



Assessment Guidance for the SVQ in Custodial Care at level 3 (G8P0 23)

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About this Guide

The attached document contains the Units which comprise the following SVQ:

- ◆ Custodial Care at level 3 (G8P0 23)

This format will allow centres to construct their own materials according to the particular range of options they are delivering within the context of each SVQ.

Each individual Unit contains the full national occupational standard as devised by Skills for Justice, comprising the following:

- ◆ description of the element
- ◆ specification of what you must be able to do
- ◆ specification of what you must know and understand
- ◆ assessment guidance, ie evidence requirements and recommended methods of collecting this evidence

Introduction

The new National Occupational Standards (NOS) and Scottish Vocational Qualification (SVQ) in Custodial Care have been developed by Skills for Justice, the government recognised Sector Skills Council for the justice sector. These NOS and SVQ are the product of an extensive research project carried out by Skills for Justice. The NOS are designed to act as a benchmark of best practice and describe competent performance in terms of outcomes of individual's work and knowledge and skills they need to perform effectively.

Skills for Justice has also produced an Assessment Strategy for the SVQ in Custodial Care to ensure greater clarity to the assessment of the SVQ, to ensure its quality and promote confidence in those who gain it. This document is based on the final Assessment Strategy and NOS and provides information on the requirements of the Assessment Strategy for centres. The full Assessment Strategy document is available on SQA's website (www.sqa.org.uk).

The SVQ in Custodial Care at level 3 is a nationally recognised award accredited by the Scottish Qualifications Authority (SQA) in partnership with the Scottish Prison Service (SPS), and is designed for operational staff working in prisons, young offender institutions, immigration detention etc.

To achieve the SVQ in Custodial Care at level 3, candidates must achieve ten Units in total — five mandatory and five optional Units.

The SVQ structure and full selection of Units that make up the SVQ in Custodial Care at level 3 is shown on page 14.

About Scottish Vocational Qualifications (SVQs)

SVQs describe what someone who is competent in an occupation can do. SVQs are based on standards of competence. These are drawn up by Sector Skills Councils on behalf of the industry, and detail what is required to prove competence in the occupation the SVQ covers.

SVQs are recognised world-wide. They are the Scottish equivalents of NVQs (National Vocational Qualifications) in England, Wales and Northern Ireland.

The SVQ in Custodial Care is a work-based qualification, which sets the level of competence required by operational staff working in prisons, young offender institutes, immigration detention centres etc. SVQs assess the skills and knowledge people have and need to perform their job role effectively. The levels assigned to SVQs relate to the responsibilities of a person's actual job.

Who's who in SVQs

The **candidate** is the person undertaking the SVQ. The responsibility of a candidate is to meet with the assessor, plan how to undertake Units and then produce evidence to demonstrate competence.

The **assessor** is the person who assesses the candidate and **makes a** decision if he/she is competent, **based on a variety of evidence**. The assessor is normally (but not always) in the same workplace as the **candidate**. The assessor has the responsibility to meet with the candidate regularly, to plan, support, judge and give feedback on performance.

The **internal verifier** is someone designated by the assessment centre to ensure that assessors are performing consistently in the use of assessment methods and assessment decisions. This can be carried out by sampling evidence on a regular basis and by ensuring that candidates are being properly supported to achieve their award.

The **external verifier** is appointed by SQA, the Awarding body, to ensure consistency in assessment and internal verification across all centres offering the award. Centres are normally visited by an external verifier once a year.

What does the SVQ in Custodial Care look like?

The SVQ consists of a number of Units which adopt the following format:

- ◆ Unit summary
- ◆ Elements
- ◆ Performance Criteria
- ◆ Knowledge and understanding
- ◆ Range (NB not all the Units contain range statements)
- ◆ Evidence Requirements

Units are simply different tasks that are familiar areas of work to officers.

Each Unit consists of:

Unit Summary — this describes the context in which the Unit is applied in the workplace. It may describe the role of the person to which the Unit applies.

Elements — each Unit has one or more Elements. Elements describe the processes or functions that need to be done to complete the Unit. To be competent a candidate needs to demonstrate competence against all of the Elements in the Unit.

Performance criteria — describe the performance a candidate must be able to do to be considered competent in their job.

