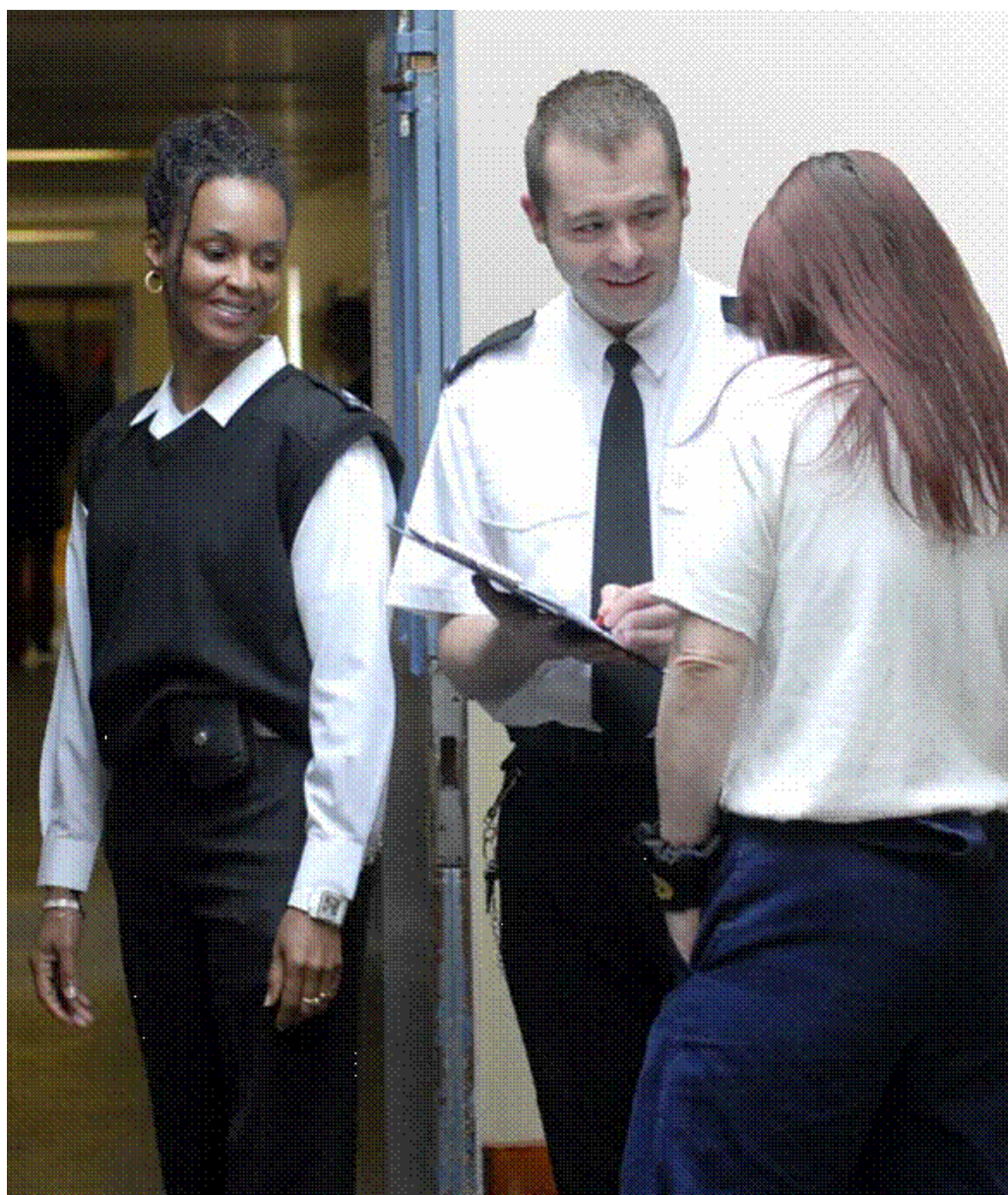


Level 3 NVQ Diploma in Custodial Care (8434-03)

Qualification handbook for centres
600/075319

www.cityandguilds.com
March 2011
Version 1.1 (Aug 2011)



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



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1 Introduction to the qualification

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

Qualification title and level	Level 3 NVQ Diploma in Custodial Care
City & Guilds qualification number	8434-03
Qualification accreditation number	600/0753/9
Last registration date	29/02/2016
Last certification date	29/02/2019

This qualification meets the needs of candidates working as prison officers 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 3 NVQ in Custodial Care which expires on 31/03/2011.

1.1 Qualification structure

To achieve the Level 3 Diploma in Custodial Care, learners must achieve a total of **37** credits: **18** credits from the five mandatory units and a minimum of **19** credits from at least five of the optional units available.

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/or credits.

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
Y/601/5312	Unit 301	Equality and value diversity	Mandatory	6
A/601/2421	Unit 302	Maintain and develop your own knowledge, skills and competence	Mandatory	3
K/502/7986	Unit 303	Ensure your own actions reduce risks to health and safety	Mandatory	2
M/601/3971	Unit 304	Maintain security and order in the custodial environment	Mandatory	4
Y/602/5080	Unit 305	Contribute to the prevention and management of inappropriate behaviour	Mandatory	3
L/601/3668	Unit 202	Search vehicles in a custodial context	Optional	2
F/602/2643	Unit 205	Drive vehicles to carry out custodial duties	Optional	2
H/602/5731	Unit 213	Maintain security using screening equipment	Optional	2

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
D/602/2651	Unit 218	Enter and find data using a computer	Optional	2
A/601/3973	Unit 219	Prepare and drive secure vehicles to and from custodial and other environments	Optional	2
D/503/3753	Unit 220	Maintain security at entry and exit points	Optional	3
D/601/3965	Unit 306	Maintain restrictions on individuals' liberty whilst promoting and protecting their rights	Optional	3
K/601/3967	Unit 308	Receive and discharge individuals and property in relation to the custodial environment.	Optional	2
J/601/3670	Unit 309	Search individuals, accommodation and areas in a custodial context.	Optional	3
J/601/3975	Unit 310	Contribute to the control of incidents and emergencies	Optional	3
Y/601/3978	Unit 311	Control and restrain individuals	Optional	4
H/602/5079	Unit 312	Contribute to the adjudication process	Optional	2
T/601/3972	Unit 313	Maintain security whilst escorting individuals to courts and other environments	Optional	3
H/601/3966	Unit 314	Contribute to planning and reviewing how to meet individuals' needs and rights in the custodial environment	Optional	3
D/602/5050	Unit 315	Encourage individuals to look after their own health and hygiene	Optional	3
T/602/5054	Unit 316	Support individuals in custody to take part in purposeful activities	Optional	3
K/602/5455	Unit 317	Support individuals experiencing difficulties	Optional	2
Y/601/1163	Unit 318	Contribute to the protection of individuals from abuse	Optional	3
H/602/5048	Unit 319	Support individuals where abuse has been disclosed	Optional	3
L/602/5044	Unit 320	Help individuals in custody to maintain and develop relationships	Optional	2
T/601/2434	Unit 321	Assess individuals offending behaviour and plan provision	Optional	4
L/601/2424	Unit 322	Help individuals address their offending behaviour	Optional	3
T/601/4863	Unit 323	Prepare, implement and evaluate group activities	Optional	4
T/601/0666	Unit 324	Test for substance use	Optional	5
A/601/0670	Unit 325	Support individuals who are substance users	Optional	7

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
Y/601/2426	Unit 326	Enable individuals to access services and facilities	Optional	3
M/601/4084	Unit 327	Assist in the transfer of individuals between agencies and services	Optional	2
D/601/3979	Unit 328	Prepare individuals for resettlement in the community	Optional	3
T/601/2420	Unit 329	Develop and sustain effective working with staff in other agencies	Optional	3
R/501/0597	Unit 330	Provide and obtain information at courts and formal hearings	Optional	3
J/602/5057	Unit 331	Manage information for action in the Justice sector	Optional	3
T/601/4085	Unit 332	Develop control for people who are a risk to themselves or others	Optional	4
R/601/2425	Unit 333	Promote and reinforce positive behavioural goals during relationships with individuals	Optional	3
K/601/2432	Unit 334	Assess individuals' needs and plan activities	Optional	4
F/601/2422	Unit 335	Communicate effectively with people maintaining the security of information	Optional	3
M/602/5053	Unit 336	Assist parents in custody to develop their parenting skills	Optional	2
Y/602/5046	Unit 337	Develop and maintain effective working relationships with the families of individuals held in custody	Optional	2
M/601/4103	Unit 338	Monitor and maintain the health, well-being and safety of dogs	Optional	3
T/601/4104	Unit 339	Maintain and develop the performance of dogs	Optional	4
A/601/4105	Unit 340	Contribute to the security of the custodial environment using a dog	Optional	4
F/601/4106	Unit 341	Prepare for and carry out searches using a dog	Optional	3
M/601/3985	Unit 342	Contribute to plans for the release and resettlement of offenders	Optional	5
K/600/9711	Unit 401	Manage physical resources	Optional	3

1.2 Opportunities for progression

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

- Generic management qualifications

1.3 Qualification support materials

Publications and resources can be found on the City & Guilds website 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 3 NVQ in Custodial Care (7434-03) will be granted automatic approval for the new City & Guilds Level 3 NVQ Diploma in Custodial Care (8434-03).

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/NVQ's, 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 18+, and City & Guilds cannot accept any registrations for candidates below this age group.

3 Course design and delivery

3.1 Initial assessment and induction

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

The initial assessment should identify:

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

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

3.2 Recommended delivery strategies

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

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

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

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

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

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

4 Assessment

4.1 Summary of assessment methods

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

- 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.

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**

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 Organisations 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
- learning outcomes which are comprised of a number of assessment criteria

Summary of units

City & Guilds unit number	Title	QCF unit number (UAN)	Credits
202	Search vehicles in a custodial context	L/601/3668	2
205	Drive vehicles to carry out custodial duties	F/602/2643	2
213	Maintain security using screening equipment	H/602/5731	2
218	Enter and find data using a computer	D/602/2651	2
220	Maintain security at entry and exit points	D/503/3753	3
301	Equality and value diversity	Y/601/5312	6
302	Maintain and develop your own knowledge, skills and competence	A/601/2421	3
303	Ensure your own actions reduce risks to health and safety	K/502/7986	2
304	Maintain security and order in the custodial environment	M/601/3971	4
305	Contribute to the prevention and management of inappropriate behaviour	Y/602/5080	3
306	Maintain restrictions on individuals' liberty whilst promoting and protecting their rights	D/601/3965	3
308	Receive and discharge individuals and property in relation to the custodial environment	K/601/3967	2

City & Guilds unit number	Title	QCF unit number (UAN)	Credits
309	Search individuals, accommodation and areas in a custodial context	J/601/3670	3
310	Contribute to the control of incidents and emergencies	J/601/3975	3
311	Control and restrain individuals	Y/601/3978	4
312	Contribute to the adjudication process	H/602/5079	2
313	Maintain security whilst escorting individuals to courts and other environments	T/601/3972	3
314	Contribute to planning and reviewing how to meet individuals' needs and rights in the custodial environment	H/601/3966	3
315	Encourage individuals to look after their own health and hygiene	D/602/5050	3
316	Support individuals in custody to take part in purposeful activities	T/602/5054	3
317	Support individuals experiencing difficulties	K/602/5455	2
318	Contribute to the protection of individuals from abuse	Y/601/1163	3
319	Support individuals where abuse has been disclosed	H/602/5048	3
320	Help individuals in custody to maintain and develop relationships	L/602/5044	2
321	Assess individuals' offending behaviour and plan provision	T/601/2434	4
322	Help individuals address their offending behaviour	L/601/2424	3
323	Prepare, implement and evaluate group activities	T/601/4863	4
324	Test for substance use	T/601/0666	5
325	Support individuals who are substance users	A/601/0670	7
326	Enable individuals to access services and facilities	Y/601/2426	3
327	Assist in the transfer of individuals between agencies and services	M/601/4084	2
328	Prepare individuals for resettlement in the community	D/601/3979	3
329	Develop and sustain effective working with staff in other agencies	T/601/2420	3
330	Provide and obtain information at courts and formal hearings	R/501/0597	3
331	Manage information for action in the Justice sector	J/602/5057	3
332	Develop control for people who are a risk to themselves or others	T/601/4085	4
333	Promote and reinforce positive behavioural goals during relationships with individuals	R/601/2425	3
334	Assess individuals' needs and plan activities	K/601/2432	4
335	Communicate effectively with people maintaining the security of information	F/601/2422	3
336	Assist parents in custody to develop their parenting skills	M/602/5053	2

City & Guilds unit number	Title	QCF unit number (UAN)	Credits
337	Develop and maintain effective working relationships with the families of individuals held in custody	Y/602/5046	2
338	Monitor and maintain the health, well-being and safety of dogs	M/601/4103	3
339	Maintain and develop the performance of dogs	T/601/4104	4
340	Contribute to the security of the custodial environment using a dog	A/601/4105	4
341	Prepare for and carry out searches using a dog	F/601/4106	3
342	Contribute to plans for the release and resettlement of offenders	M/601/3985	5
401	Manage physical resources	K/600/9711	3

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 the 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

Outcome 5

Equality and diversity

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 302

Maintain and develop your own knowledge skills and competence

Level: 3
Credit value: 3
UAN: A/601/2421

Unit aim

This unit is about the duty of every individual in the justice sector to keep their knowledge, skills and competence up-to-date and develop them to meet the demands of their employment. The unit recognises that everyone has their own learning and development needs as well as broader learning and development interests which might directly relate to their job or career but also be about wider personal development.

Learning outcomes

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

1. Understand the principles that underpin maintaining and developing own knowledge, skills and competence
2. Be able to maintain and develop own knowledge, skills and competence

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 NOS unit AEI

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 302

Maintain and develop your own knowledge skills and competence

Outcome 1

Understand the principles that underpin maintaining and developing own knowledge, skills and competence

Assessment Criteria

The learner can:

1. explain why maintaining and developing knowledge, skills and competences is important for individuals professionally and personally
2. explain the importance of getting feedback on own knowledge, skills and competence
3. identify methods for reviewing own work and progress
4. summarise the impact of changes in own role and the organisation own learning and development needs
5. identify the different forms of support available for development needs
6. explain the importance of taking responsibility for own learning and development

Unit 302

Maintain and develop your own knowledge skills and competence

Outcome 2

Be able to maintain and develop own knowledge, skills and competence

Assessment Criteria

The learner can:

1. gather feedback in order to assess own knowledge, skills and competence
2. identify and record development needs and specify priority areas for development
3. evaluate methods of learning to suit own learning styles and job requirements
4. evaluate outcomes and benefits of learning undertaken
5. apply new knowledge, skills and competence to improve own work role

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 NOS 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'

Unit 304

Maintain security and order in the custodial environment

Level: 3
Credit value: 4
UAN: M/601/3971

Unit aim

This unit is about monitoring the physical security of the custodial environment (locks, bolts, alarms, the fabric of the building, and so on), observing people in custody, identifying potential breaches of security and order, and dealing effectively with these breaches when they occur. Monitoring may be direct or indirect through electronic means. It will cover normal activities within the custodial environment, moving people within the custodial environment, activities involving those in custodial care outside the custodial environment and dealing with visitors. Breaches of security and order can involve: damage to fabric, aggression against others and other forms of misconduct.

Learning outcomes

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

1. Understand the requirements for maintaining security and order in the custodial environment
2. Be able to monitor the physical security of the custodial environment
3. Be able to monitor the security and behaviour of people in custody
4. Be able to identify and respond to breaches of security and order
5. Be able to restore security and order

Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit FD2.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice, 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 304

Maintain security and order in the custodial environment

Outcome 1

Understand the requirements for maintaining security and order in the custodial environment

Assessment Criteria

The learner can:

1. explain the organisation's normal and emergency security procedures and policies
2. explain the operation and maintenance of monitoring and security systems used in the custodial environment
3. describe the process for identifying security risks within the custodial environment
4. explain the authorisation process for individuals accessing different areas of the custodial environment
5. explain the techniques used for patrolling and monitoring individuals in custody
6. identify the factors which affect the behaviour and mood of individuals in custody and their implications for security
7. explain the procedure responding to breaches of order and discipline
8. explain the rights of people in custody
9. describe methods of communication with individuals involved in, or affected by incidents of disorder
10. describe the approved techniques for restraint and use of force.

