment
9. complete all records correctly
10. interact with all appropriate people sensitively and courteously and with due regard to confidentiality and the subject's circumstances.

## Unit 215

## Establish and maintain voice verification monitoring in the field

### Outcome 3

Be able to induct individuals for voice verification monitoring

#### Assessment Criteria

The learner can:

1. attend the site within agreed timescales and with staffing appropriate to the individual
2. identify themselves correctly, explain the purpose of their visit and establish an effective working relationship with those involved
3. identify the individual, using approved procedures
  - the basic principles of voice verification
  - agreed times and locations for voice verification monitoring and the number the individual must call
  - the words they must speak
  - types of services and equipment that must not be used on the line
  - the consequences of the individual failing to meet monitoring conditions
4. provide clear and accurate information covering
5. obtain the individual's formal consent to proceed with the process
6. supervise the individual while they provide a voice print, following approved procedures
7. identify any problems in providing a voice print and follow the correct procedures to solve these
8. handle all interactions with those involved sensitively and courteously
9. complete all records correctly and clearly

## Unit 216

## Research, prepare and present information from a variety of sources

**Level:** 2  
**Credit value:** 2  
**UAN:** R/602/5739

### Unit aim

This unit is about researching and collating information from different sources and in different formats on behalf of someone else and presenting that information in a required layout and format. This unit applies to all custodial care staff who are responsible for researching, collating and supplying information on individuals in custody and other related issues.

### Learning outcomes

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

1. Understand the requirements and procedures for researching, preparing and presenting information from a variety of sources
2. Be able to research, locate and select information from a variety of sources
3. Be able to integrate, prepare and supply information from a variety of sources

### 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 of assessment relates directly to Research, prepare and present information from a variety of sources (approved as National Occupational Standard) unit ZA3.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice

### Assessment

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. Individuals must demonstrate they have researched, prepared and presented information from a variety of sources within any legal and organisational guidelines.

## Unit 216

## Research, prepare and present information from a variety of sources

### Outcome 1

Understand the requirements and procedures for researching, preparing and presenting information from a variety of sources

#### Assessment Criteria

The learner can:

1. explain why it is important to agree and record requirements and make sure that they have been met
2. explain the basic requirements of relevant legislation covering information searches and the use of information
3. give examples of other conditions and legal requirements that may apply, in particular confidentiality, data protection and copyright
4. describe the range of information sources commonly used by own team to locate information, and how to use these
5. give examples of any sources of specialist information support that they could draw on, and how to access these
6. explain how to carry out effective and efficient information searches relevant to the research area
7. explain the importance of maintaining the goodwill of the source of information you are using, and how not to lose this goodwill
8. identify the standard document styles used in your team, and how to select a style appropriate to the document's purpose
9. explain how to present documents using these styles
10. explain why they should acknowledge the information sources they have used, and how to do so.

## **Unit 216**

### **Research, prepare and present information from a variety of sources**

#### **Outcome 2**

Be able to research, locate and select information from a variety of sources

#### **Assessment Criteria**

The learner can:

1. agree and record clear requirements for the information they have been asked to research and locate
2. locate information sources that meet these requirements
3. establish any permission or conditions that might apply to searching for and using the information
4. use any specialist support that may be available
5. use efficient research methods correctly to locate the required information
6. select the information that meets the specified requirements.



## **Unit 216**

### **Research, prepare and present information from a variety of sources**

#### **Outcome 3**

Be able to integrate, prepare and supply information from a variety of sources

#### **Assessment Criteria**

The learner can:

1. agree and record how the information should be integrated and presented
2. integrate the information as agreed
3. select a document style that is appropriate to the purpose that the information will be used for
4. acknowledge the sources of information they have used
5. demonstrate that any conditions placed on the use of the information are met
6. check that the final document meets with the approval of the person who requested it, and make any amendments accordingly.

**Level:** 2  
**Credit value:** 2  
**UAN:** J/602/5740

**Unit aim**

This unit is about dealing with ‘customers’ – people for whom you, your team or your organisation provide a service that can be about providing information, taking messages or providing other forms of support. Customers can be people inside your organisation – people who are not part of your immediate team – or they can be people outside your organisation. Examples include official and personal visitors, other departments in your organisation or other organisations such as the courts, police, probation service etc. Customers are not individuals in custody. They may need information and advice or be dissatisfied with or have a complaint about a service or product you or your organisation has supplied.