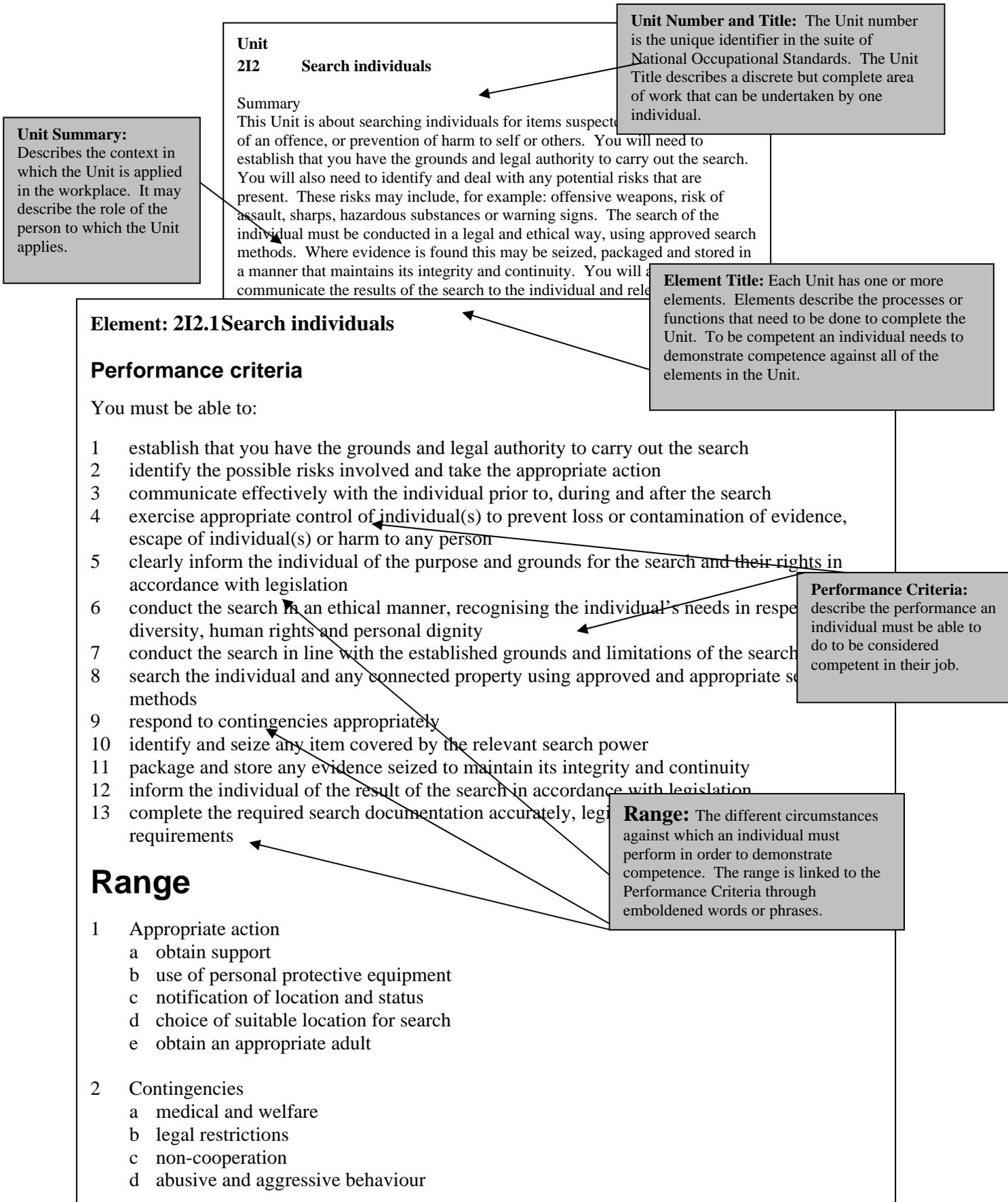
Knowledge and Understanding — describes what a candidate must know and understand to be able to demonstrate competence through the performance criteria.

Range — describes the different circumstances against which a candidate must perform in order to demonstrate competence. The range is linked to the performance criteria through emboldened words or phrases.

Evidence Requirements — describes the evidence a candidate must produce in order to demonstrate competence when NOS are used within SVQ/NVQs.

A copy of a sample Unit is shown overleaf:

Justice Sector National Occupational Standards Structure and Definitions



Knowledge and Understanding: describes what you must know and understand to be able to demonstrate competence through the performance criteria. Knowledge and understanding relates to the whole Unit.