Unit 304

Maintain security and order in the custodial environment

Outcome 2

Be able to monitor the physical security of the custodial environment

Assessment Criteria

The learner can:

1. check that all the physical aspects of the custodial environment, including temporary structures, are secure and in good order
2. check that individuals in custody use the premises and other facilities according to organisational procedures
3. carry out patrols and random checks to the required standard of vigilance and security awareness
4. use all security equipment according to organisational procedures
5. complete all records clearly and accurately and forward them to the responsible colleague within agreed timescales

Unit 304

Maintain security and order in the custodial environment

Outcome 3

Be able to monitor the security and behaviour of people in custody

Assessment Criteria

The learner can:

1. maintain observation during all operations in line with organisational procedures
2. treat individuals courteously and uphold their rights at all times
3. recognise changes in mood and behaviour amongst individuals and groups
4. monitor communications and exchanges between individuals in custody and people from outside, in line with organisational procedures and legal requirements
5. evaluate all available information for security and safety implications
6. provide reports of observations to the responsible colleague

Unit 304

Maintain security and order in the custodial environment

Outcome 4

Be able to identify and respond to breaches of security and order

Assessment Criteria

The learner can:

1. assess the nature and extent of breaches of security
2. take required actions to minimise the immediate risks caused by breaches of security
3. identify the need for assistance or advice and request it promptly
4. identify the causes of the breach and assess and report on their implications for the security and safe running of the custodial environment
5. assess the involvement of individuals in breaches of security
6. provide recommendations for avoiding or minimising breaches

Unit 304

Maintain security and order in the custodial environment

Outcome 5

Be able to restore security and order

Assessment Criteria

The learner can:

1. establish a dialogue with the individuals involved in the breach of security
2. minimise the disruption to individuals and groups not involved in the breach
3. take appropriate action to prevent further escalation of the breach and to restore order
4. ensure those involved in the breach are warned that action is to be taken
5. respect the rights of individuals while restoring order
6. identify the need for medical assistance and request it accordingly
7. accurately and correctly report and record the breach, and the action you have taken

Level: 3
Credit value: 3
UAN: Y/602/5080

Unit aim

This unit is about contributing to the prevention and management of inappropriate behaviour. Inappropriate behaviour can be triggered by: interactions between individuals, or events in the vicinity of the individual, environmental factors or personal or social aspects of the individual's life. Inappropriate behaviour may be verbal or nonverbal and could be social, physical, sexual or emotional in nature. The unit includes seeking to prevent inappropriate behaviour through the development of relationships and environments that are conducive to constructive behaviour. When inappropriate behaviour occurs, your actions may include: explaining the nature of the behaviour and the consequences, diverting the individual(s) to other activities, preventive action to stop the individual when there is direct risk and/or seeking help from other workers. You will also need to deal with the consequences of the behaviour for other people involved

Learning outcomes

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

1. Understand the principles of prevention and management of inappropriate behaviour
2. Be able to contribute to preventing inappropriate behaviour
3. Be able to deal with incidents of inappropriate behaviour
4. Contribute to reviewing incidents of inappropriate behaviour

Guided learning hours

It is recommended that **17** 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 NOS unit GC9.

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 305

Contribute to the prevention and management of inappropriate behaviour

Outcome 1

Understand the principles of prevention and management of inappropriate behaviour

Assessment Criteria

The learner can:

1. explain how the principles of equality, diversity and anti-discriminatory practice apply to own work
2. explain how different forms of behaviour can be interpreted and the ways in which people communicate by behaviour, as well as through language
3. identify constraints to effective communication (interpersonal, physical and environmental)
4. identify methods of establishing contact which are likely to maximise productive engagement with individuals and minimise unproductive interventions
5. identify the ways in which stereotyping might affect risk assessment
6. explain the difference between aggression and assertiveness
7. identify methods to deal with situations where feelings of anger and frustration are displaced from their original source to those in authority

Unit 305

Contribute to the prevention and management of inappropriate behaviour

Outcome 2

Be able to contribute to preventing inappropriate behaviour

Assessment Criteria

The learner can:

1. manage the environment in a way that is conducive to meaningful interactions
2. communicate with others in a manner which:
 - is appropriate to them
 - encourages an open exchange of views and information
 - minimises any constraints to communication
 - is free from discrimination and oppression
 - acknowledges the rights of everyone present and is supportive of those rights
3. take actions in accordance with organisational guidelines to maintain calmness and safety
4. take appropriate action to prevent triggers to inappropriate behaviour recurring, and to enable individuals to find alternative ways of expressing their feelings
5. take actions in accordance with organisational guidelines to protect individuals at whom the inappropriate behaviour may be directed

Unit 305

Contribute to the prevention and management of inappropriate behaviour

Outcome 3

Be able to deal with incidents of inappropriate behaviour

Assessment Criteria

The learner can:

1. take constructive action to minimise identified inappropriate behaviour which is consistent with:
 - any inherent risks
 - the maintenance of effective working relationships
 - organisational policy and procedures
 - evidence of effective practice
2. acknowledge opposing interests and take constructive action to address them
3. take prompt action to protect those at whom the inappropriate behaviour is directed
4. take constructive action to defuse inappropriate behaviour
5. call for any necessary assistance and emergency support as required
6. act in a manner which is likely to promote calm and reassurance, and make this clear to all involved
7. manage physically inappropriate behaviour in ways that are consistent with organisational guidelines, and use the safest available methods
8. complete records accurately and clearly, and store them according to organisational requirements

Unit 305

Contribute to the prevention and management of inappropriate behaviour

Outcome 4

Contribute to reviewing incidents of inappropriate behaviour

Assessment Criteria

The learner can:

1. encourage those involved in incidents to contribute to reviewing the incident
2. offer time, space and support so that everyone involved can express their feelings and examine their behaviour
3. explore constructively with everyone involved, the reasons for and the consequences of the abusive and aggressive behaviour
4. make referrals to the appropriate people if specialist help is required
5. make clear and constructive contributions to team discussions about incidents of abusive and aggressive behaviour, and organisational practice in dealing with them
6. manage your own feelings aroused by the incident in a way which recognises your right to have such feelings, and recognise that not all incidents are capable of prevention
7. complete records accurately and clearly, and store them according to organisational requirements
8. provide accurate and clear information to others so that issues and needs can be addressed

Unit 306

Maintain restrictions on individuals' liberty whilst promoting and protecting their rights

Level: 3
Credit value: 3
UAN: D/601/3965

Unit aim

This unit is about making sure that people's rights are protected whilst maintaining restrictions on their liberty. It also covers promoting equal opportunities and diversity in individual and social characteristics as well as values and beliefs.

Learning outcomes

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

1. Understand the requirements for maintaining restrictions on individuals' liberty
2. Be able to maintain restrictions on individuals' liberty in the custodial environment
3. Be able to promote and protect the rights and responsibilities of individuals in the custodial environment
4. Be able to promote and protect the equality and diversity of individuals in the custodial environment

Guided learning hours

It is recommended that **13** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit FB1.

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 306

Maintain restrictions on individuals' liberty whilst promoting and protecting their rights

Outcome 1

Understand the requirements for maintaining restrictions on individuals' liberty

Assessment Criteria

The learner can:

1. explain the principles of maintaining security awareness
2. identify the types of potential breaches to restrictions on individuals' liberty
3. describe methods for assessing risks associated with possible breaches to the restrictions on individuals' liberty
4. identify legislation and organisational policy and procedures relating to promoting and protecting the rights of individuals in the custodial environment
5. identify sources of help available to support individuals in exercising their rights
6. explain how to ensure individuals are treated without discrimination
7. describe the pressure and/or inducements used by individuals to gain reductions in restrictions on their liberty
8. identify indications of infringements to individuals' rights

Unit 306

Maintain restrictions on individuals' liberty whilst promoting and protecting their rights

Outcome 2

Be able to maintain restrictions on individuals' liberty in the custodial environment

Assessment Criteria

The learner can:

1. follow legal requirements and the policies and procedures of your organisation in maintaining restrictions on individuals' liberty in the custodial environment
2. provide relevant people with the information they need to maintain restrictions on liberty
3. ensure possible breaches in restrictions on individuals' liberty are identified
4. assess the risks associated with potential breaches
5. take action to reduce the risk of breaches occurring in accordance with legal requirements and the policies and procedures of the organisation.

Unit 306

Maintain restrictions on individuals' liberty whilst promoting and protecting their rights

Outcome 3

Be able to promote and protect the rights and responsibilities of individuals in the custodial environment

Assessment Criteria

The learner can:

1. ensure that individuals are informed about their rights and responsibilities in the custodial environment
2. provide individuals with help and information they need in order to exercise their rights
3. encourage individuals to or carry out their responsibilities
4. record information in ways that:
 - are consistent with the promotion of rights
 - comply with the organisation's policy and procedures
 - take account of the requirements for confidentiality

Unit 306

Maintain restrictions on individuals' liberty whilst promoting and protecting their rights

Outcome 4

Be able to promote and protect the equality and diversity of individuals in the custodial environment

Assessment Criteria

The learner can:

1. promote anti-discriminatory practice in ways that comply with legislative requirements and the organisation's policy
2. gather evidence and advise appropriate colleagues when discrimination and oppression of individuals is suspected
3. act to deal with discriminatory and oppressive practices within the limits of own authority
4. seek appropriate support when having difficulty fostering equality and diversity
5. record information in ways that:
 - respect equality and diversity
 - comply with the organisation's policy and procedures

Unit 308

Receive and discharge individuals and property in relation to the custodial environment

Level: 3
Credit value: 2
UAN: K/601/3967

Unit aim

This unit is about receiving individuals and their property into custody and releasing them at the end of their stay.

Learning outcomes

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

1. Understand the processes and requirements for receiving and discharging individuals and property in relation to the custodial environment
2. Be able to receive individuals into the custodial environment
3. Be able to receive, store and release property
4. Be able to discharge individuals from the custodial environment

Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit FC1.

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 308

Receive and discharge individuals and property in relation to the custodial environment

Outcome 1

Understand the processes and requirements for receiving and discharging individuals and property in relation to the custodial environment

Assessment Criteria

The learner can:

1. identify organisational procedures and documentation for receiving and releasing individuals
2. identify organisational procedures and documentation for receiving, storing and releasing individuals' property, including money
3. explain the procedures for identifying the individual and their security needs on receipt into, or discharge from, the custodial environment
4. explain the process for receiving individuals and their property into the custodial environment
5. explain the information needs related to the management of individuals in the custodial environment
6. identify factors and conditions to be taken into account during the discharge of individuals' from the custodial environment
7. explain the procedures for processing and issuing Discharge Grants and Travel Warrants.

Unit 308

Receive and discharge individuals and property in relation to the custodial environment

Outcome 2

Be able to receive individuals into the custodial environment

Assessment Criteria

The learner can:

1. confirm the identity and security classification of individuals being received into the custodial environment
2. ensure the documentation for receiving individuals into the custodial environment is complete, correct and stored in accordance with organisational procedures
3. carry out searches of individuals in accordance with organisational procedures
4. confirm the needs of individuals in relation to future events that will affect them
5. treat the individual courteously and respect their rights throughout the process.

Unit 308

Receive and discharge individuals and property in relation to the custodial environment

Outcome 3

Be able to receive, store and release property

Assessment Criteria

The learner can:

1. identify and record the property that is to be stored while the individual is in custody
2. ensure that any medications in the possession of the individual are processed according to organisational procedures
3. deal with any unauthorised items or substances that you find according to organisational procedures
4. return permitted property to individuals on request according to organisational procedures
5. ensure individuals' property is placed in secure storage according to organisational procedures

Unit 308

Receive and discharge individuals and property in relation to the custodial environment

Outcome 4

Be able to discharge individuals from the custodial environment

Assessment Criteria

The learner can:

1. confirm the identity and security needs of individuals being released from the custodial environment
2. confirm the reason for, and terms of, individuals' release
3. return stored property to individuals on release
4. issue to individuals on release the correct documentation and any warrants and grants to which they are entitled
5. ensure any conditions for individuals' release are met and are explained to individuals
6. show respect for individuals and their property throughout the release process
7. complete the release process according to organisational procedures.

Unit 309

Search individuals, accommodation and areas in a custodial context

Level: 3
Credit value: 3
UAN: J/601/3670

Unit aim

This unit is about searching individuals (using rub-down searches, full body searches and searches with electronic equipment), accommodation and other premises and areas.

Learning outcomes

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

1. Understand the requirements for searching individuals, accommodation and areas
2. Be able to search individuals in a custodial context
3. Be able to search custodial accommodations
4. Be able to search other custodial areas

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit CK5.

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 309

Search individuals, accommodation and areas in a custodial context

Outcome 1

Understand the requirements for searching individuals, accommodation and areas

Assessment Criteria

The learner can:

1. identify the legal and organisational requirements for carrying out searches of individuals, accommodation and areas
2. explain the purpose of searching individuals, accommodation and areas
3. explain the importance of respecting individuals and their property during searches
4. explain the conditions and facilities required for searching individuals in relation to their gender and age
5. explain the purpose of obtaining a declaration for individuals about any unauthorised items
6. describe methods that can be used to hide items about the body and in clothing and footwear
7. describe the methods and limitations of different search procedures for individuals, accommodation and areas
8. explain the planning process for accommodation and area searches
9. describe methods that can be used to hide individuals and items in premises and surrounding areas

Unit 309

Search individuals, accommodation and areas in a custodial context

Outcome 2

Be able to search individuals in a custodial context

Assessment Criteria

The learner can:

1. ensure the conditions for searches meet legal and organisational requirements
2. inform individuals about the search procedure
3. obtain declarations of unauthorised items from individuals to be searched
4. search individuals according to organisational procedures
5. ensure own health and safety throughout searches
6. locate and identify any unauthorised items
7. deal with unauthorised items according to organisational procedures
8. complete and process documentation relating to complete searches

Unit 309 Search individuals, accommodation and areas in a custodial context

Outcome 3 Be able to search custodial accommodations

Assessment Criteria

The learner can:

1. prepare individuals for accommodation searches in accordance with search procedures
2. search any correspondence and written materials that remain with individuals according to organisational procedures
3. search accommodation and personal property to identify unauthorised items
4. deal with unidentifiable and unauthorised items according to organisational procedures
5. complete and process documentation relating to complete searches

Unit 309

Search individuals, accommodation and areas in a custodial context

Outcome 4

Be able to search other custodial areas

Assessment Criteria

The learner can:

1. ensure the conditions for searches meet legal and organisational requirements
2. define search areas and plan the search sequence
3. search areas using suitable methods and equipment
4. deal with unidentified and unauthorised items and individuals according to organisational procedures
5. complete and process documentation relating to complete searches

Unit 310

Contribute to the control of incidents and emergencies

Level: 3
Credit value: 3
UAN: J/601/3975

Unit aim

This unit is about assessing and dealing with incidents and emergencies involving individuals and groups in the custodial environment. Incidents and emergencies may present risks to security, to the safety of individuals in custody, colleagues and/or the public. The unit also covers post-incident procedures such as managing evidence, providing reports and helping to evaluate the incident or emergency.

Learning outcomes

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

1. Understand the requirements for controlling incidents and emergencies
2. Be able to identify and assess incidents and emergencies
3. Be able to contribute to controlling incidents and emergencies
4. Be able to carry out procedures following incidents and emergencies

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit FF2.