This unit applies to all staff who work with customers – individuals or organisations – from inside or outside the organisation.

**Learning outcomes**

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

1. Understand the requirements and procedures for effective customer service
2. Be able to communicate with customers
3. Be able to provide services to meet customer requirements
4. Be able to help customers with problems or complaints

**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 of assessment relates directly to Provide effective customer service (approved as National Occupational Standard) unit ZB3.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.

**Assessment**

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. Individuals must demonstrate they have provided effective customer service within any legal and organisational guidelines.

## Unit 217

### Outcome 1

## Provide effective customer service

Understand the requirements and procedures for effective customer service

### Assessment Criteria

The learner can:

1. explain why effective customer service (both to internal and external customers) is important
2. identify the customers to whom own team or organisation provides services
3. identify own organisation's procedures for dealing with customers
4. give examples of the special needs that their customers may have
5. explain why it is important to take account of customer's special needs and how to do so
6. describe a 'positive image' of themselves and colleagues, and how to present this both face-to-face and on the phone
7. explain why a positive image is important
8. explain why it is important to deal with customers politely and promptly, and your organisation's standards for this
9. describe how to communicate clearly and confidently with customers adopting an appropriate tone of voice
10. explain the importance of body language when communicating with customers face to-face
11. explain why it is important for both themselves and the customer to understand what is being said
12. give examples of types of problems that may occur when communicating with customers
13. explain how to identify communication problems and deal with them effectively
14. identify the types of services that own team or organisation provides to customers, and own role in supporting this
15. explain the importance of:
  - being clear about what the customer requires
  - identifying customers' needs and other services you could provide to meet these
  - agreeing and keeping a note of the customer's requirements
  - providing the service within agreed timescales
  - checking that the customer is satisfied with the service, and what to do if they are not
16. describe the types of services they are able to provide within their job role
17. explain how to make sure information is accurate and up to date
18. identify the basic legal requirements when dealing with customer problems and complaints
19. explain own organisation's procedures for dealing with problems and complaints
20. explain the importance of collecting as much information as possible about the customer and their problem, and confirm this information with them
21. give examples of relevant information that should be collected
22. explain the importance of showing empathy with the customer, and how to do so
23. describe why it is important to explain more than one possible solution and reach agreement with the customer
24. identify the relevant person to whom you must refer problems when you cannot reach agreement with the customer
25. explain why it is important that the customer knows what is happening
26. explain why it is important to follow through agreed solutions and to check that the customer is satisfied

27. explain how to deal with customers politely and calmly, especially when they are angry or excited
28. explain why it is important to show they are determined to solve the customer's problem, and how to do so
29. describe own organisation's procedures for recording and reporting problems and complaints.

**Unit 217**  
Outcome 2

**Provide effective customer service**  
Be able to communicate with customers

**Assessment Criteria**

The learner can:

1. demonstrate the correct organisational procedures for greeting and addressing customers
2. present a positive image of themselves and colleagues to your customers
3. communicate with customers clearly, politely and confidently
4. identify when there are specific problems communicating with customers and follow organisational guidelines to seek to resolve difficulties
5. refer any problems they cannot deal to the relevant person.

## **Unit 217**

### **Outcome 3**

## **Provide effective customer service**

Be able to provide services to meet customer requirements

### **Assessment Criteria**

The learner can:

1. obtain relevant information about the customer's needs and what services they require
2. identify and agree if there are other services that would be more appropriate to their needs
3. give the customer information that is accurate and up-to-date, within the constraints of organisational rules on confidentiality and own level of authority
4. provide services only to the customers that they are allowed to
5. provide the agreed services within the agreed timescales
6. check with the customer to make sure they are satisfied with what has been done
7. record clearly and accurately what services were requested and provided

## **Unit 217**

### **Outcome 4**

## **Provide effective customer service**

Be able to help customers with problems or complaints

### **Assessment Criteria**

The learner can:

1. refer matters, where required and/or outside your level of responsibility or expertise, to the appropriate authority
2. demonstrate that you understand how the customer feels
3. identify potential suitable solutions to their problems using own organisations procedures
4. suggest and explain these solutions to the customer and agree a way forward
5. refer the problem to a relevant colleague where you cannot reach an agreement and explain to the customer what is happening
6. follow through any agreed solutions with the customer and find out if they are satisfied with the result
7. use own organisation's procedures for recording and reporting the problem and what has been done.