Knowledge and understanding

You must know and understand:

Legal and organisational requirements

- 1 current legislation, policies, procedures, codes of practice and guidelines for searching individuals
- 2 legislation, policies and procedures in relation to human rights and diversity
- 3 legislation, policies and procedures in relation to health and safety
- 4 how to deal with individuals in an ethical manner
- 5 how to maintain the health and safety of yourself and others during the search

Searching individuals

- 6 how to establish you have the grounds and legal authority to carry out the search
- 7 the reason why you must have the grounds and legal authority to carry out the search
- 8 the items and evidence you are searching for
- 9 the types of risks involved in searching individuals and how to deal with them
- 10 how to conduct a thorough search of individuals within the requirements of legislation
- 11 the limitations of the search with respect to the items that are being searched for
- 12 the ways in which individuals conceal items which they do not want to be found
- 13 how to interact with the individual and the surroundings during the search to maintain safety and the effectiveness of the search
- 14 the types of contingencies that may occur and how to deal with them
- 15 how to handle, package and store items suspected of being evidence of an offence
- 16 the information you must provide to the individual on completion of the search
- 17 the entitlements of individuals who have been searched
- 18 the types of search documentation that must be completed
- 19 the procedures for completing and submitting search documentation

Evidence requirements

- 1 Simulation is not allowed for any performance evidence within this Unit.
- 2 You must practically demonstrate in your everyday work that you have met the standard for searching individuals.
- 3 Evidence must be provided from a minimum of 5 searches conducted on separate occasions.

From the range in element 1 you must show that you:

- ◆ have taken 3 of the appropriate actions
 - ◆ have dealt with 2 types of contingencies
- 4 Items from the range not covered by performance evidence should be supported by knowledge evidence.

Evidence Requirements: Describes the evidence a person must produce in order to demonstrate competence when NOS are used within SVQ/NVQs.

1 Assessment Strategy

This section of the document is based on the final Assessment Strategy developed by Skills for Justice and provides information on the requirements of the Assessment Strategy for centres.

1.1 Assessment through Performance in the Workplace

Assessments of candidates' performance must take place in a work-based situation; except for those Units for which simulation has been deemed acceptable (see the evidence requirements for each Unit).

In order to ensure that the evidence used to assess candidates against the National Occupational Standards is valid, all centres must demonstrate that the candidates have access to the types of resources commonly in use in the sector and that the pressures and constraints of the workplace are reflected.

It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

Skills for Justice believes that direct observation by a competent assessor (as outlined below) or testimony from an Expert Witness is always to be preferred. Expert Witness testimony has parity with assessor observation unless otherwise stated in Unit evidence requirements. The Assessor is responsible for making the final judgement in terms of the candidate meeting the evidence requirements for the Unit.

Skills for Justice recognises that there are alternative evidence sources which may be used where direct observation is not possible or practical, eg work products, records, reflective accounts, professional discussion.

1.2 Assessment by Simulation

Simulations should only be used where stated in the National Occupational Standards. Where simulation can be used within individual Units, it is specified in the evidence requirements and in the full Assessment Strategy which is available to download from SQA's website (www.sqa.org.uk)

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, firearms operations

Simulations must be planned and organised carefully. The demands on the candidate during simulation must be neither more nor less than they would be in a real work situation. The strategy for simulations should be approved by the External Verifier and all simulations must be agreed with the internal verifier 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 external verifier.
- 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 National Occupational Standards.
- 4 The location and environment of simulation must be agreed with the internal verifier prior to taking place and be checked by the external verifier.
- 5 All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the National Occupational Standard 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 the Unit so that the risk of candidates successfully colluding is reduced.

1.3 Requirements of Assessors, Expert Witnesses and Verifiers

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

1.3.1 Assessors

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 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 verification 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 NOS that they are assessing as a practitioner, trainer or manager.
- 3 be familiar with the National Occupational Standards; 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 Body, Skills for Justice or other relevant providers in the sector.
- 5 hold or be working towards the 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 Body with current evidence of how each assessor meets this requirement; for example, certificates of achievement, testimonials, references or any other relevant records.

1.3.2 Expert Witnesses

All 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 Body, 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 NOS that they are witnessing as a practitioner, trainer or manager.
- 4 be familiar with the National Occupational Standards; and must be able to interpret current working practices and technologies within the area of work.
- 5 have had an appropriate induction to Skills for Justice SVQs, the assessment centre and Awarding Body requirements, and have access to ongoing training and updating on current issues relevant to these SVQs and NOS.