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 310

Contribute to the control of incidents and emergencies

Outcome 1

Understand the requirements for controlling incidents and emergencies

Assessment Criteria

The learner can:

1. define the types of incidents and emergencies that may occur in the custodial environment
2. identify common trigger indicators of incidents or emergencies
3. identify the organisational procedures relating to making an initial response to incidents or emergencies
4. describe methods of assessing risk factors associated with incidents and emergencies
5. identify the indicators of escalation in incidents or emergencies
6. describe the organisational procedures and command structures for responding to and controlling incidents and emergencies
7. describe the role and responsibilities for first on scene in controlling incidents or emergencies
8. explain the procedures for preserving and collecting evidence from the scene of incidents or emergencies
9. explain the procedures for evaluating and recording incidents and emergencies

Unit 310

Contribute to the control of incidents and emergencies

Outcome 2

Be able to identify and assess incidents and emergencies

Assessment Criteria

The learner can:

1. obtain and verify available information and intelligence about the nature and location of the incident or emergency
2. assess the levels of risk associated with the incident or emergency
3. establish communication with the individuals involved in the incident or emergency, in line with organisational procedures
4. identify roles of individuals' involvement in the incident or emergency
5. report and hand over control of the incident or emergency in accordance with the applicable command procedures

Unit 310

Contribute to the control of incidents and emergencies

Outcome 3

Be able to contribute to controlling incidents and emergencies

Assessment Criteria

The learner can:

1. ensure individuals who are not involved in the incident or emergency are secured from becoming involved
2. prioritise actions that will prevent escalation and control the risks involved
3. use reasonable intervention and/or force to control the incident or emergency
4. control the scene in a way that will preserve evidence relating to the incident or emergency

Unit 310

Contribute to the control of incidents and emergencies

Outcome 4

Be able to carry out procedures following incidents and emergencies

Assessment Criteria

The learner can:

1. confirm that information gathered about the incident or emergency is accurate and complete
2. preserve evidence relating to the incident or emergency
3. provide clear, accurate and complete reports of the incident or emergency to others
4. help to identify the key factors that contributed to the incident or emergency.

Level: 3
Credit value: 4
UAN: Y/601/3978

Unit aim

This unit is about assessing the need to use physical control and restraint, and then using restraint techniques correctly and safely.

Learning outcomes

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

1. Understand the procedures and requirements for controlling and restraining individuals
2. Be able to assess the need for control and restraint
3. Be able to restrain and remove individuals

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit FF3.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice, 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 311

Outcome 1

Control and restrain individuals

Understand the procedures and requirements for controlling and restraining individuals

Assessment Criteria

The learner can:

1. identify legislation and organisational policies and procedures that relate to the use of physical restraint
2. describe methods of assessing the need for physical restraint
3. explain the process of warning individuals that physical restraint may be used
4. describe restraint techniques and their use
5. define what constitutes reasonable force to restrain an individual
6. identify indicators of unacceptable danger to the individual caused by the use of force to restrain
7. identify appropriate places to hold a restrained person
8. describe the procedures for monitoring the individual following the use of control and restraint
9. describe the requirements for recording and communicating information relating to instances of using restraint on individuals

Unit 311

Outcome 2

Control and restrain individuals

Be able to assess the need for control and restraint

Assessment Criteria

The learner can:

1. explain to individuals how their behaviour could lead to the use of force to restrain them
2. give the individual sufficient warning and opportunity to adopt acceptable behaviour
3. assess the risk of harm to themselves, other people and property caused by their behaviour
4. obtain authorisation, resources and support to carry out restraint actions.

Unit 311

Outcome 3

Control and restrain individuals

Be able to restrain and remove individuals

Assessment Criteria

The learner can:

1. communicate with those involved in a way that promotes understanding, co-operation and maintains safety
2. communicate throughout with the individual to be restrained, seeking to minimise their unacceptable behaviour
3. use reasonable force to restrain the individual while minimising the risk of injury to them and others present
4. monitor the restraint process to avoid causing an unacceptable level of danger to the individual and the control team
5. remove the individual to an appropriate place in line with organisational procedures
6. liaise with and advise medical and other specialist staff about the situation and the action taken.

Level: 3
Credit value: 2
UAN: H/602/5079

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 **7** 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 adjudication process** NOS 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 312

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

Unit 312

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 312

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 312

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 312

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 313

Maintain security whilst escorting individuals to courts and other environments

Level: 3
Credit value: 3
UAN: T/601/3972

Unit aim

This unit is about escorting individuals to courts, other prisons and non-custodial environments, such as hospitals, and maintaining their security whilst they are there. It involves dealing with their physical, personal support and medical needs and also security risks.

Learning outcomes

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

1. Understand the procedures and requirements for escorting individuals to courts and other environments
2. Be able to maintain the security of individuals during transfer
3. Be able to maintain the security of individuals in courts and other environments
4. Be able to liaise with staff in courts and other organisations

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit FE1.

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 313

Maintain security whilst escorting individuals to courts and other environments

Outcome 1

Understand the procedures and requirements for escorting individuals to courts and other environments

Assessment Criteria

The learner can:

1. explain the procedures for confirming the suitability of the vehicle and route used in transfers
2. explain the security and restraint procedures that should be used during transfers
3. identify the risk factors associated with security when transferring individuals to courts and other environments
4. explain the importance of clear communication with colleagues during the transfer
5. identify the particular needs of women and young people when being transferred
6. explain the organisation's procedures for escorting individuals
7. identify circumstance which contribute to actual or potential breaches of security
8. identify the type of guidance and support that individuals may need in court and in other environments
9. explain the procedures exchanging information with authorised representatives of other organisations.

Unit 313

Maintain security whilst escorting individuals to courts and other environments

Outcome 2

Be able to maintain the security of individuals during transfer

Assessment Criteria

The learner can:

1. confirm the suitability of the vehicle and route to be used in transfers
2. apply approved security and restraint procedures
3. monitor individuals' behaviour for potential breaches of security
4. monitor the route for potential risk of breaches of security
5. identify and deal with incidents and events during the journey according to organisational procedures
6. record and report incidents and events according to organisational procedures.

Unit 313

Maintain security whilst escorting individuals to courts and other environments

Outcome 3

Be able to maintain the security of individuals in courts and other environments

Assessment Criteria

The learner can:

1. confirm the security and safety of the environment where individuals will be held
2. escort individuals securely to the correct location, in line with organisational procedures
3. store and return individuals' property in line with organisational procedures
4. monitor the environment and the area carefully for potential breaches in security
5. deal with actual and potential breaches of security in line with organisational procedures

Unit 313

Maintain security whilst escorting individuals to courts and other environments

Outcome 4

Be able to liaise with staff in courts and other organisations

Assessment Criteria

The learner can:

1. exchange information and documentation with authorised representatives of other organisations
2. give guidance and advice to individuals on the procedures they must follow
3. liaise with representatives of the court and other organisations
4. respond to instructions for dealing with individuals in the required manner.

Unit 314

Contribute to planning and reviewing how to meet individuals' needs and rights in the custodial environment

Level: 3
Credit value: 3
UAN: H/601/3966

Unit aim

This unit is about working with individuals to help meet their needs and rights. Usually, this will be in the context of planning for an individual's stay in prison or in an immigration detention centre and can involve referring individuals to specialist services, discussing individuals' progress with those providing opportunities or making changes to existing plans. The needs of individuals may be physical, medical, psychological, emotional, social, spiritual or relate to other external factors. Their basic rights will be conferred by law but some additional ones may be conferred by organisational policy. Sources from which data to help planning may come may include documents, the individuals themselves and others who can make a valid contribution.

Learning outcomes

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

1. Understand the principles of meeting individuals' needs and rights in the custodial environment
2. Be able to help to identify individuals' needs and rights
3. Be able to contribute to developing plans to meet individuals' needs and rights
4. Be able to contribute to reviewing plans to meet individuals' needs and rights

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit FB2.

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 314 **Contribute to planning and reviewing how to meet individuals' needs and rights in the custodial environment**

Outcome 1 Understand the principles of meeting individuals' needs and rights in the custodial environment

Assessment Criteria

The learner can:

1. explain the rights of individuals in the custodial environment conferred by law and by the organisation
2. describe methods of communication which encourage individuals to participate in identifying their needs and reviewing their own progress
3. identify the types of needs individuals in the custodial environment may have
4. describe methods for identifying the special needs and learning difficulties individuals in the custodial environment may have
5. identify the organisation's systems and procedures used when assessing individuals' needs
6. describe methods for setting, agreeing and reviewing objectives and action plans with individuals in the custodial environment

Unit 314

Contribute to planning and reviewing how to meet individuals' needs and rights in the custodial environment

Outcome 2

Be able to help to identify individuals' needs and rights

Assessment Criteria

The learner can:

1. ensure individuals understand their rights within the custodial environment
2. encourage individuals in the custodial environment to identify their own needs
3. establish whether individuals have special needs or learning difficulties
4. confirm and agree the needs identified with individuals in the custodial environment

Unit 314

Contribute to planning and reviewing how to meet individuals' needs and rights in the custodial environment

Outcome 3

Be able to contribute to developing plans to meet individuals' needs and rights

Assessment Criteria

The learner can:

1. agree objectives for plans to meet their needs with the individuals concerned
2. identify, agree and record opportunities which match the agreed objectives
3. inform the relevant people where no appropriate opportunities are available to meet the agreed objectives
4. confirm that plans fully respect the rights of individuals
5. agree with individuals a process and timescale for monitoring and reviewing their plan

Unit 314

Contribute to planning and reviewing how to meet individuals' needs and rights in the custodial environment

Outcome 4

Be able to contribute to reviewing plans to meet individuals' needs and rights

Assessment Criteria

The learner can:

1. review individuals' progress against their plans in the ways and at the times agreed
2. encourage individuals to evaluate their own progress and discuss ways it can be improved
3. confirm the accuracy of information about individuals' progress
4. agree revisions to plans with individuals to improve progress towards objectives
5. record individuals' progress and any changes to plans

Unit 315

Encourage individuals to look after their own health and hygiene

Level: 3
Credit value: 3
UAN: D/602/5050

Unit aim

This unit is about working with others including line managers, specialists within and outside the organisation to encourage individuals within a custodial environment to look after their own health and hygiene, participate in healthy activities, avoid activities which may be detrimental to their health and help them to maintain their health and personal cleanliness. Advice may include immunisation and vaccination, the use of protective clothing or adopting safe practices. This unit applies to those working in a custodial environment who are directly involved working with individuals on issues to do with health and hygiene.

Learning outcomes

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

1. Understand the principles of encouraging individuals to look after their own health and hygiene
2. Understand good practice and organisational contexts for encouraging individuals to look after their own health and hygiene
3. Know how to encourage individuals to look after their own health and hygiene
4. Be able to encourage individuals to adopt and maintain healthy and hygienic practices
5. Be able to assist individuals to maintain their health and personal cleanliness

Guided learning hours

It is recommended that **7** 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 Encourage individuals to look after their own health and hygiene NOS unit GD2.

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 encouraged individuals to look after their own health and hygiene within their organisational guidelines.

Unit 315

Encourage individuals to look after their own health and hygiene

Outcome 1

Understand the principles of encouraging individuals to look after their own health and hygiene

Assessment Criteria

The learner can:

1. explain the potential consequences of failure to adopt and maintain healthy and hygienic practices
2. explain the importance of providing a level of privacy consistent with the level of risk
3. explain the importance of giving assistance in ways which promotes individuals' dignity and minimises discomfort

Unit 315

Encourage individuals to look after their own health and hygiene

Outcome 2

Understand good practice and organisational contexts for encouraging individuals to look after their own health and hygiene

Assessment Criteria

The learner can:

1. identify accepted good practice in personal health and hygiene
2. explain the facilities available for personal health and hygiene
3. give examples of different methods of monitoring personal health and hygiene
4. explain the steps to take if individuals:
 - fail to maintain healthy and hygienic practices
 - require assistance which is beyond own role or competence
5. give examples of the types of assistance individuals may need to maintain their personal cleanliness
6. explain the relevant organisation policies and procedures
7. explain the precautions to take to protect own health and hygiene

Unit 315

Encourage individuals to look after their own health and hygiene

Outcome 3

Know how to encourage individuals to look after their own health and hygiene

Assessment Criteria

The learner can:

1. describe how to identify the information individuals need to support their understanding of health and hygiene issues
2. explain the ways to monitor personal health and hygiene
3. explain the ways to identify and agree with individuals the type and degree of assistance they need
4. explain how individuals' conditions may limit the range of personal hygiene facilities and materials which may be used

Unit 315

Encourage individuals to look after their own health and hygiene

Outcome 4

Be able to encourage individuals to adopt and maintain healthy and hygienic practices

Assessment Criteria

The learner can:

1. provide individuals with access to suitable facilities and opportunities to maintain their own health and hygiene
2. provide individuals with appropriate information to support their health and hygiene needs
3. check that individuals are aware of the potential consequences of any failure to adopt and maintain healthy and hygienic practices
4. monitor individuals at appropriate intervals to ensure that they are maintaining healthy and hygienic practices in accordance with organisational procedures
5. refer individuals to relevant people when they consistently fail to maintain healthy and hygienic practices

Unit 315

Encourage individuals to look after their own health and hygiene

Outcome 5

Be able to assist individuals to maintain their health and personal cleanliness

Assessment Criteria

The learner can:

1. agree with individuals the type and degree of assistance they need to maintain their health and hygiene
2. encourage individuals to choose the health and hygiene facilities and materials they prefer, consistent with their conditions and available resources
3. arrange precautions to protect own health and hygiene
4. provide individuals with a level of privacy consistent with the level of risk involved
5. assist individuals in ways which:
 - promotes their dignity
 - causes as little discomfort as possible
6. refer individuals who require assistance which is beyond own role or competence, to relevant people

Unit 316

Support individuals in custody to take part in purposeful activities

Level: 3
Credit value: 3
UAN: T/602/5054

Unit aim

This unit is about encouraging individuals in a custodial environment to take part in purposeful activities. These include educational, recreational and work activities. This unit applies to experienced staff working with individuals in a custodial environment to encourage them to take part in purposeful activities.

Learning outcomes

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

1. Understand the importance and principles of supporting individuals in custody to take part in purposeful activities
2. Understand the organisational requirements and standards with regard to supporting individuals in custody to take part in purposeful activities
3. Be able to promote the value of purposeful activities
4. Be able to help individuals take part in purposeful activities

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 relates directly to Support individuals in custody to take part in purposeful activities NOS unit GJ2.

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 supported individuals in custody to take part in purposeful activities within their organisational guidelines.

Unit 316

Support individuals in custody to take part in purposeful activities

Outcome 1

Understand the importance and principles of supporting individuals in custody to take part in purposeful activities

Assessment Criteria

The learner can:

1. explain the importance of promoting the value of purposeful activities
2. explain the principles and processes of effective communication
3. explain the importance of individuals taking responsibility for their own choices and decisions
4. explain the importance of honouring commitments within timescales agreed

Unit 316

Support individuals in custody to take part in purposeful activities

Outcome 2

Understand the organisational requirements and standards with regard to supporting individuals in custody to take part in purposeful activities

Assessment Criteria

The learner can:

1. provide examples of the benefits for individuals of taking part in purposeful activities
2. describe the opportunities for purposeful activities within the organisation in terms of:
 - availability
 - timing
 - modes
 - resources available
3. describe potential obstacles to accessing purposeful activities
4. describe actions to take to minimise obstacles to accessing purposeful activities
5. describe the standards of behaviour expected of individuals during purposeful activities
6. identify the range of support individuals may need to help them commit to purposeful activities
7. identify sources of assistance if they are unable to provide sufficient help to allow individuals to participate in purposeful activities
8. describe methods for encouraging individuals to participate in purposeful activities
9. describe different approaches to take with individuals who are:
 - cooperative
 - un-cooperative
 - with special needs

Unit 316

Support individuals in custody to take part in purposeful activities

Outcome 3

Be able to promote the value of purposeful activities

Assessment Criteria

The learner can:

1. promote the value of purposeful activities in an appropriate manner:
 - in custody
 - after release
2. encourage individuals to take part in purposeful activities
3. give individuals accurate information about purposeful activities in relation to:
 - availability
 - timing
 - access
4. communicate with individuals in a manner and at a level and pace which is appropriate to their needs
5. encourage individuals to take responsibility for their own choices and decisions

Unit 316

Support individuals in custody to take part in purposeful activities

Outcome 4

Be able to help individuals take part in purposeful activities

Assessment Criteria

The learner can:

1. identify and minimise any potential obstacles to individuals' access to purposeful activities
2. give individuals sufficient support to allow them to commit to purposeful activities which meet their needs
3. give individuals clear and accurate information about the standards of behaviour expected of them during purposeful activities
4. identify difficulties individuals have in continuing to participate in purposeful activities
5. offer appropriate support to overcome these difficulties
6. seek assistance from relevant people if they are unable to give individuals sufficient help to allow them to take part in purposeful activities
7. carry out commitments to provide support to individuals within the timescales agreed

Level: 3
Credit value: 2
UAN: K/602/5455

Unit aim

This unit is about identifying and making a response to individuals experiencing difficulties. Learners need to make an initial response appropriate to the individual and find out what is causing the individual's difficulties, and then provide the kind of support required by the individual in line with what is known about their needs and circumstances. The learner needs to deal with the potentially volatile nature of such situations and seek help if it is required.