**Level:** 2  
**Credit value:** 2  
**UAN:** L/602/5741

**Unit aim**

This unit is about making effective use of basic computer operations. It includes entering words and numbers into a computer and finding similar data. You may use any type of software for this unit: word processing, spreadsheet, database or an 'in-house' package.

The unit applies to all operational staff working in custodial environments who have to make regular use of computers as part of their duties.

**Learning outcomes**

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

1. Understand the principles and importance of entering and finding data on a computer system
2. Be able to enter data on a computer
3. Be able to find data on a computer

**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 of assessment relates directly to Enter and find data using a computer (approved as National Occupational Standard) unit ZH2.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.

**Assessment**

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. Individuals must demonstrate they have entered and found data using a computer within their organisational guidelines.



## Unit 218

### Outcome 1

## Enter and find data using a computer

Understand the principles and importance of entering and finding data on a computer system

### Assessment Criteria

The learner can:

1. explain the importance of making sure that only authorised people receive the data found
2. describe what a database is and what it can be used for
3. give examples of the basic terms used for different parts of a database
4. identify from whom to ask for instructions about inputting and finding data
5. describe own organisation's procedures to protect data from loss or misuse
6. give examples of the timescales in which data should be input and found
7. describe the software they are using
8. give examples of the basic legal requirements for storing data on a computer system
9. explain why data must be input on a computer accurately
10. give examples of how to identify and correct your own mistakes
11. explain the correct process of adding reference codes when required
12. explain the correct procedures for:
  - deleting or amending existing data
  - printing the data, including print routines
  - searching for data automatically and manually

## **Unit 218**

### **Outcome 2**

## **Enter and find data using a computer**

Be able to enter data on a computer

### **Assessment Criteria**

The learner can:

1. obtain clear instructions about the data to enter and the reasons for entering it
2. input the data accurately, identifying and correcting any errors
3. obtain help from the correct person when the data is unclear or incomplete
4. apply unique reference codes, as necessary
5. delete or amend existing data, as instructed
6. complete data entry within the agreed timescales.

## Unit 218

### Outcome 3

## Enter and find data using a computer

Be able to find data on a computer

### Assessment Criteria

The learner can:

1. obtain clear instructions about the data to find and why
2. use search methods to locate the data:
  - efficiently and effectively
  - promptly
3. obtain guidance from the correct person when the data is not available
4. provide the data only to people who are allowed to see it
5. make sure the data does not get lost or misused

**Level:** 2  
**Credit value:** 3  
**UAN:** D/503/3753

### Unit aim

This unit is about following security procedures when controlling the entry and exit of visitors, other people and vehicles.

### Learning outcomes

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

1. Understand the security requirements and entry and exit points in the custodial environment
2. Be able to maintain security while people are entering and leaving
3. Be able to maintain security while vehicles are entering and leaving

### 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 of assessment relates directly to Maintain security at entry and exit points (approved as National Occupational Standard) unit FC2.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice

### Assessment

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

## **Unit 220**

### **Outcome 1**

## **Maintain security at entry and exit points**

Understand the security requirements and entry and exit points in the custodial environment

### **Assessment Criteria**

The learner can:

1. describe the organisation's security procedures for controlling entry and exit points
2. explain the different states of alert and their effect on the control of security
3. identify the organisation's contingency plans for security alerts
4. describe the procedures for dealing with requests from visitors
5. explain the organisation's procedures for escorting individuals
6. explain the types and uses of communications and security equipment used in the organisation.