1.3.3 Internal Verifiers

All 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, Internal Verifiers 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 national occupational standards, 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. IVs must also sample the assessment process and resolve differences and conflicts on assessment decisions.
- 2 understand the content, structure and assessment requirements for the NVQs/SVQs 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 sector. These activities may include those offered by the Awarding Body, Skills for Justice or other relevant providers in the sector.
- 4 hold or be working towards the internal verifier 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 an internal verifier.
- 6 have an appropriate induction to Skills for Justice SVQs and the standards that they are verifying provided to them by the centre, and have access to ongoing training and updating on current issues relevant to these SVQs and standards. Information on the induction and continuing professional development of internal verifiers must be made available to the external verifier.

2 Evidence Requirements

To achieve each Unit, candidates will be required to provide evidence that shows that he/she has consistently met all the performance criteria, range (if applicable) and knowledge and understanding.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Custodial Care.

2.1 Preferred sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the preferred assessment method to be used to evidence some part of each Unit.

If the assessor is unable to observe the candidate, he/she will identify an expert witness in the workplace, who meets the requirements for fulfilling this role and who can provide testimony of the candidate's work-based performance. The assessor or expert witness will observe the candidate undertaking real work activities and this is likely to provide most of the evidence for the performance criteria for the elements in the Unit. The assessor will also decide what knowledge and understanding the candidate has demonstrated through his/her work practice.

The assessor records judgements of observed practice, showing the skills demonstrated by a candidate, and records how elements, performance criteria, range (if applicable) and knowledge have been evident in the candidate's practice. It is not acceptable for candidates to record assessor observations: if this is done, then it has the status of a Personal Statement.

2.2 Other sources of performance and knowledge evidence:

Some performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities or would be best evidenced by other means. Where this is the case the assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and also that the consistency of performance can be established.

Witness Testimony: Colleagues, allied professionals and official visitors may be able to provide testimony of performance. The assessor should help in identifying the appropriate use of witnesses.

Confidential Records: These may be used as evidence but must not be placed in the portfolio, they must remain in their usual location and be referred to in the assessment records/portfolio index, eg case records.

Work Products: Any work product that shows how a candidate meets the performance criteria, range and knowledge can be used as evidence.

Products should be the candidate's own work. It is not necessary for work products to be actually in the portfolio, as long as the assessor/IV and EV has access to them and there is an audit trail.

Questioning/Professional Discussion: Questions may be oral or written. In each case the question and answer will need to be recorded. Professional discussion should be in the form of a structured review of the candidate's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the candidate knows and understands principles which support practice, policies, procedures and legislation, and can critically evaluate their application.

Original Certificates: Certificates of training, qualifications and records of attendance must be authentic, current and valid, eg protection of vulnerable adults training. Assessors should check the content of such training so that it can be matched to the standards and that the candidate has retained and can apply learning to practice.

Case Studies, projects, assignments and candidate/reflective accounts of work: These methods are most appropriately used to cover those aspects of the knowledge requirements which have not been evidenced through observation. Occasionally, because an event happens rarely or may be difficult to observe, candidates may be able to use a candidate/reflective account to provide some of the performance evidence for the Unit.

It is important that the evidence is:

Valid — it relates to the SVQ standard

Authentic — the evidence, or an identified part of it (eg a report) was produced by the candidate

Consistent — achieved on more than one occasion

Current — usually not more than two years old

Sufficient — covers all the elements, performance criteria, range, (if applicable) and knowledge

2.3 Getting candidates started

The above guidance and explanations should be sufficient to allow an assessment to commence.

At the start, the assessor and candidate should meet and draw up an Assessment Plan.

The first assessment plan should contain some general decisions about how often candidate and assessor will meet — and where. It may be important to agree a place where meetings will not be interrupted. Subsequent plans should be specific about what evidence is suitable for the particular Unit(s) being discussed, when this evidence will be collected and should include review dates.

It is a good idea to make a decision about which Unit will be tackled first. It is encouraging to try and start with a familiar area of everyday work, and be very specific about what piece of work the assessor will observe. The candidate, with the help of the assessor, should also leave the planning meeting with a very clear idea of what is required. Finally, a date should be agreed when the assessment plan for the Unit (or Units) will be reviewed and a target date set for completion.