Learning outcomes

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

1. Know and understand the principles that underpin the support of individuals experiencing difficulties
2. Be able to identify factors contributing to individuals' difficulties
3. Be able to assist individuals experiencing difficulties

Guided learning hours

It is recommended that **7** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit GB2.

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 317
Outcome 1

Support individuals experiencing difficulties
Know and understand the principles that underpin the support of individuals experiencing difficulties

Assessment Criteria

The learner can:

1. outline the ways in which the physical, social, psychological and emotional functioning of individuals affects their behaviour
2. explain how personal beliefs, preferences and cultural background affect behaviour
3. identify the range of difficulties that individuals may typically experience, and the factors which may be relevant to each
4. outline strategies for dealing with difficult situations which have a strong emotional impact

Unit 317

Outcome 2

Support individuals experiencing difficulties

Be able to identify factors contributing to individuals' difficulties

Assessment Criteria

The learner can:

1. encourage individuals to talk about the difficulties they are experiencing
2. encourage individuals to identify the factors which contribute to their difficulties
3. review available information on individuals' difficulties and discuss this with them
4. take constructive action to address any abusive, aggressive and discriminatory behaviour

Unit 317
Outcome 3

Support individuals experiencing difficulties
Be able to assist individuals experiencing difficulties

Assessment Criteria

The learner can:

1. agree respective roles and responsibilities for resolving difficulties with individuals
2. explain to individuals the types of support that are available to them
3. identify with individuals the support required to help them address their difficulties
4. provide appropriate support to individuals consistent with their needs and agency policy

Unit 318

Contribute to the protection of individuals from abuse

Level: 3
Credit value: 3
UAN: Y/601/1163

Unit aim

This unit focuses on protecting individuals from abuse through minimising the level of abuse within environments, minimising the effects of abusive behaviour and monitoring individuals who are at risk from abuse.

Learning outcomes

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

1. Know and understand legal and organisational requirements in relation to the protection of individuals from abuse
2. Be able to contribute to the monitoring of individuals who are at risk of abuse
3. Be able to minimise the effects of abusive behaviour
4. Be able to contribute to reducing the risk of abusive 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 is linked to the NOS unit GC1.

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 318

Contribute to the protection of individuals from abuse

Outcome 1

Know and understand legal and organisational requirements in relation to the protection of individuals from abuse

Assessment Criteria

The learner can:

1. identify legislation, policy and good practice guidelines for the protection of individuals from abuse
2. explain policies on the recording and communicating information related to possible or actual incidents of abuse
3. summarise methods of handling abusive situations and incidents

Unit 318

Contribute to the protection of individuals from abuse

Outcome 2

Be able to contribute to the monitoring of individuals who are at risk of abuse

Assessment Criteria

The learner can:

1. describe the forms and possible causes of abusive behaviour
2. identify individuals who are deemed at risk of abuse
3. make detailed reports on the circumstances and effects of incidents of abuse or potential abuse
4. use the correct forms of communication with parties involved in incidents of abuse
5. inform colleagues who need to be involved in protection of individuals

Unit 318

Contribute to the protection of individuals from abuse

Outcome 3

Be able to minimise the effects of abusive behaviour

Assessment Criteria

The learner can:

1. explain factors which influence actions to be taken to minimise effects of abusive behaviour
2. provide advice and support to those associated with the individual on how to minimise the possibility of abuse
3. assist individuals who behave in an inappropriate manner to examine ways in which their behaviour may be seen as abusive
4. take action to divert any abusive behaviour whilst being supportive to the individual
5. minimise the effect of an abusive incident on others who have witnessed it

Unit 318

Contribute to the protection of individuals from abuse

Outcome 4

Be able to contribute to reducing the risk of abusive behaviour

Assessment Criteria

The learner can:

1. identify situations where abuse can occur
2. suggest methods of preventing abuse to the responsible person
3. make reports on instances of abuse in accordance with required procedure

Unit 319

Support individuals where abuse has been disclosed

Level: 3
Credit value: 3
UAN: H/602/5048

Unit aim

This unit is about supporting those who have been abused or bullied, and/or who have disclosed abuse or bullying. The abuse may be through the individual abusing themselves, such as through the use of substances, or through the abuse of one individual by another. It identifies your role in supporting the individual (or others liable to abuse) to cope with their situation and to make decisions, consistent with the guidelines and policies laid down by the organisation in which you work. The abuse may be physical, emotional, psychological (including verbal) or sexual and may be inflicted by self or others and you may need to seek support from within, or outside of your organisation. You will need to be adept in verbal and non-verbal communication skills in order to establish an empathetic relationship. The unit applies to all experienced custodial care staff who work with individuals who have suffered abuse.

Learning outcomes

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

1. Understand the support needs of individuals where abuse has been disclosed
2. Understand the policies and procedures for supporting individuals where abuse has been disclosed
3. Understand the characteristics and effect of abuse
4. Be able to support individuals who disclose abuse
5. Be able to support individuals who have been abused

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 Support individuals where abuse has been disclosed NOS unit GC6.

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 supported individuals where abuse has been disclosed within their organisational guidelines.

Unit 319

Support individuals where abuse has been disclosed

Outcome 1

Understand the support needs of individuals where abuse has been disclosed

Assessment Criteria

The learner can:

1. describe different communication methods suitable to use when individuals are unable or unwilling to discuss their situation
2. explain the principles of using a suitable environment for communication to take place
3. identify the factors which affect decisions to maintain or discontinue communication
4. explain why it is important to explain clearly about this onward referral to individuals disclosing abuse
5. explain the importance of acknowledging the rights of individuals who have been abused
6. explain why methods of receiving and recording disclosure details should not prejudice the individual's right to pursue legal action
7. explain why it is important to let the individual speak and disclose at their own pace
8. give examples of why individuals may be reluctant or choose not to disclose abuse
9. explain the impact of own feelings in relation to supporting individuals where abuse is concerned
10. describe how methods of supporting and counselling are used with individuals in stressful and distressing situations

Unit 319

Support individuals where abuse has been disclosed

Outcome 2

Understand the policies and procedures for supporting individuals where abuse has been disclosed

Assessment Criteria

The learner can:

1. summarise organisational policies and legal requirements in relation to the disclosure of abuse and support of those who have been abused
2. summarise the policies and procedures of the employing organisation in relation to onward referral of suspicions of abuse
3. identify circumstances in which organisational policy and/or law dictates that confidentiality has to be overruled
4. describe the impact which organisational policies and procedures have on the relationship between the individual who has been abused and the organisation
5. outline own role in the environment in relation to working with those who have disclosed abuse or have been abused
6. explain the purpose of accurate recording in cases of disclosure of abuse
7. describe how legislation and guidelines particular to specific groups (e.g. the Children's Act) and relevant to all (including the community care act) affect own role and responsibilities
8. describe the implications of the individual exercising their rights to take legal action against another in case of abuse
9. give examples of sources of support from other organisations which may be available in order to deal with own feelings aroused by the abuse concerned

Unit 319

Support individuals where abuse has been disclosed

Outcome 3

Understand the characteristics and effect of abuse

Assessment Criteria

The learner can:

1. give different examples of possible causes of abuse
2. describe different methods of preventing the occurrence of abuse
3. describe possible emotional effects on the individual of abuse and contact with the abuser
4. describe the ways in which disclosure of abuse can be used by the individual (e.g. to draw attention to themselves when no abuse has in fact taken place)
5. give examples of methods used to disclose abuse other than through speech
6. describe how views of abuse may differ in individuals dependant on their relationship to the case
7. give examples of the problems which arise when the individual has:
 - been abused themselves
 - abused others

Unit 319

Support individuals where abuse has been disclosed

Outcome 4

Be able to support individuals who disclose abuse

Assessment Criteria

The learner can:

1. take actions that are consistent with own agreed role and level of competence and have been discussed with the individual
2. explain clearly and appropriately that the information the individual wishes to communicate in private may need to be shared with other people
3. provide sufficient time and support to the individual to complete their disclosure in a manner consistent with their rights and without pressure
4. pass accurate and complete information on the disclosure to the appropriate people without delay
5. offer support to the individual from other designated people
6. arrange appropriate further support without delay as agreed with the individual
7. seek support personally from a professional colleague where they feel the effect of the disclosure and surrounding circumstances is adversely influencing own judgement

Unit 319

Support individuals where abuse has been disclosed

Outcome 5

Be able to support individuals who have been abused

Assessment Criteria

The learner can:

1. take actions that are consistent with:
 - own agreed role
 - the individual's plan of care
 - organisation policies and procedures
2. ensure that own presence and availability are made obvious to the individual in a manner appropriate to the situation
3. communicate with the individual in a manner and style that recognises their individual needs and rights
4. respond to feelings, needs and problems expressed by the individual in a manner that is supportive of the individual
5. offer constructive support in a manner that is likely to make the individual feel valued
6. offer sufficient time and opportunity for support within the limits of own authority
7. seek advice without delay from an appropriate person where the individual's behaviour and condition gives cause for concern
8. ensure that individuals are given support and assistance to contact people who can help when they ask for advice and support which is beyond own role
9. supply complete information, as far as it is known, to an appropriate person without delay

Unit 320

Help individuals in custody to maintain and develop relationships

Level: 3
Credit value: 2
UAN: L/602/5044

Unit aim

This unit is about working with individuals to help them maintain and develop positive relationships with people inside and outside the custodial environment. The unit applies to staff who provide individuals in the custodial environment with personal support and guidance.

Learning outcomes

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

1. Understand the principles of helping individuals in custody to maintain and develop relationships
2. Understand the factors that influence the ways that help can be given to individuals in custody to maintain and develop relationships
3. Be able to support individuals in their relationships with those outside the custodial environment
4. Be able to support individuals in their relationships with others inside the custodial environment

Guided learning hours

It is recommended that **7** 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 individuals in custody to maintain and develop relationships NOS unit FH1.

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 individuals in custody to maintain and develop relationships within their organisational guidelines.

Unit 320

Help individuals in custody to maintain and develop relationships

Outcome 1

Understand the principles of helping individuals in custody to maintain and develop relationships

Assessment Criteria

The learner can:

1. explain the principles and processes of effective verbal and non-verbal communication
2. explain the importance of getting individuals to express their personal feelings and needs
3. explain the importance of keeping individuals informed of developments and honouring undertakings
4. explain the reasons why certain problems and requests cannot be addressed within the organisation
5. explain the importance of encouraging individuals to develop and maintain positive relationships with others both inside and outside the custodial environment
6. explain the importance of encouraging individuals to maintain their interest in areas outside their immediate environment

Unit 320

Help individuals in custody to maintain and develop relationships

Outcome 2

Understand the factors that influence the ways that help can be given to individuals in custody to maintain and develop relationships

Assessment Criteria

The learner can:

1. describe typical requests individuals are likely to make in your working context in relation to developing and maintaining relationships
2. define the organisation's policies and procedures in relation to developing and maintaining relationships
3. explain own role and responsibility in relation to supporting individuals in custody to develop and maintain relationships
4. explain how to apply the principles and standards of confidentiality
5. describe the procedures for dealing with communication for individuals from outside the custodial environment
6. describe the typical support needs of individuals experiencing problems in their relationships
7. describe methods of providing support to those who have problems in communicating and developing relationships in ways which maintain their dignity
8. give examples of how to ensure own actions and behaviour are consistent with good anti-discriminatory practice

Unit 320

Help individuals in custody to maintain and develop relationships

Outcome 3

Be able to support individuals in their relationships with those outside the custodial environment

Assessment Criteria

The learner can:

1. encourage individuals to maintain positive relationships with those outside the custodial environment
2. ensure that communications from outside the custodial environment are:
 - dealt with courteously
 - relayed to individuals clearly, accurately and promptly
3. offer appropriate support to individuals to deal with problems in relationships with those outside the custodial environment
4. maintain agreed standards of confidentiality at all times
5. refer to relevant people when individuals' needs are outside own area of competence and responsibility

Unit 320

Help individuals in custody to maintain and develop relationships

Outcome 4

Be able to support individuals in their relationships with others inside the custodial environment

Assessment Criteria

The learner can:

1. encourage individuals to develop appropriate relationships with others within the custodial environment
2. offer appropriate support in ways which maintain their dignity where individuals have problems in communicating and developing relationships with others
3. encourage individuals to discuss areas of interest and refer to relevant people, where they appear to be losing interest in areas outside their immediate environment
4. provide specific assistance in ways which are appropriate to individuals' needs and consistent with own role and responsibilities
5. demonstrate own actions and behaviour are consistent with recognised good anti-discriminatory practice to support the organisation's values and goals at all times

Unit 321

Assess individuals offending behaviour and plan provision

Level: 3
Credit value: 4
UAN: T/601/2434

Unit aim

This unit focuses on the assessment of individuals' offending behaviour and planning related provision for low to medium risk offenders. The worker needs to make an assessment of offender behaviour that covers risk of harm and re-offending, criminogenic need, motivation, capacity for change and to identify appropriate interventions.

Learning outcomes

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

1. Know and understand the principles that underpin the assessment of risk associated with offending behaviour
2. Be able to assess information about the offending behaviour and circumstances of individuals, and identify risk and protective factors
3. Be able to agree the individual's needs for appropriate interventions

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit EA1.

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 321

Assess individuals offending behaviour and plan provision

Outcome 1

Know and understand the principles that underpin the assessment of risk associated with offending behaviour

Assessment Criteria

The learner can:

1. identify the legislation, organisational requirements and guides relevant to risk-led assessment
2. identify the range of approaches to risk assessment, and outline their relative advantages and disadvantages
3. identify the different types and indicators of vulnerability and harm, and the ways in which they can be determined
4. identify key risk factors for serious offending
5. describe the circumstances requiring additional assessments and explain how to arrange these
6. describe the circumstances requiring the development of plan to manage high risk cases
7. identify circumstances where assistance would be needed in planning and managing risk

Unit 321

Assess individuals offending behaviour and plan provision

Outcome 2

Be able to assess information about the offending behaviour and circumstances of individuals, and identify risk and protective factors

Assessment Criteria

The learner can:

1. use appropriate assessment tools and professional judgement to process information about the offending behaviour and circumstances of individuals
2. identify potential risk factors that may lead to the individual offending/re-offending and/or causing harm to themselves or others
3. assess the significance of risk factors and their possible outcome(s) in order to identify priority areas for intervention
4. identify the factors that might help reduce or prevent the individual's offending behaviour
5. keep clear and accurate records of your assessment and its outcomes

Unit 321

Assess individuals offending behaviour and plan provision

Outcome 3

Be able to agree the individual's needs for appropriate interventions

Assessment Criteria

The learner can:

1. explain clearly to the individual the risk assessment process and the outcomes of the assessment
2. identify, and agree with the individual, interventions which are in line with the outcomes of the risk assessment
3. provide full and accurate reports promptly to the relevant person(s), highlighting any specific benefits or concerns

Unit 322

Help individuals address their offending behaviour

Level: 3
Credit value: 3
UAN: L/601/2424

Unit aim

This unit is about helping individuals who have offended, or are likely to re-offend, to understand and change their behaviour positively.