## **Unit 220**

### **Outcome 2**

## **Maintain security at entry and exit points**

Be able to maintain security while people are entering and leaving

### **Assessment Criteria**

The learner can:

1. confirm the authorisation of people wishing to enter or leave the premises
2. inform visitors of the security procedures and any conditions and restrictions relevant to their visit
3. issue the correct passes and retrieve them when visitors leave
4. arrange escorts for visitors as appropriate
5. monitor the security of areas outside the entry point
6. deal with unauthorised and uncooperative visitors in accordance with the organisation's procedures
7. maintain security in a way that is consistent with the current state of alert

## **Unit 220**

### **Outcome 3**

## **Maintain security at entry and exit points**

Be able to maintain security while vehicles are entering and leaving

### **Assessment Criteria**

The learner can:

1. confirm the authorisation of vehicles and any conditions applying to passengers and items
2. ensure that people and items not authorised to enter the secure area are transferred to an appropriate area
3. carry out searches of vehicles in a manner consistent with laid down procedures and current state of alert
4. deal with any unauthorised vehicles, people and items in accordance with organisational procedures

**Level:** 3  
**Credit value:** 6  
**UAN:** Y/601/5312

### Unit aim

This unit is about developing understanding of the promotion of equality and diversity with regards to the organisation and the sector.

### Learning outcomes

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

1. Understand the key features of a culture which promotes equality and values diversity
2. Understand the importance of the promotion of equality and valuing of diversity for effective work in the sector
3. Understand and demonstrate behaviour appropriate to the promotion of equality and valuing of diversity
4. Understand how to actively help others in the promotion of equality and valuing of diversity
5. Understand how to review own contribution to promoting equality and valuing diversity

### Guided learning hours

It is recommended that **30** 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 AAI (CSI) Promote equality and value diversity.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice



## **Unit 301**

### **Outcome 1**

## **Equality and diversity**

Understand the key features of a culture which promotes equality and values diversity

### **Assessment Criteria**

The learner can:

1. explain the meaning and benefits of diversity and the promotion of equality
2. explain forms of inequality and discrimination and their impact on individuals, communities and society
3. identify and outline the relevant legislation, employment regulations and policies and codes of practice relevant to the promotion of equality and valuing of diversity.

## **Unit 301**

### **Outcome 2**

## **Equality and diversity**

Understand the importance of the promotion of equality and valuing of diversity for effective work in the sector

### **Assessment Criteria**

The learner can:

1. explain how the promotion of equality and diversity can protect people from risk of harm
2. explain action taken to value individuals and its impact
3. explain good practice in providing individuals with information.

## **Unit 301**

### **Outcome 3**

## **Equality and diversity**

Understand and demonstrate behaviour appropriate to the promotion of equality and valuing of diversity

### **Assessment Criteria**

The learner can:

1. explain and demonstrate ways of communication and behaviour which support equality and diversity
2. explain impact of own behaviour on individuals and their experience of the organisation's culture and approach
3. explain how own behaviour can impact on own organisation's culture
4. explain how working with other agencies can promote diversity.

## **Unit 301**

### **Outcome 4**

## **Equality and diversity**

Understand how to actively help others in the promotion of equality and valuing of diversity

### **Assessment Criteria**

The learner can:

1. describe actions by individuals which can undermine equality and diversity and review strategies for dealing with these effectively
2. explain strategies for dealing with systems and structures which do not promote equality and diversity.

## **Unit 301**

## **Equality and diversity**

### **Outcome 5**

Understand how to review own contribution to promoting equality and valuing diversity

#### **Assessment Criteria**

The learner can:

1. identify own strengths and areas for development in promoting equality and valuing diversity, using reflection and feedback from individuals
2. identify and use appropriate sources for support in promoting equality and valuing diversity, explaining why this is necessary

## Unit 303

## Ensure your own actions reduce risks to health and safety

**Level:** 3  
**Credit value:** 2  
**UAN:** K/502/7986

### Unit aim

This unit is about complying with relevant Health and Safety legislation to ensure that the learner's actions reduce risks to health and safety in the workplace. The learner must be able to identify hazards and evaluate risks, and take action to reduce the risks identified.

### Learning outcomes

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

1. Understand legal and organisational requirements in relation to health and safety
2. Be able to identify hazards and evaluate risks in the workplace
3. Be able to reduce risks to health and safety in the workplace

### Guided learning hours

It is recommended that **6** 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 Unit AF1

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.