At subsequent planning sessions it is recommended that candidates and assessors take a more holistic view of both the job role and the assessment of competence. What this means is that the candidate and the assessor are encouraged not to approach the SVQ on a Unit by Unit basis, but to see how normal day-to-day workplace activities will provide evidence of competence for several SVQ Units. This holistic approach may be more difficult at the start of the SVQ as some people may prefer simply to focus on one Unit. However, once the candidate and the assessor become more familiar with the standards/candidate's job role, this more holistic approach should be encouraged.

3 Structure of the SVQ

SVQ in Custodial Care at level 3

Candidates will need to complete five mandatory Units and five optional Units (from a choice of 43) in order to achieve the full qualification.

Mandatory Units

- F297 04 AA1: Promote Equality and Value Diversity
- F298 04 AE1: Maintain and Develop Your Own Knowledge, Skills and Competence
- F299 04 AF1: Ensure Your Own Actions reduce Risks to Health and Safety
- F29A 04 FD2: Maintain Security and Order in the Custodial Environment
- F29B 04 GC9: Contribute to the Prevention and Management of Inappropriate Behaviour

Optional Units

- F29C 04 AD1: Develop and Sustain Effective Working with Staff From Other Agencies
- F29D 04 CK3: Search Vehicles
- F29E 04 CK5: Search Individuals, Accommodation and Areas
- F29F 04 DA1: Provide and Obtain Information at Courts and Formal Hearings
- F29G 04 EA1: Assess Individuals' Offending Behaviour and Plan Provision
- F29H 04 EC1: Help Individuals Address Their Offending Behaviour
- F29J 04 EC4: Prepare, Implement and Evaluate Group Activities
- F29K 04 EC6: Assess Individual Needs and Plan Agreed Objectives
- F29L 04 EC7: Reinforce Positive Behavioural Goals During Relationships With Individuals
- F29N 04 FB1: Maintain Restrictions on Individuals' Liberty Whilst Promoting and Protecting Their Rights
- F29S 04 FB2: Contribute to Planning and Reviewing How to Meet Individuals' Needs and Rights in the Custodial Environment
- F29T 04 FC1: Receive and Discharge Individuals and Property Into and Out of the Custodial Environment
- F29V 04 FC2: Maintain Security at Entry and Exit Points
- F29W 04 FE1: Maintain Security Whilst Escorting Individuals to Courts and Other Environments
- F29X 04 FE2: Prepare and Drive Secure Vehicles to and From Custodial and Other Environments
- F29Y 04 FE3: Drive Vehicles to Carry Out Custodial Duties

F2A0 04	FF2:	Contribute to The Control of Incidents and Emergencies
F2A1 04	FF3:	Control and Restrain Individuals
F2A3 04	FF4:	Contribute to the Adjudication Process
F2AV 04	FG6:	Maintain Security Using Screening Equipment
F2A4 04	FH1:	Help Individuals in Custody to Maintain and Develop Relationships
F2A5 04	FH2:	Develop and Maintain Effective Working Relationships With the Families of Individuals Held in Custody
F2A6 04	F11:	Prepare Individuals for Resettlement in the Community
F2A7 04	FI2:	Contribute to Plans for the Release and Resettlement of Offenders
F2A8 04	GA1:	Enable Individuals to Find Out About and Use Services and Facilities
F2A9 04	GA3:	Assist in the Transfer of Individuals Between Agencies and Services
F2AW 04	GB2:	Support Individuals Experiencing Difficulties
F2AB 04	GC1:	Contribute to the Protection of Individuals from Abuse
F2AC 04	GC5:	Develop Control for People Who are a Risk to Themselves and Others
F2AD 04	GC6:	Support Individuals Where Abuse Has Been Disclosed
F2AE 04	GD2:	Encourage Individuals to Look After Their Own Health and Hygiene
F2AF 04	GE4:	Test for Substance Use
F2AG 04	GE11:	Support Individuals Who are Substance Users
F2AH 04	GH2:	Assist Parents in Custody to Develop Their Parenting Skills
F2AJ 04	GJ2:	Support Individuals in Custody to Take Part in Purposeful Activities
F2AK 04	HE8:	Support the Efficient Use Of Resources
F2AL 04	HF16:	Manage Information for Action
F2AM 04	ZH2:	Enter and Find Data Using a Computer
F2AN 04	ZJ1:	Monitor and Maintain the Health, Well-Being and Safety of Dogs
F2AP 04	ZJ2:	Maintain and Develop the Performance of Dogs
F2AR 04	ZJ3:	Contribute to the Security of the Custodial Environment Using a Dog
F2AS 04	ZJ4:	Prepare for, and Carry Out, Searches Using a Dog
F2AT 04	AB1	Communicate Effectively With People

4 Other Information

What else should I read?