Learning outcomes

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

1. Know and understand factors which can cause/impact on offending behaviour
2. Be able to support individuals in understanding their offending behaviour
3. Be able to support individuals in addressing their offending behaviour
4. Be able to record and report details of working with individuals to address offending 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 is linked to the NOS unit EC1.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice, 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 322

Help individuals address their offending behaviour

Outcome 1

Know and understand factors which can cause/impact on offending behaviour

Assessment Criteria

The learner can:

1. identify factors which contribute to offending behaviour
2. explain the importance of considering the impact of crime on victims in relation to helping someone address their offending behaviour
3. outline ways of addressing offending behaviour

Unit 322

Help individuals address their offending behaviour

Outcome 2

Be able to support individuals in understanding their offending behaviour

Assessment Criteria

The learner can:

1. identify ways to support individuals in understanding the impact of their offending behaviour on themselves and others
2. encourage individuals to identify and explore opportunities to change their behaviour
3. explore the benefits of changing their behaviour with individuals

Unit 322

Help individuals address their offending behaviour

Outcome 3

Be able to support individuals in addressing their offending behaviour

Assessment Criteria

The learner can:

1. identify sources of assistance which can be used to support individuals in addressing their offending behaviour
2. identify positive changes in individuals behaviour
3. provide feedback to individuals on the progress they have made in addressing their offending behaviour

Unit 322

Help individuals address their offending behaviour

Outcome 4

Be able to record and report details of working with individuals to address offending behaviour

Assessment Criteria

The learner can:

1. record details of individual cases in accordance with policies and procedures which apply to working with offending behaviour
2. communicate case requirements and outcomes to authorised colleagues and agencies

Unit 323

Prepare, implement and evaluate group activities

Level: 3
Credit value: 4
UAN: T/601/4863

Unit aim

This unit is about planning and providing group activities for individuals based upon their identified needs. The activities might be as part of an intervention plan designed to address aspects of an individual's problematic behaviour, and may also be part of a programme entered into voluntarily by the individual. Such activities therefore also include those aimed at the development of the individual, at raising self awareness, and/or with a therapeutic purpose.

Problematic behaviour is that which might be considered to be anti-social, challenging or offending.

Learning outcomes

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

1. Understand the principles of using group activities
2. Understand the needs of individuals participating in group activities
3. Be able to plan and prepare agreed group activities
4. Be able to support individuals through group activities
5. Be able to evaluate agreed group activities with other members of the team

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit EC4.

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 323

Prepare, implement and evaluate group activities

Outcome 1

Understand the principles of using group activities

Assessment Criteria

The learner can:

1. explain the importance of learning taking place in a context that is meaningful to the individual
2. explain the significance of establishing clear links between the individual's needs and the level and intensity of activities planned
3. explain the importance of setting and regularly reviewing clear, prioritised development objectives
4. summarise the principles of evaluating and sharing good practice on programme implementation
5. describe the procedures for seeking advice and support where particular programmes for individuals cause concern
6. Describe the typical patterns of development and the indicators of progress of individuals in relation to the achievement of goals
7. differentiate between positive and constructive feedback and how this can assist the individual's development
8. explain the importance of acting as a role model for the individual
9. explain the procedures for reporting cases where the individual experiences difficulties or adverse reactions to the development activity.

Unit 323

Prepare, implement and evaluate group activities

Outcome 2

Understand the needs of individuals participating in group activities

Assessment Criteria

The learner can:

1. explain the benefits for the individual of participating in the planning and review of the effectiveness of the activity
2. explain the principles of promoting the individual's rights in relation to gaining their consent to participation in activities
3. explain the purpose and methods of encouraging the individual and their families, relatives and friends to become involved in activities
4. outline the benefits of giving individuals opportunities to develop their skills and evaluate their own progress
5. describe the process for matching the type and form of activities to the specific needs of the individual to increase potential and effectiveness, self-development and personal responsibility
6. describe the ways in which environments can be best adapted to meet the specific needs of different groups of individuals
7. describe methods of providing feedback to individuals in a manner which will assist their development
8. describe methods of providing support to individuals when they experience difficulties or react adversely

Unit 323

Prepare, implement and evaluate group activities

Outcome 3

Be able to plan and prepare agreed group activities

Assessment Criteria

The learner can:

1. select group activities that address the factors contributing to the individual's problematic behaviour and are consistent with their identified abilities, learning styles and needs
2. plan the activity taking accounts of any constraints and opportunities which are consistent with the individuals' interests, preferences and beliefs
3. suggest and agree new activities and different approaches with the team
4. encourage individuals to participate at a level appropriate to their abilities
5. communicate in a manner, level and pace, appropriate to the individual
6. specify clearly how the success of the activity is to be evaluated, in terms of addressing the individual's identified needs
7. arrange the environment in a way which is appropriate for, and encourages the full participation of those involved
8. ensure equipment and materials are sufficient, safe, ready for use, and accessible to individuals prior to the start of the activity
9. encourage individuals to participate in the development activity at a sufficient intensity and duration to achieve their aims
10. minimise distractions and disturbances
11. ensure that the environment is safe and address any hazards promptly and correctly
12. make accurate, legible and complete records of agreements reached with individuals

Unit 323

Prepare, implement and evaluate group activities

Outcome 4

Be able to support individuals through group activities

Assessment Criteria

The learner can:

1. encourage the individual and all involved to participate in assisting the individual's development
2. provide individuals with sufficient information and guidance, at an appropriate level and pace, to enable them to exercise their skills
3. treat individuals in a manner that is likely to promote their well-being, dignity and self-esteem
4. encourage and assist individuals to comment constructively on their experiences using an appropriate means of communication
5. give constructive feedback to individuals in a manner, and at a level and pace, appropriate to them and in a way which encourages their development and participation
6. behave in a manner which provides a role model likely to promote the individual's development
7. minimise the effects of any disruptive influence on the group
8. give the appropriate support and seek advice from an appropriate person when the individual experiences difficulty or reacts negatively to the programme
9. make accurate, legible and complete records of the activity

Unit 323

Prepare, implement and evaluate group activities

Outcome 5

Be able to evaluate agreed group activities with other members of the team

Assessment Criteria

The learner can:

1. discuss with the individual and other members of the team the progress that the individual has made towards the goals set and any problems encountered
2. review the effectiveness of the development activity with other members of the team
3. recommend appropriate modifications to the development activity in relation to the outcomes of evaluation
4. clarify the individual's views and concerns about the activities
5. encourage the individual to take responsibility and ownership of their success
6. explore and agree with the team alternative strategies and methods for promoting individual development where there are difficulties in achieving the agreed goals
7. seek advice from the appropriate members of the team where there are continuing problems with the implementation of the development activities

Unit 324

Test for substance use

Level: 3
Credit value: 5
UAN: T/601/0666

Unit aim

For this unit the learner must test individuals to see if they have been using substances such as alcohol and controlled drugs.

Learning outcomes

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

1. Prepare to test individuals for substance use
2. Test for substances
3. Communicate outcomes of testing for substances

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 the NOS unit GE4.

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

Any skills based element within the unit must be assessed within the workplace by using workplace evidence

Unit 324

Outcome 1

Test for substance use

Prepare to test individuals for substance use

Assessment Criteria

The learner can:

1. identify those individuals to be tested for substance misuse and make arrangements for tests to be witnessed, where required
2. demonstrate that the environment in which the tests are to be carried out and the procedures to be used comply with health, safety and security policies, and afford privacy and dignity
3. confirm that individuals being tested understand the purpose of the tests, their rights, and any consequences of not submitting to the testing procedures
4. provide opportunities for individuals to describe their substance use and explain possible false positives before they are tested
5. obtain the individual's consent for testing procedures
6. explain clearly and precisely to individuals what they have to do to provide their samples

Unit 324
Outcome 2

Test for substance use
Test for substances

Assessment Criteria

The learner can:

1. take samples (eg breath, urine, blood, hair and saliva) according to clinical and organisational policies and procedures
2. test samples, or refer them for testing, in accordance with clinical and organisational policies and procedures
3. follow suppliers/manufacturers instructions for use of equipment, where appropriate
4. dispose of samples and equipment safely, in accordance with clinical and organisational policies and procedures
5. explain possible causes of false readings in the types of tests carried out.

Unit 324

Test for substance use

Outcome 3

Communicate outcomes of testing for substances

Assessment Criteria

The learner can:

1. communicate the outcomes of the tests to individuals, and their carers or guardians where required, and ensure they understand the consequences
2. obtain individual's informed consent when test results are to be shared with other practitioners
3. complete accurate records of tests and associated reports in accordance with organisational policy and procedures

Level: 3
Credit value: 7
UAN: A/601/0670

Unit aim

This unit is about supporting individuals who are substance users. This includes enabling them to adopt safe practices, providing support following an episode of substance use and supporting individuals' efforts to reduce or cease substance use. It does not include counselling individuals with the objective of reducing or ceasing substance use, or supporting individuals in emergency situations, such as overdose, but learners must be able to recognise such cases.

Learning outcomes

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

1. Understand about different substances, their effects and how they might be used
2. Be able to enable individuals to adopt safe practices associated with substance use
3. Be able to support individuals when they have used substances
4. Be able to support individuals in reducing substance use

Guided learning hours

It is recommended that **42** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit GE11.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice, 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 325

Outcome 1

Support individuals who are substance users

Understand about different substances, their effects and how they might be used

Assessment Criteria

The learner can:

1. identify the different substances which individuals might use, how they are used, and their likely effects
2. identify the risks associated with substance use both in the short the and long term (eg overdose, dependence and associated health risks)
3. explain legislation, policies and guidelines on the use and storage of substances

Unit 325

Support individuals who are substance users

Outcome 2

Be able to enable individuals to adopt safe practices associated with substance use

Assessment Criteria

The learner can:

1. explain factors that influence that influence individuals to use substances and reasons why individuals decide to reduce or cease substance use
2. communicate with individuals in a manner that maximises the individuals' understanding
3. support individuals to discuss their circumstances and history of substance use
4. advise individuals on ways in which methods of substance use and activities affected by it can be practised more safely
5. support individuals to dispose of hazardous materials and equipment safely
6. describe harm reduction strategies, how and why these may differ from individual to individual
7. identify the potential effects and difficulties that are likely to arise in attempting to cease or reduce substance use and the strategies/methods for alienating them

Unit 325
Outcome 3

Support individuals who are substance users
Be able to support individuals when they have used substances

Assessment Criteria

The learner can:

1. explain relevant policies and procedures for the support of individuals who have used substances
2. support individuals in a manner appropriate to the substance used, the effect which the substance has had and the condition of the individual
3. demonstrate how to make the environment as safe as possible, including how and when to move individuals for their own safety
4. support individuals to meet their own needs and requirements after the effects of the substance have worn off
5. show when and how to request further support and assistance
6. report information about episodes of substance use to an appropriate person and record it in the required format

Unit 325

Support individuals who are substance users

Outcome 4

Be able to support individuals in reducing substance use

Assessment Criteria

The learner can:

1. assist individuals who have made a commitment to reduce substance use to review their reasons for doing so
2. offer support to individuals which respects their individual rights, and is appropriate to their needs
3. assist individuals to review their progress in reducing substance use
4. describe how to manage your own feelings about the individual's progress or lack of this in such a way as to minimise their impact on the support provided
5. identify the specialist agencies and support networks involved in supporting substance users

Unit 326

Enable individuals to access services and facilities

Level: 3
Credit value: 3
UAN: Y/601/2426

Unit aim

This unit is about enabling individuals to find out about and use available services, through obtaining relevant information, encouraging the individual to use services and facilities and supporting individuals as they use them.

Learning outcomes

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

1. Know and understand the principles that underpin enabling individuals to access services and facilities
2. Be able to help individuals find out about services and facilities
3. Be able to help individuals to use services and facilities

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 NOS unit GA1.

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 326

Enable individuals to access services and facilities

Outcome 1

Know and understand the principles that underpin enabling individuals to access services and facilities

Assessment Criteria

The learner can:

1. explain the importance and purpose of enabling individuals to access services and facilities
2. identify the characteristics of typical individuals needing to access services and facilities
3. identify the range of services and facilities available to individuals, and the means by which they can be accessed
4. identify ways of overcoming the barriers to access that individuals may encounter
5. describe techniques of developing individuals' independence and confidence in accessing services and facilities

Unit 326

Enable individuals to access services and facilities

Outcome 2

Be able to help individuals find out about services and facilities

Assessment Criteria

The learner can:

1. create an environment that encourages individuals to express their needs and find out about relevant services and facilities
2. provide help and support to individuals who need to find out about services and facilities
3. provide information to individuals about services and facilities relevant to them
4. ensure individuals have understood information provided and clarify any further needs
5. take appropriate action in response to aggressive or distressed reactions from individuals

Unit 326

Enable individuals to access services and facilities

Outcome 3

Be able to help individuals to use services and facilities

Assessment Criteria

The learner can:

1. discuss and agree with individuals the types of assistance they require in order to use services and facilities
2. provide support to individuals to overcome any barriers in their use of services and facilities
3. encourage individuals to develop their independence and self-management skills
4. arrange appropriate support from others when individuals need it

Unit 327

Assist in the transfer of individuals between agencies and services

Level: 3
Credit value: 2
UAN: M/601/4084

Unit aim

This unit covers making arrangements for individuals to transfer between agencies and services. The unit takes a broad definition of transfer and includes all situations where an individual is referred into and/or out of an agency or a service provided by an agency. It includes referral of individuals within an agency (such as to a specialist worker). The learner supports individuals by providing appropriate information and guidance, makes the appropriate arrangements within the agency for the transfer and supervises individuals as they transfer.

Learning outcomes

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

1. Know and understand relevant legal and organisational requirements
2. Understand the principles that underpin the transfer of individuals between agencies and services
3. Be able to support individuals as they prepare for transfer
4. Be able to make agency preparations for individuals' transfer
5. Be able to supervise individuals during transfer

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit GA3.

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 327

Assist in the transfer of individuals between agencies and services

Outcome 1

Know and understand relevant legal and organisational requirements

Assessment Criteria

The learner can:

1. identify the legislation (national and European), and organisational policies and procedures, which relate to the transfer of individuals between agencies and services
2. explain how relevant legislation, organisational policies and procedures affect what they need to do

Unit 327

Assist in the transfer of individuals between agencies and services

Outcome 2

Understand the principles that underpin the transfer of individuals between agencies and services

Assessment Criteria

The learner can:

1. describe the ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies
2. identify the range of different views, feelings and concerns that individuals and other people may have about the individual's transfer
3. identify the different ways in which people react to change
4. explain the ways of providing guidance and support to individuals, including situations when they are distressed, anxious or angry
5. describe how to deal with abusive, aggressive and discriminatory behaviour, and give examples of situations when they have done this
6. describe the ways in which individual's culture and gender influences their (i.e. the learner's) practice
7. identify methods of evaluating their own competence and for determining when further support and expertise is needed

Unit 327

Assist in the transfer of individuals between agencies and services

Outcome 3

Be able to support individuals as they prepare for transfer

Assessment Criteria

The learner can:

1. identify accurately the following people with whom they will need to liaise regarding transfer preparations:
 - the individual(s) to be transferred
 - others relevant and significant to the individual(s)
 - staff in their own agency
 - staff in other agencies
2. explain the following clearly to individuals and other relevant people, encouraging them to seek information and express their views:
 - the reasons for transfer
 - what is likely to happen and when
 - roles and responsibilities in the transfer
 - any statutory or agency conditions attached to the transfer
3. identify the support and assistance which individuals will need to help them make the transfer
4. provide clear and accurate information about the support that will be provided and how people should seek further assistance if they need it
5. take appropriate action to address any disagreements that arise
6. seek advice and support promptly when team discussion and supervision are appropriate

Unit 327

Assist in the transfer of individuals between agencies and services

Outcome 4

Be able to make agency preparations for individuals' transfer

Assessment Criteria

The learner can:

1. identify transfer requirements by gathering the following information from relevant people:
 - individuals' needs
 - statutory demands
 - agency policy and practice guidelines
2. make arrangements and preparations for individuals' transfer which are consistent with transfer requirements
3. provide clear and accurate information to everyone who needs to know about transfer arrangements
4. make accurate and clear records and store them appropriately
5. make any necessary arrangements to monitor and review the individual's adjustment to change

Unit 327

Assist in the transfer of individuals between agencies and services

Outcome 5

Be able to supervise individuals during transfer

Assessment Criteria

The learner can:

1. provide the following to meet the needs of individuals and other relevant people within the resources available:
 - agreed information
 - practical assistance
 - support
2. supervise individuals during transfer in accordance with agency policies and practice guidelines
3. make accurate and clear records and store them appropriately
4. communicate information to people who are authorised to have it

Unit 328

Prepare individuals for resettlement in the community

Level: 3
Credit value: 3
UAN: D/601/3979

Unit aim

This unit is about preparing individuals for transfer from the custodial environment to resettlement in the community. The aims, depending on the individual can be about personal development, social reintegration, education and/or employment.