### Assessment

This unit requires the workplace assessment of occupational competence.

## **Unit 303**

## **Ensure your own actions reduce risks to health and safety**

### **Outcome 1**

Understand legal and organisational requirements in relation to health and safety

### **Assessment Criteria**

The learner can:

1. describe the key features of the legislation, policies, procedures, codes of practice and guidelines in relation to duties for health and safety in the workplace
2. explain the reasons why it is important to take action to reduce risks to health and safety in accordance with relevant legal and organisational requirements
3. identify the risks to health and safety that may arise in the workplace, and describe the actions required to deal with them
4. identify the 'responsible persons' to whom health and safety matters should be reported
5. explain the importance of personal conduct and personal presentation in maintaining own health and safety and that of others.

## **Unit 303**

## **Ensure your own actions reduce risks to health and safety**

### **Outcome 2**

Be able to identify hazards and evaluate risks in the workplace

#### **Assessment Criteria**

The learner can:

1. identify aspects of the workplace and working practices which pose potential risks to self and others
2. evaluate potentially harmful working practices identifying those which present the highest risk to self or others
3. report high risk hazards to the 'responsible person'.



## **Unit 303**

### **Ensure your own actions reduce risks to health and safety**

#### **Outcome 3**

Be able to reduce risks to health and safety in the workplace

#### **Assessment Criteria**

The learner can:

1. take action to deal with health and safety issues
2. make suggestions for reducing risks to health and safety to the 'responsible persons'

**Level:** 3  
**Credit value:** 3  
**UAN:** F/601/2419

**Unit aim**

This unit is about the role that an individual has in contributing to the quality of team working. This unit covers the individual contributing to the ongoing work of the team and also the development of the team so that it can improve effectiveness and respond to changes in legislation, policies and practice.

**Learning outcomes**

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

1. Know and understand the principles that underpin effective team working
2. Be able to contribute to effective team working
3. Be able to contribute to the development of team working

**Guided learning hours**

It is recommended that **15** 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 AC1 (CS3)

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice

## **Unit 343**

### **Outcome 1**

## **Contribute to the quality of team working**

Know and understand the principles that underpin effective team working

### **Assessment Criteria**

The learner can:

1. explain why effective team working is important
2. describe the nature and limits of own role and how it relates to the work of others in the team and the wider organisation
3. explain the importance of working within the limits of own competence, responsibility and accountability
4. identify the factors that can contribute to effective team working
5. identify the factors that can hinder effective team working and ways of addressing them
6. explain why it is important to contribute to the review and evaluation of the team's work and to any changes that are made as a result
7. identify relevant legislation, organisational policies and procedures and explain the impact they have on team working.

**Unit 343**  
Outcome 2

**Contribute to the quality of team working**  
Be able to contribute to effective team working

**Assessment Criteria**

The learner can:

1. organise own work to meet agreed team priorities
2. use and maintain resources efficiently and effectively
3. contribute to effective team working by communicating effectively, maintaining good working relationships, offering support, and dealing constructively with any issues that arise
4. review and evaluate the team's work in conjunction with other team members
5. monitor the quality of work and alert others to quality issues.

## **Unit 343**

### **Outcome 3**

## **Contribute to the quality of team working**

Be able to contribute to the development of team working

### **Assessment Criteria**

The learner can:

1. identify constructive ways in which own work and that of the team can be improved
2. inform the relevant people promptly about any issues affecting team working and service effectiveness
3. identify, in discussion with the team, any changes that need to be made and how these will be done
4. make agreed changes to own work in a constructive and timely manner
5. seek appropriate support when unsure about how to change own practice.

## 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.

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

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](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.

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

**City & Guilds**

Skills for a brighter future



[www.cityandguilds.com](http://www.cityandguilds.com)

**WW-01-8434**



## Useful contacts

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### UK learners

General qualification information

T: +44 (0)844 543 0033

E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

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### International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)

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### Centres

Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)

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### Single subject qualifications

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: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)

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### International awards

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: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)

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### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: [business@cityandguilds.com](mailto:business@cityandguilds.com)

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### Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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