Learning outcomes

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

1. Understand the principles underpinning the preparation of individuals for resettlement in the community
2. Be able to plan activities to prepare individuals for resettlement
3. Be able to manage activities outside the custodial environment
4. Be able to support individuals preparing for resettlement

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit F11.

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 328

Prepare individuals for resettlement in the community

Outcome 1

Understand the principles underpinning the preparation of individuals for resettlement in the community

Assessment Criteria

The learner can:

1. identify the range of activities available to help individuals prepare for resettlement, taking into account any implications for security
2. describe the forms of appropriate action that may be taken in the event of abuse of activities or unacceptable behaviour
3. explain how to monitor an individual's progress and select appropriate action where this is not satisfactory
4. outline the legal basis for individuals to receive payment for activities undertaken outside of the custodial environment
5. identify the policies and procedures of the organisation, including licence requirements and health and safety requirements

Unit 328

Prepare individuals for resettlement in the community

Outcome 2

Be able to plan activities to prepare individuals for resettlement

Assessment Criteria

The learner can:

1. identify individuals' needs in preparation for resettlement
2. prepare a risk assessment for resettlement related activities
3. agree with individuals which of the available activities best suits their needs, without compromising security
4. agree realistic aims and objectives for the activities
5. report to the relevant people where no appropriate activities are available to meet individuals' needs

Unit 328

Prepare individuals for resettlement in the community

Outcome 3

Be able to manage activities outside the custodial environment

Assessment Criteria

The learner can:

1. confirm with individuals that they understand their requirements and the consequences of breaching
2. confirm with all parties the aims and objectives, outcomes and standards of behaviour expected
3. identify any abuse of activities or unacceptable behaviour and take appropriate action
4. make any payments due to individuals
5. take steps to ensure that security and health and safety requirements are complied with
6. evaluate with all relevant parties how the aims and objectives have been met

Unit 328

Prepare individuals for resettlement in the community

Outcome 4

Be able to support individuals preparing for resettlement

Assessment Criteria

The learner can:

1. provide individuals with information, advice and encouragement to enable them to benefit from resettlement activities
2. monitor individuals' progress in preparing for resettlement
3. take appropriate action where individuals' progress is not satisfactory
4. complete records and reports

Unit 329

Develop and sustain effective working with staff in other agencies

Level: 3
Credit value: 3
UAN: T/601/2420

Unit aim

This unit is about developing and sustaining effective working relationships with staff in other agencies.

Learning outcomes

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

1. Know and understand relevant legal and organisational requirements
2. Understand the principles of effective working relationship with other agencies
3. Be able to develop and sustain effective working relationships with staff in other agencies

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 NOS unit AD1.

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 329

Develop and sustain effective working with staff in other agencies

Outcome 1

Know and understand relevant legal and organisational requirements

Assessment Criteria

The learner can:

1. identify the legislation, organisational policies and procedures that relate to joint working
2. explain how relevant legislation, organisational policies and procedures affect working with other agencies

Unit 329

Develop and sustain effective working with staff in other agencies

Outcome 2

Understand the principles of effective working relationship with other agencies

Assessment Criteria

The learner can:

1. identify the roles and functions of the main agencies within the sector
2. describe the broad structures, methods of communication and decision making processes of main agencies within the sector
3. explain the principles of joint working arrangements between agencies

Unit 329

Develop and sustain effective working with staff in other agencies

Outcome 3

Be able to develop and sustain effective working relationships with staff in other agencies

Assessment Criteria

The learner can:

1. agree and implement the processes for management and sharing of information with other agencies
2. interact with people in other agencies in ways which are consistent with the policies and procedures of the organisation
3. seek appropriate support when problems arise in working effectively with staff in other agencies

Unit 330

Provide and obtain information at courts and at formal hearings

Level: 3
Credit value: 3
UAN: R/501/0597

Unit aim

This unit is about providing and obtaining information in courts and at formal hearings. The learner must provide accurate and timely written information. They may be involved in the collection of information from individuals and from other agencies but would not necessarily be responsible for writing reports. The learner must also make oral contributions at courts and formal hearings.

Learning outcomes

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

1. Provide written information at courts and formal hearings
2. Be able to obtain written information at courts and formal hearings
3. Be able to make verbal contributions to courts and formal hearings

Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit DA1.

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 330

Provide and obtain information at courts and at formal hearings

Outcome 1

Provide written information at courts and formal hearings

Assessment Criteria

The learner can:

1. identify the specific legislation (national and European) that they have taken into account in their work
2. identify the possible hearing outcomes and associated statutory requirements of different courts and formal hearings
3. select the appropriate forms of report required for the different courts and formal hearings
4. provide concise written information consistent with agency policy and statutory requirements and time constraints
5. apply the principles of equality, diversity and anti-discriminatory practice to working in courts and formal hearings.

Unit 330

Provide and obtain information at courts and at formal hearings

Outcome 2

Be able to obtain written information at courts and formal hearings

Assessment Criteria

The learner can:

1. explain their own role and responsibility to the people from whom information is requested
2. seek information in a manner which is sensitive to the situation
3. confirm the accuracy of the information gathered
4. record the information accurately and clearly and store according to agency requirements..

Unit 330

Provide and obtain information at courts and at formal hearings

Outcome 3

Be able to make verbal contributions to courts and formal hearings

Assessment Criteria

The learner can:

1. present the information succinctly consistent with the conventions of the hearing
2. make oral contributions consistent with their own role, agency policy and statutory requirements
3. complete accurate records of the verbal contribution and store them according to agency requirements
4. analyse and reflect on their own personal learning and development and seek further information, advice and support promptly as required.

Unit 331

Manage information for action in the justice sector

Level: 3
Credit value: 3
UAN: J/602/5057

Unit aim

This unit is about managing the quantitative and qualitative information you need in your area of responsibility. It covers obtaining the information you need, providing others with information and advice and holding informal meetings. This unit is appropriate to operational staff who need to collect information, provide others with information and advice, and hold informal meetings.

Learning outcomes

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

1. Understand the importance and principles of gathering and providing information for action
2. Understand the policies, procedures and processes for managing information for action
3. Be able to gather required information
4. Be able to inform and advise others
5. Be able to hold meetings

Guided learning hours

It is recommended that **25** 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 Manage information for action in the justice sector NOS unit HF16.

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 managed information for action within their organisational guidelines.

Unit 331

Manage information for action in the justice sector

Outcome 1

Understand the importance and principles of gathering and providing information for action

Assessment Criteria

The learner can:

1. explain the importance of gathering, validating and analysing information for team and organisational effectiveness
2. explain the importance of confirming the recipient's understanding of the information and advice provided
3. explain the benefits and purpose of seeking feedback on the quality and relevance of the advice and information provided
4. explain the importance of providing valid and accurate information and advice to others
5. explain the principles of confidentiality when handling information and advice
6. identify the types of information and advice that may be provided to different people.

Unit 331 Manage information for action in the justice sector

Outcome 2 Understand the policies, procedures and processes for managing information for action

Assessment Criteria

The learner can:

1. describe own role and responsibilities in relation to managing information
2. describe the types of qualitative and quantitative information that are essential to own role and responsibilities
3. give examples of typical problems that may occur when gathering information
4. identify the procedures for making recommendations for improvements to systems and procedures
5. identify the types of information and advice that other people may require
6. identify organisational policies, procedures and resource constraints that may affect the advice and information given to others
7. explain the methods and procedures for gathering and storing information
8. explain the value and limitations of meetings as a method of exchanging information and making decisions.

Unit 331

Manage information for action in the justice sector

Outcome 3

Be able to gather required information

Assessment Criteria

The learner can:

1. gather information that is accurate, sufficient and relevant to the purpose for which it is needed
2. take action promptly and effectively to overcome problems in gathering relevant information
3. record and store the information gathered in accordance with organisational policy and procedure
4. recommend possible improvements to systems and procedures to the relevant people.

Unit 331

Manage information for action in the justice sector

Outcome 4

Be able to inform and advise others

Assessment Criteria

The learner can:

1. provide information and advice at a time and place, and in a form and manner appropriate to the needs of recipients
2. provide advice that is consistent with the organisation's policy, procedures and resource constraints
3. use reasoned arguments and appropriate evidence to support your advice
4. confirm recipients' understanding of the information and advice given to them
5. maintain confidentiality according to the organisation's requirements
6. seek feedback from recipients about the information and advice provided
7. use feedback to improve the ways in which information and advice is given

Unit 331

Manage information for action in the justice sector

Outcome 5

Be able to hold meetings

Assessment Criteria

The learner can:

1. provide sufficient notice of the meeting to allow the necessary people to attend
2. discuss clearly the purpose and objectives of the meeting at the start
3. lead meetings in a manner that helps people to make useful contributions
4. discourage unhelpful arguments and digressions
5. make sure the meeting achieves its objectives within the allocated time
6. provide information about outcomes of the meeting promptly to those who need it

Unit 332

Develop control for people who are a risk to themselves or others

Level: 3
Credit value: 4
UAN: T/601/4085

Unit aim

This unit is about working effectively with people who have behavioural problems that may arise from mental illness. Behaviours may be emotional or racially, physically or sexually abusive. They may in other ways be inappropriate including criminal. This unit applies to experienced operational staff working closely with individuals in custody who have significant behavioural problems.

Learning outcomes

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

1. Understand the theories and research of developing control for people who are a risk to themselves or others
2. Know and understand the factors affecting the development of control for people who are a risk to themselves or others
3. Understand how to develop control for people who are a risk to themselves or others
4. Be able to challenge behaviour which creates risk and establish agreed boundaries and expectations
5. Be able to maintain and review agreed boundaries and expectations of behaviour
6. Be able to assist people to develop greater control over their behaviour

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Develop control for people who are a risk to themselves or others NOS unit GC5.

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 developed control for people who are a risk to themselves or others within their organisational guidelines.

Unit 332

Develop control for people who are a risk to themselves or others

Outcome 1

Understand the theories and research of developing control for people who are a risk to themselves or others

Assessment Criteria

The learner can:

1. explain theories on the causes and origins of violence and aggression
2. explain theories of behaviour and learning
3. explain non-conforming behaviour and outcomes of research into different forms of intervention or non-intervention, relating to:
 - criminal behaviour and re-offending
 - sexual, physical and racial abuse
 - self-harm and suicide
 - anti-social behaviour
 - mental health
4. define statistics on the incidence of violence, aggression, depression and social isolation among different client groups
5. describe the impact of adverse behaviour on self and others
6. explain the impact of individual and structural discrimination on identity, and approaches to increase options and promote positive identity.

Unit 332

Develop control for people who are a risk to themselves or others

Outcome 2

Know and understand the factors affecting the development of control for people who are a risk to themselves or others

Assessment Criteria

The learner can:

1. describe how different factors contribute to behaviour, including:
 - past history
 - stress factors
 - lack of understanding of information
 - dysfunctional coping mechanisms
 - prejudice and stereotyping
2. give examples of conflict situations and skills in conciliation
3. define reporting and recording systems for courts and allied organisations
4. give examples of common support needs of workers
5. identify the range of support and advocacy services available to individuals whose behaviour causes concern
6. describe research and outcomes of intervention and support aimed to reduce risk, and the need to enhance coping skills in different contexts
7. identify current policies on types of behaviour and groups that present a social risk
8. identify the rights and responsibilities of individuals and groups.

Unit 332

Develop control for people who are a risk to themselves or others

Outcome 3

Understand how to develop control for people who are a risk to themselves or others

Assessment Criteria

The learner can:

1. describe different approaches to engaging reluctant, aggressive and withdrawn individuals
2. describe how to apply group processes and peer support and development
3. describe different techniques for group work, peer learning and self-help
4. describe different methods of planning and providing feedback
5. describe different techniques and resources to:
 - promote learning and alternative behaviour
 - monitor change and the participation of individuals and carers in planning and evaluation

Unit 332

Develop control for people who are a risk to themselves or others

Outcome 4

Be able to challenge behaviour which creates risk and establish agreed boundaries and expectations

Assessment Criteria

The learner can:

1. explore and assess aspects of behaviour that create risk to the individual or others
2. take full account of cultural, religious or other factors that may influence the individual's behaviour
3. identify correctly any boundaries and expectations that will minimise unwanted behaviour and encourage positive behaviour
4. identify boundaries and expectations of behaviour that are realistic and contribute to safeguarding the individual and others
5. discuss fully the boundaries and expectations and their significance with the individual, and encourage their support and agreement.

Unit 332

Develop control for people who are a risk to themselves or others

Outcome 5

Be able to maintain and review agreed boundaries and expectations of behaviour

Assessment Criteria

The learner can:

1. identify and explain clearly to the individual, examples of positive aspects of behaviour that correspond to agreed expectations as they occur
2. provide positive reinforcement in such a way as to encourage the repetition of positive behaviour
3. identify correctly behaviour that exceeds agreed boundaries and take constructive action to minimise it
4. request an appropriate level of support when maintaining boundaries becomes difficult
5. make interventions that are consistent with the assessment of individual needs and risks involved, in line with agreed procedures and policies
6. take prompt action when necessary to protect yourself and others, and you summon further assistance as soon as practicable
7. take constructive action to defuse behaviour that threatens others
8. record accurately incidents of behaviour exceeding agreed boundaries.

Unit 332

Develop control for people who are a risk to themselves or others

Outcome 6

Be able to assist people to develop greater control over their behaviour

Assessment Criteria

The learner can:

1. produce possible explanations about the individual's behaviour and the risk which this causes and test these against research, theory and practice
2. encourage the individual to:
 - accept responsibility for their behaviour
 - acknowledge the impact it has on others
 - face up to the consequences
3. assist the individual to explore and adopt positive alternatives
4. encourage the individual to identify factors contributing to their behaviour patterns
5. review these factors and identify appropriate sources of support
6. accurately assess the needs of victims of difficult, dangerous or criminal behaviour and make realistic plans as to how they will be met.

Unit 333

Promote and reinforce positive behavioural goals during relationships with individuals

Level: 3
Credit value: 3
UAN: R/601/2425

Unit aim

This unit is concerned with establishing and sustaining effective working relationships with individuals as part of an overall strategy to confront offending or anti-social behaviour and promote pro-social behaviour.

Learning outcomes

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

1. Know and understand factors which contribute to anti-social behaviour
2. Be able to facilitate behavioural change using pro-social modelling
3. Be able to review the effectiveness of behaviour change with individuals

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 NOS unit EC7.

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 333

Promote and reinforce positive behavioural goals during relationships with individuals

Outcome 1

Know and understand factors which contribute to anti-social behaviour

Assessment Criteria

The learner can:

1. identify legislation, policies and procedures which apply when working with individuals who behave in an anti-social manner
2. identify factors which trigger anti-social behaviour in individuals
3. describe the characteristics of anti-social behaviour
4. describe techniques for communicating with individuals who behave in an anti-social manner
5. explain how pro-social modelling is used to counter anti-social behaviour

Unit 333

Promote and reinforce positive behavioural goals during relationships with individuals

Outcome 2

Be able to facilitate behavioural change using pro-social modelling

Assessment Criteria

The learner can:

1. encourage individuals to explore and discuss the effects of their behaviour on themselves and others
2. demonstrate pro-social behaviour when working with individuals who behave in an anti-social manner
3. encourage individual to practise positive behaviour
4. encourage individuals to set goals on displaying positive behaviour

Unit 333

Promote and reinforce positive behavioural goals during relationships with individuals

Outcome 3

Be able to review the effectiveness of behaviour change with individuals

Assessment Criteria

The learner can:

1. review goals and achievements on displaying positive behaviour with individuals at agreed intervals
2. use feedback to encourage individuals to sustain the changes in their behaviour
3. encourage individuals to identify options for overcoming barriers to their progress
4. conclude the relationship in a manner which encourages individuals to sustain their behaviour change

Level: 3
Credit value: 4
UAN: K/601/2432

Unit aim

This unit is about assessing the needs and abilities of individuals and planning relevant activities for individuals. The learner may use both formal and informal assessment systems, and activities may relate to education, employment or skills-based training.

Learning outcomes

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

1. Know and understand the principles that underpin the assessment of individuals' needs and the planning of activities
2. Be able to contribute to the assessment of individuals' abilities and needs
3. Be able to plan agreed development activities for individuals

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit EC6.

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 334

Outcome 1

Assess individuals' needs and plan activities

Know and understand the principles that underpin the assessment of individuals' needs and the planning of activities

Assessment Criteria

The learner can:

1. explain the purpose of assessing individuals' needs and planning activities to meet these needs
2. describe the formal and informal methods, by which an individual's abilities and needs can be assessed
3. identify activities which may be suitable for increasing the potential and effectiveness of individuals
4. explain the factors to take account of when assessing individuals' needs and planning activities

Unit 334

Outcome 2

Assess individuals' needs and plan activities

Be able to contribute to the assessment of individuals' abilities and needs

Assessment Criteria

The learner can:

1. obtain relevant information and the necessary resources
2. explain to individuals the purpose and processes of the assessment
3. respond to different needs and styles of individuals and facilitate their involvement
4. carry out the assessment in accordance with required procedures

Unit 334

Outcome 3

Assess individuals' needs and plan activities

Be able to plan agreed development activities for individuals

Assessment Criteria

The learner can:

1. identify activities which are consistent with the outcomes of the assessment and take account of the individual's interests and preferences
2. develop a plan that identifies realistic and prioritised goals, and appropriate development methods
3. specify in the plan how the success of the activity is to be evaluated

Unit 335

Communicate effectively with people maintaining the security of information

Level: 3
Credit value: 3
UAN: F/601/2422

Unit aim

This unit is about communicating effectively with people – orally, in writing, using electronic and/or telecommunication and using non-verbal forms of communication. The term ‘people’ is used broadly to cover any child, adult, group, community or agency that workers come into contact with, either directly or indirectly. It includes members of the public, individuals who are clients of the justice sector, and colleagues in the workplace.

Learning outcomes

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

1. Understand how to communicate with people
2. Understand how to maintain the security of information in communications with people
3. Be able to communicate with people

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 NOS unit AB1.

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 335

Communicate effectively with people maintaining the security of information

Outcome 1

Understand how to communicate with people

Assessment Criteria

The learner can:

1. identify the legislation, organisational policies and procedures that apply to communicating with people
2. explain the features of effective communication
3. describe techniques for overcoming barriers to effective communication, (including those that are personal, environmental and social)

Unit 335

Communicate effectively with people maintaining the security of information

Outcome 2

Understand how to maintain the security of information in communications with people

Assessment Criteria

The learner can:

1. identify the legislation, organisational policies and procedures that apply to the security and management of information
2. identify types of information that might be sensitive and/or confidential
3. describe the appropriate precautions to be taken when communicating confidential and/or sensitive information
4. explain the reasons for alerting an appropriate person when issues arise about the handling of/misuse of information

Unit 335

Communicate effectively with people maintaining the security of information

Outcome 3

Be able to communicate with people

Assessment Criteria

The learner can:

1. identify and use four different methods of communication which meet the different needs of people
2. identify and use different methods to reduce any barriers to effective communication
3. explain precautions necessary when communicating sensitive and/or confidential information
4. explain support available when experiencing difficulties in communicating

Unit 336

Assist parents in custody to develop their parenting skills

Level: 3
Credit value: 2
UAN: M/602/5053

Unit aim

This unit is about helping parents in custody to acknowledge their responsibilities and rights as parents and to develop their relationship with their children in a positive direction. This unit applies to experienced operational staff working closely with individuals in custody who are parents and wish to develop their relationship with their children and to become more effective parents.

Learning outcomes

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

1. Understand the principles that underpin helping parents in custody to develop their parenting skills
2. Understand the factors affecting helping parents in custody to develop their parenting skills
3. Be able to promote the benefits of positive parenting to parents in custody
4. Be able to encourage parents in custody to relate positively to their children
5. Be able to help parents in custody to overcome parenting difficulties

Guided learning hours

It is recommended that **5** 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 Assist parents in custody to develop their parenting skills NOS unit GH2.

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 assisted parents in custody to develop their parenting skills within their organisational guidelines.

Unit 336

Assist parents in custody to develop their parenting skills

Outcome 1

Understand the principles that underpin helping parents in custody to develop their parenting skills

Assessment Criteria

The learner can:

1. explain the importance of child protection
2. explain the importance of being non-judgmental in regard to negative feelings that parents may have about their children
3. explain the importance of encouraging parents to identify and talk about the positive feelings that parents have about their children
4. explain the importance of emphasising and reinforcing children's individuality and their positive characteristics
5. explain the importance of emphasising that the difficulties that parents are experiencing are not unique to them
6. explain the importance of complementing any support that parents in custody are receiving from other sources
7. explain the importance of parents taking responsibility for their own decisions and actions
8. explain why it is important to liaise with other organisations who may be involved in decisions about the children's welfare and future
9. explain the importance of taking account of the needs and well-being of both the child and the parent in any work you undertake
10. explain the importance of recording and reporting progress that the individual may be making in their parenting role in relation to:
 - their sentence plan
 - future release
 - resettlement

Unit 336

Assist parents in custody to develop their parenting skills

Outcome 2

Understand the factors affecting helping parents in custody to develop their parenting skills

Assessment Criteria

The learner can:

1. describe the effects of typical difficulties that parents in custody experience on both the parent and child
2. describe the basic stages of child development in relation to how the child's needs and expectations for parental contact and support changes during these stages
3. describe methods for managing typical risks that the children of individuals in custody may be exposed to
4. explain the types of contact that individuals in custody can have with their children
5. identify sources of information, advice and support on parenting that could be valuable to self and the individual in custody
6. explain the types of feelings that children may have about parents in custody and their own experience of the child/parent relationship
7. describe factors which can lead to child behaviour that seems negative to the parent
8. describe the positive contribution that other members of the individual's family can make to supporting and reinforcing the parenting role
9. identify other organisations who may be involved in decisions about the children's welfare and future
10. explain the benefits of contact that individuals in custody can have with their children

Unit 336

Assist parents in custody to develop their parenting skills

Outcome 3

Be able to promote the benefits of positive parenting to parents in custody

Assessment Criteria

The learner can:

1. use appropriate opportunities to discuss parental roles and responsibilities with individuals in custody
2. communicate in ways that are appropriate to the individuals and likely to maintain their interest
3. encourage individuals in custody to recognise their rights and responsibilities as parents
4. discuss the value of the parental role to children's development and the possible implications of parents not fulfilling that role
5. discuss the benefits and enjoyment both for the individual and child that can result from a strong parent/child relationship
6. discuss activities that the individual could undertake to carry out their responsibilities within the context of custody
7. provide the individual with positive role models of how effective parenting can be carried out
8. provide the individual with opportunities to access information, support and advice on parenting

Unit 336

Assist parents in custody to develop their parenting skills

Outcome 4

Be able to encourage parents in custody to relate positively to their children

Assessment Criteria

The learner can:

1. encourage individuals to maintain contact and undertake appropriate activities with their children within an agreed framework that protects the child from any risk
2. respond non-judgmentally to individuals' negative and difficult feelings about their children
3. create and use opportunities that help individuals to express positive feelings and opinions about their children
4. emphasise the individuality of each child in discussions with individuals about the child's needs and rights
5. explore individuals' perceptions about their children's characteristics
6. encourage individuals to recognise the importance of valuing each child's characteristics
7. encourage individuals to understand the feelings that may lie behind their children's behaviour
8. encourage individuals to find positive ways of responding to and managing their children's behaviour
9. assist the individual to develop a positive action plan for their parenting role on release from custody

Unit 336

Assist parents in custody to develop their parenting skills

Outcome 5

Be able to help parents in custody to overcome parenting difficulties

Assessment Criteria

The learner can:

1. maintain a supportive environment in which individuals in custody can discuss their parenting role and any difficulties they are experiencing
2. establish and acknowledge with individuals the idea that most parents encounter problems in parenting
3. establish the difficulties that the individuals are experiencing with their parenting role
4. provide information and advice to support the parent with these difficulties
5. discuss the importance of the individual taking responsibility for their own decisions and actions in relation to their children
6. liaise with other members of the individual's family and relevant organisations if this will assist the individual in carrying out their parenting role
7. provide support that will balance positive outcomes both for the individual and the children involved
8. record the progress that the individual is making with their parenting role
9. report progress to the appropriate colleagues and organisations

Unit 337

Develop and maintain effective working relationships with the families of individuals held in custody

Level: 3
Credit value: 2
UAN: Y/602/5046

Unit aim

This unit is about working with the families of individuals in custody to help to achieve positive outcomes for the individual, in particular by encouraging their personal and social development and by reducing their offending behaviour. The unit applies to experienced operational staff with responsibilities for individuals in custody that will bring them into regular contact with family members.

Learning outcomes

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

1. Understand the importance and principles of developing and maintaining effective working relationships with the families of individuals held in custody
2. Know the factors affecting working relationships with the families of individuals held in custody
3. Be able to establish and maintain effective working relationships with the families of individuals in custody
4. Be able to work with family members to achieve positive outcomes for individuals in custody

Guided learning hours

It is recommended that **5** 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 Develop and maintain effective working relationships with the families of individuals held in custody NOS unit FH2.

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 developed and maintained effective working relationships with the families of individuals held in custody within their organisational guidelines.

Unit 337

Develop and maintain effective working relationships with the families of individuals held in custody

Outcome 1

Understand the importance and principles of developing and maintaining effective working relationships with the families of individuals held in custody

Assessment Criteria

The learner can:

1. explain the importance of establishing an effective working relationship with family members of individuals in custody
2. give examples of the roles that family members can play in helping to achieve positive outcomes for the individual
3. explain why it is important to agree aims, objectives and respective roles with family members
4. explain why it is important to review progress with family members and colleagues
5. explain why it is important to evaluate the effectiveness of the various roles undertaken by all those supporting the individual in custody
6. explain why it is important to acknowledge the contributions that family members are making
7. explain the importance of keeping a record of work with family members
8. describe methods for identifying lessons for the future

Unit 337

Develop and maintain effective working relationships with the families of individuals held in custody

Outcome 2

Know the factors affecting working relationships with the families of individuals held in custody

Assessment Criteria

The learner can:

1. give examples of positive goals to which family members can contribute
2. identify the types of information that should be obtained from family members
3. describe aspects of a family member's relationship with the individual that may:
 - help the achievement of positive goals
 - hinder the achievement of positive goals
4. identify the types of information that family members will need in order to contribute to the process
5. give examples of the types of support that family members may need in helping to achieve positive goals

Unit 337

Develop and maintain effective working relationships with the families of individuals held in custody

Outcome 3

Be able to establish and maintain effective working relationships with the families of individuals in custody

Assessment Criteria

The learner can:

1. introduce self to family members, providing them with full information about self and own responsibilities for the individual
2. treat family members with respect and consideration
3. establish the willingness of family members to work with self
4. obtain information from family members about their relationship with the individual and its effectiveness
5. establish key aspects of their relationship with the individual that might assist or hinder the achievement of positive goals
6. verify key information about the individual's history that is relevant to their offending behaviour
7. provide family members with information that could assist the achievement of positive goals
8. establish how contact will be maintained with the family
9. challenge constructively any attitudes or behaviour that may not assist the achievement of positive goals

Unit 337

Develop and maintain effective working relationships with the families of individuals held in custody

Outcome 4

Be able to work with family members to achieve positive outcomes for individuals in custody

Assessment Criteria

The learner can:

1. establish with family members the contribution they can make to achieving positive outcomes for the individual
2. provide family members with the information and support they need to work towards positive outcomes
3. exchange information with family members and colleagues on progress that the individual is making towards positive outcomes
4. evaluate the effectiveness of the roles undertaken by all those working with individuals in custody
5. acknowledge the contribution that family members are making towards the achievement of positive outcomes in a way that will reinforce their commitment
6. maintain a record of what has been achieved
7. establish any lessons for future work with family members

Unit 338

Monitor and maintain the health, well-being and safety of dogs

Level: 3
Credit value: 3
UAN: M/601/4103

Unit aim

This unit is about looking after the health, well-being and safety of dogs that are used in the custodial context, and being alert to potential hazards including sharp items, harmful substances, vehicles and dangerous areas.

Learning outcomes

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

1. Understand the principles behind monitoring and maintaining the health, well-being and safety of dogs
2. Be able to monitor and maintain the health and well-being of dogs
3. Be able to monitor and maintain the safety of dogs

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit ZJ1.

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 338

Monitor and maintain the health, well-being and safety of dogs

Outcome 1

Understand the principles behind monitoring and maintaining the health, well-being and safety of dogs

Assessment Criteria

The learner can:

1. identify safe, hygienic cleaning routines for the dog and its accommodation
2. specify the ways of monitoring a dog's health and welfare, including the symptoms of illness, injury and distress and outline the actions to take
3. identify the common types of treatments and medication and how to store, handle and administer these
4. describe the different types of feed for dogs, the general nutrition requirements of dogs, including the importance of fresh water, and the safe preparation and serving of their food
5. identify how to maintain the health and well-being of dogs during transportation
6. describe how to ensure a dog's accommodation is safe and secure
7. outline safe and suitable dog handling and grooming routines and how to maintain the equipment in good working order
8. identify the legal and organisational requirements in relation to the health, well-being and safety of dogs
9. describe the records required for monitoring the health, well-being and safety of dogs

Unit 338

Monitor and maintain the health, well-being and safety of dogs

Outcome 2

Be able to monitor and maintain the health and well-being of dogs

Assessment Criteria

The learner can:

1. monitor the dog's health and welfare, identifying signs of illness, injury and distress and take the appropriate action
2. administer prescribed treatments following veterinary instructions and report any changes in the dog's condition that might indicate side effects
3. prepare, provide and monitor food and drink following nutritional and hygiene requirements
4. bathe, clean and groom the dog at the required times using the correct techniques and equipment
5. dispose of the dog's bodily waste safely with due regard to hygiene considerations

Unit 338

Monitor and maintain the health, well-being and safety of dogs

Outcome 3

Be able to monitor and maintain the safety of dogs

Assessment Criteria

The learner can:

1. safely transport and monitor the condition of the dog according to legislation and organisational procedures
2. monitor and identify any potential hazards to the dog and take any appropriate action
3. clean and maintain the dog's accommodation safely, following approved routines
4. identify any concerns with the safety and security of the dog and take appropriate action
5. maintain dog handling equipment in good working order and use in accordance with organisational procedures

Unit 339

Maintain and develop the performance of dogs

Level: 3
Credit value: 4
UAN: T/601/4104

Unit aim

This unit is about maintaining the performance of dogs and developing them for their role in the organisation.

Learning outcomes

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

1. Understand the principles of maintaining and developing the performance of dogs
2. Be able to maintain the performance of dogs
3. Be able to maintain and develop the performance of dogs through training exercises

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit ZJ2.

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 339

Maintain and develop the performance of dogs

Outcome 1

Understand the principles of maintaining and developing the performance of dogs

Assessment Criteria

The learner can:

1. describe how to handle and control the dog during operational duties and training, maintaining its health, safety and welfare
2. explain how to use dog handling equipment, including leads, collars and check chains
3. describe how training can be used to improve fitness, responsiveness and operational performance
4. specify the types of roles of dogs in the organisation and how to train for different roles
5. outline health and safety requirements and animal welfare legislation and their responsibilities with regard to these

Unit 339

Maintain and develop the performance of dogs

Outcome 2

Be able to maintain the performance of dogs

Assessment Criteria

The learner can:

1. prepare the dog for work
2. handle and control the dog in way that maintains its performance and safety
3. give clear commands to the dog, monitoring its responses and taking appropriate action
4. use equipment correctly and effectively
5. encourage the dog to perform well and offer appropriate reward and praise
6. provide the dog with the necessary care to maintain its performance
7. maintain the health and safety of themselves and others during the work

Unit 339

Maintain and develop the performance of dogs

Outcome 3

Be able to maintain and develop the performance of dogs through training exercises

Assessment Criteria

The learner can:

1. develop the dog's performance through approved training exercises
2. develop the dog appropriately for its role in the organisation
3. monitor the dog's obedience by its response to commands and take the appropriate action if the dog does not respond appropriately
4. maintain a relationship with the dog that encourages best performance

Unit 340

Contribute to the security of the custodial environment using a dog

Level: 3
Credit value: 4
UAN: A/601/4105

Unit aim

This unit is about using a dog to patrol the custodial environment and to control the movement of an individual who is in breach of security.

Learning outcomes

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

1. Understand the principles behind contributing to the security of the custodial environment using a dog
2. Be able to use a dog during patrols to contribute to the maintenance of security
3. Be able to use a dog to control the movement of individuals who are in breach of security

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit ZJ3.

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 340

Contribute to the security of the custodial environment using a dog

Outcome 1

Understand the principles behind contributing to the security of the custodial environment using a dog

Assessment Criteria

The learner can:

1. describe how to patrol various custodial environments and how to handle the dog during patrols
2. explain the threats that exist to themselves and the dog during patrol, and how to maintain the safety of themselves, others and the dog
3. outline the relevant legislation and organisational procedures, including health and safety requirements
4. explain the methods and procedures for maintaining radio contact with the control room and why they are important
5. identify the risks to security and the procedures for dealing with breaches of security, including contingency plans
6. describe the full range of reports they are responsible for keeping and their purpose

Unit 340

Contribute to the security of the custodial environment using a dog

Outcome 2

Be able to use a dog during patrols to contribute to the maintenance of security

Assessment Criteria

The learner can:

1. conduct the patrol of the custodial environment making full use of the dog's natural senses
2. conduct the patrol in line with security procedures, maintaining the safety of themselves, others, and the dog
3. maintain radio contact with the control room according to specified instructions
4. report promptly any risks to security identified during the patrol
5. keep the dog at the required safe distance from staff and visitors encountered
6. take the appropriate action in response to the dog's indications and reactions during handling
7. complete required reports appropriately

Unit 340

Contribute to the security of the custodial environment using a dog

Outcome 3

Be able to use a dog to control the movement of individuals who are in breach of security

Assessment Criteria

The learner can:

1. inform the appropriate authority regarding the breach of security and the deployment of the dog
2. give appropriate warnings to individuals in breach of security prior to the release of the dog
3. call off and control the dog as soon as possible when individuals can be controlled by other needs
4. take precautions to minimise the risk of danger to others
5. identify the need for assistance when required and take the appropriate action
6. communicate and work effectively with staff to manage and control the situation
7. hand over individuals in breach of security in line with agreed procedure and the law
8. provide the dog with the appropriate care after the event

Unit 341

Prepare for and carry out searches using a dog

Level: 3
Credit value: 3
UAN: F/601/4106

Unit aim

This unit is about preparing for and carrying out searches of custodial environments using a dog. The unit covers searching for people and items, or searching for substances.

Learning outcomes

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

1. Understand the requirements for preparing for and carrying searches using a dog
2. Be able to prepare for a search using a dog
3. Be able to carry out a search using a dog

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit ZJ4.

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 341

Prepare for and carry out searches using a dog

Outcome 1

Understand the requirements for preparing for and carrying searches using a dog

Assessment Criteria

The learner can:

1. describe how to prepare for and carry out searches using a dog, including different search conditions and dealing with potential hazards
2. outline why the area must be cleared of people not involved in the search, and why items which may be damaged by the dog must be removed and searched
3. describe how to handle the dog, taking into consideration its character and nature
4. describe the methods and procedures for maintaining communications with others during the search
5. identify the relevant legislation, organisational procedures and health and safety policies
6. describe the ways unauthorised items can be concealed and the ways in which people can hide, outlining the actions to take if any are found
7. identify the different reports they are responsible for and the use of these reports inside and outside of the custodial establishment

Unit 341

Prepare for and carry out searches using a dog

Outcome 2

Be able to prepare for a search using a dog

Assessment Criteria

The learner can:

1. obtain the necessary information to carry out the search, identifying the area to be searched according to agreed procedures
2. take appropriate action with regard to search conditions and any hazards present
3. prepare the dog for the search
4. clear the area of people not involved in the search and make the area accessible to the dog
5. remove any items and equipment that might be damaged by the dog and search these for unauthorised items and substances
6. give any missing or unauthorised person the opportunity to declare their position, taking appropriate action

Unit 341

Prepare for and carry out searches using a dog

Outcome 3

Be able to carry out a search using a dog

Assessment Criteria

The learner can:

1. handle and control the dog in a way that maintains its performance
2. promote the health and safety of the dog, yourself and others through a cautious approach
3. direct the dog to carry out a methodical and thorough search of the area in line with organisational procedures, giving the dog appropriate access and time
4. take the appropriate action when the presence of unauthorised items, substances or people are indicated by the dog
5. respect the rights of individuals throughout the search
6. maintain the required communication with others during the search

Unit 342

Contribute to plans for the release and resettlement of offenders

Level: 3
Credit value: 5
UAN: M/601/3985

Unit aim

This unit focuses on planning the release and resettlement of offenders into the community. You will need to take account of individual's personal circumstances, including personal domestic relationships, accommodation, money, physical, mental and emotional health, use of alcohol and drugs where these are an issue and available support structures and contacts.

Your plans for release and resettlement may include accommodation, employment, education and training, financial support, re-establishing relationships, maintenance of health and social wellbeing, daily living skills, refuge and protection and arrangements through which the offender and their behaviour can be monitored.

In preparing plans you will need to assess the risk of harm to the public, including actual and potential victims including people significant to the offender, people working with the offender, the offender him/herself and/or to property.

Learning outcomes

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

1. Understand the principles and requirements of planning the release and resettlement of offenders
2. Be able to obtain information from offenders
3. Be able to obtain information from colleagues and evaluate and record the information gathered
4. Be able to assess the risks of release and resettlement of offenders
5. Be able to identify and assess the options for release and resettlement of offenders

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit F12.

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 plans for the release and resettlement of offenders within their organisational guidelines.

Unit 342

Contribute to plans for the release and resettlement of offenders

Outcome 1

Understand the principles and requirements of planning the release and resettlement of offenders

Assessment Criteria

The learner can:

1. explain the needs of victims, survivors and witnesses in relation to the release and resettlement of offenders
2. give examples of the factors associated with an individual's offending behaviours and options for mitigating these on release and resettlement
3. give examples of the sources of information and advice available to support planning the release and resettlement of offenders
4. describe methods of engaging the offender and others involved in the assessment process for planning their release and resettlement
5. explain the procedures and protocols applicable to release of offenders from different secure establishments
6. describe the methods for:
 - assessing the needs of the offender being released and resettled
 - assessing and managing risk associated with planning the release and resettlement of offenders
7. explain different strategies for communicating with those in the community who are concerned about the release and resettlement of offenders who pose significant risk
8. give examples of the tensions and concerns that are likely to exist for those involved in, or affected by the release and resettlement of offenders for:
 - victims and their families
 - offenders and their families
 - communities
 - own organisation
9. identify the specific legislation, guidelines of good practice, charters and service standards that relate to the release and resettlement of offenders

Unit 342

Contribute to plans for the release and resettlement of offenders

Outcome 2

Be able to obtain information from offenders

Assessment Criteria

The learner can:

1. explain to offenders, the purpose and use of the information gathered
2. establish the roles and responsibilities of all those involved in planning the release and resettlement
3. encourage offenders to explore:
 - the factors contributing to their offending behaviour
 - issues relating to their release such as the impact on victims and the community
4. discuss with offenders their concerns about plans for their release and resettlement
5. clarify and agree with offenders the content and accuracy of the information received from offenders
6. evaluate offenders' behaviour throughout the process for any further insights it may offer
7. encourage offenders to explore and explain extreme views and attitudes that appear to influence their offending behaviour

Unit 342

Contribute to plans for the release and resettlement of offenders

Outcome 3

Be able to obtain information from colleagues and evaluate and record the information gathered

Assessment Criteria

The learner can:

1. explain clearly own role and responsibility, and the purpose of the information gathering to colleagues involved
2. communicate with colleagues clearly and effectively and in line with organisational policy
3. seek information from colleagues on the offender's:
 - behaviour while in custody
 - views of their offending behaviour
 - plans for their release
 - perceived risks associated with their release and resettlement
 - attendance at and participation in programmes while in custody and with what results
4. take appropriate action immediately when the information indicates that there is immediate risk of harm or the offender discloses further offences
5. obtain advice and support when the needs of the offender and the complexity of the case are beyond own role and capability
6. record the information accurately and clearly and store it safely

Unit 342

Contribute to plans for the release and resettlement of offenders

Outcome 4

Be able to assess the risks of release and resettlement of offenders

Assessment Criteria

The learner can:

1. summarise and structure the available information about the offender in a way that aids analysis
2. confirm whether there is sufficient information from the necessary range of sources to be able to make a valid assessment
3. obtain further information and specialist assessment when the information available is insufficient to make valid judgements
4. compile case notes which identify:
 - the offender's plans for living in the community
 - the views of people in the community who will be affected by the release and resettlement of the offender
 - other factors in the community that may have a bearing on the case
5. make an assessment of the risks of harm and likelihood of re-offending associated with the offender's offending behaviour
6. make a valid assessment of:
 - the effects of the offender's offending behaviour on victims and others
 - the causes of the offender's offending behaviour
 - the offender's attitudes to their offending behaviour and their motivation to change
 - the progress the offender has made in changing their behaviour and potential obstacles to sustaining change
 - the potential impact of the offender on the community
 - the nature of the community itself and whether it is the most appropriate community in which to release and resettle the offender
 - the resources required to sustain the offender in the community, minimise the risk of harm and reduce the likelihood of re-offending
7. collaborate with workers in other organisations to assess the risks of harm and likelihood of re-offending posed by the offender
8. seek advice and support when the complexity of the case, the needs of the offender or the level of risk of harm that they pose are beyond own role and capability

Unit 342

Contribute to plans for the release and resettlement of offenders

Outcome 5

Be able to identify and assess the options for release and resettlement of offenders

Assessment Criteria

The learner can:

1. collaborate with workers in other organisations to identify ways of managing the risks of harm posed by the offender and identify realistic options for release and resettlement
2. establish and explore ways to challenge any professional, organisation and community barriers that stand in the way of effective solutions to release and resettlement
3. establish options for releasing the offender into the community based on:
 - an evaluation of the level of risk inherent in each option
 - the assessment of the nature and causes of the offenders' offending behaviour
 - the impact of the offending behaviour and the offender's release on the people significant to the offender, their victims and the community as a whole
 - an assessment of the progress offenders have made in changing their behaviour and the programmes and further support they will need to sustain change in the community
 - the views of the community on the offender's release and resettlement
 - the capacity of the relevant organisations to sustain the release and resettlement programme
4. alert relevant organisations to the implications of the different options
5. obtain advice and support when the complexity of the case, the needs of the offender or the level of risk of harm that they pose are beyond own role and capability
6. complete records accurately and clearly and store them safely
7. communicate information to others who have the right and need to know at a time and in a manner which is of maximum benefit to them

Level: 2
Credit value: 2
UAN: D/602/2651

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 relates directly to NOS 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

Enter and find data using a computer

Outcome 1

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

Enter and find data using a computer

Outcome 3

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: 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 relates directly to the NOS 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

Search vehicles in a custodial context

Outcome 2

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

Outcome 3

Search vehicles in a custodial context

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

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. Know and 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 relates directly to the NOS 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

Know and 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

Outcome 2

Drive vehicles to carry out custodial duties

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.

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 the NOS 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. or 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 screening 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 screening 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 screening 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 219

Prepare and drive secure vehicles to and from custodial and other environments

Level: 2
Credit value: 2
UAN: A/601/3973

Unit aim

This unit is about driving a custodial vehicle, such as a cellular vehicle, mini-bus, saloon car, or other specialist vehicle, from one location to another. Usually these locations will be courts and prisons but could include for example, hospitals and other non-secure places. It also covers checking the vehicle for appearance, roadworthiness and security, and dealing with security, emergency and communications equipment and tracking devices and navigation equipment. It may also involve responding to incidents arising from mechanical breakdown, poor weather, obstacles or traffic congestion and aggressive road users and emergencies that may arise from a road traffic accident, illness, injury or attempted escape.

Learning outcomes

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

1. Understand the requirements for preparing and driving secure vehicles to and from custodial and other environments
2. Be able to check the vehicle and its equipment
3. Be able to ensure the security of the vehicle
4. Be able to drive the vehicle to and from custodial and other environments

Guided learning hours

It is recommended that **7** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit FE2.

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 219

Prepare and drive secure vehicles to and from custodial and other environments

Outcome 1

Understand the requirements for preparing and driving secure vehicles to and from custodial and other environments

Assessment Criteria

The learner can:

1. identify the vehicle safety requirements that are the responsibility of the driver
2. explain the procedures for routine vehicle maintenance checking and reporting
3. describe the range and use of equipment fitted to the vehicle
4. explain the functions and location of emergency and security alarms fitted to the vehicle
5. explain organisational procedures for loading and securing individuals in transit
6. explain the procedures for carrying out security and safety checks on vehicles
7. explain the principles of route planning
8. explain the driver's responsibilities as a road user in the context of driving a secure vehicle.

Unit 219

Prepare and drive secure vehicles to and from custodial and other environments

Outcome 2

Be able to check the vehicle and its equipment

Assessment Criteria

The learner can:

1. confirm authorisation to use the vehicle
2. ensure the vehicle meets required standards of operation and maintenance
3. ensure sufficient fuel load for the planned journey
4. load and stow required tools and equipment
5. maintain required vehicle records in accordance with organisational procedures.

Unit 219

Prepare and drive secure vehicles to and from custodial and other environments

Outcome 3

Be able to ensure the security of the vehicle

Assessment Criteria

The learner can:

1. verify that the vehicle and associated equipment is appropriate for the purpose for which it will be used
2. assess the vehicle for potential security risks
3. follow organisational procedures to deal with suspected faults or omissions
4. complete and transfer required documentation in accordance with organisational procedures.

Unit 219

Prepare and drive secure vehicles to and from custodial and other environments

Outcome 4

Be able to drive the vehicle to and from custodial and other environments

Assessment Criteria

The learner can:

1. plan and verify the optimum route to the destination
2. load and secure the vehicle, its contents and its occupants in accordance with organisational procedures
3. follow the planned route showing consideration for passengers and other road users
4. advise others of and verify any unscheduled breaks or route changes in accordance with organisational procedures
5. drive the vehicle within the law, responding correctly to actual or potential road hazards
6. park the vehicle safely and legally, and leave it secure

Unit 220

Maintain security at entry and exit points

Level: 2
Credit value: 3
UAN: T/601/3969

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 relates directly to the NOS 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: 4
Credit value: 3
UAN: K/600/9711

Unit aim

This unit is about efficiently managing the resources for which the worker has authority and responsibility. It covers recommending the resources the worker and their team need to meet their objectives, and monitoring and controlling the way in which resources are used. This includes the worker involving others in identifying resources required and encouraging them to take responsibility for using resources efficiently.

Learning outcomes

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

1. Understand the importance of sustainability when using physical resources
2. Be able to identify resource requirements for own area of responsibility
3. Be able to obtain required resources for own area of responsibility
4. Be able to monitor and review the quality and usage of resources in own area of responsibility

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS unit HE8.

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 401

Outcome 1

Manage physical resources

Understand the importance of sustainability when using physical resources

Assessment Criteria

The learner can:

1. explain the importance of using sustainable resources
2. explain the potential impact of resource use on the environment
3. explain how to use resources effectively and efficiently
4. describe actions one can take to minimise any adverse environmental impact of using physical resources.

Unit 401

Outcome 2

Manage physical resources

Be able to identify resource requirements for own area of responsibility

Assessment Criteria

The learner can:

1. consult with colleagues to identify their planned activities and corresponding resource needs
2. evaluate past resource use to inform expected future demand
3. identify resource requirements for own area of responsibility.

Unit 401

Outcome 3

Manage physical resources

Be able to obtain required resources for own area of responsibility

Assessment Criteria

The learner can:

1. submit a business case to procure required resources
2. review and agree required resources with relevant individuals
3. explain an organisation's processes for procuring agreed resources.

Unit 401

Manage physical resources

Outcome 4

Be able to monitor and review the quality and usage of resources in own area of responsibility

Assessment Criteria

The learner can:

1. monitor the quality of resources against required specifications
2. identify differences between actual and planned use of resources and take corrective action
3. analyse the effectiveness and efficiency of resource use in own area of responsibility
4. make recommendations to improve the effectiveness and efficiency of resource use

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
- Essential Skills (Northern Ireland) – see 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.

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.

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

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

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

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

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

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

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