The publications listed here provide additional information on how to implement SVQs. Details of these and other SQA publications are available on our website at www.sqa.org.uk on the 'Publications, Sales and Downloads' section. They can be ordered from SQA's Customer Contact Centre — telephone 0845 279 1000. Please note that there may be a charge for some of these publications.

Assessor/Verifier Units: assessment guidance

External Assessment Moderation in National Qualifications and Higher National Qualifications: a guide for centres

Guide to Assessment and Quality Assurance for Colleges of Further Education

Guide to Assessment and Quality Assurance for Employers and Training Providers

Arrangements for Candidates with Disabilities and/or Additional Support Needs in Examinations and Assessments

Quality Assurance Principles, Elements and Criteria

Operational Help Centre

The Operational Guide for Centres has been replaced by the online Operational Help Centre on www.sqa.org.uk

5 Mandatory Units

AA1 Promote equality and value diversity

Summary

This Unit is about promoting equality and valuing the diversity of people. This is an essential aspect of all jobs in the justice sector and is appropriate to people working at all levels and in all posts. It should form the basis of everything that any worker in the sector does.

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.

There is one element:

AA1.1 Promote equality and value diversity

Target Group

The Unit is designed to be applicable to everyone who works in the justice sector at every level of work.

Linked Units

This Unit is designed to underpin all other Units as promoting equality and valuing diversity is an essential component of all actions in the sector.

Place in Qualifications

It is proposed that this Unit should be an integral part of all qualifications in the justice sector.

AA1.1 Promote equality and value diversity

Performance Criteria

To meet the standard, you

- 1 act in accordance with legislation, employment regulations and policies, and codes of practice related to promoting equality and valuing diversity
- 2 act in ways that:
 - ◆ acknowledge and recognise individuals' background and beliefs
 - ◆ respect diversity
 - ◆ value people as individuals
 - ◆ do not discriminate against people
- 3 provide individuals with the information they need to make informed decisions about exercising their rights
- 4 provide information in a format appropriate to the individual
- 5 take account of how your behaviour affects individuals and their experience of your organisation's culture and approach
- 6 seek feedback from individuals on your behaviour and use this to improve what you do in the future
- 7 challenge people when they are not promoting equality and valuing diversity
- 8 actively **help others** to promote equality and value diversity
- 9 seek support from appropriate sources when you are having difficulty understanding how to promote equality and value diversity.

Range

- 1 **Help others by**
 - a supporting them when they are promoting equality and valuing diversity
 - b sharing information about how to promote equality and value diversity.

Explanatory Notes

In performance criteria 1 and 2 'act' might relate to direct or indirect interactions with people.

In performance criterion 1. legislation, employment regulations and policies, and codes of practice will include:

- ◆ age
- ◆ employment
- ◆ dependents — people who have caring responsibilities and those who do not
- ◆ disability
- ◆ gender and transgender
- ◆ human rights (including those of children)
- ◆ language
- ◆ learning disabilities
- ◆ marital status/civil partnership
- ◆ mental health/illness
- ◆ political opinion
- ◆ racial group
- ◆ religious belief and non-belief
- ◆ sexual orientation
- ◆ Welsh language.

In performance criterion 2, this would include:

- ◆ how you interact with people
- ◆ when you interact
- ◆ why you interact
- ◆ what is the nature of the interaction
- ◆ what information you record and how you record it.

In performance criterion 9, an appropriate source for support might be:

- ◆ colleagues
- ◆ external agencies, associations and groups with a focus on equality and diversity
- ◆ learning and development opportunities
- ◆ line manager
- ◆ specific support services arranged within the organisation
- ◆ staff association/trade union
- ◆ written/electronic materials.

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 the legislation, employment regulations and policies, and codes of practice that apply to the promotion of equality and diversity and how you need to apply these
- 2 the benefits of diversity and the promotion of equality
- 3 the wide variety of forms that discrimination may take and how these manifest themselves
- 4 how inequality and discrimination affects individuals, groups and communities and society as a whole
- 5 why the promotion of equality and valuing of diversity is of vital importance if you are to work effectively in the justice sector
- 6 what the promotion of equality and valuing of diversity means for you in your day-to-day work
- 7 how you can promote equality and diversity whilst protecting people from the risk of harm
- 8 your own areas for personal growth in relation to promoting equality and valuing diversity and how this will benefit you as an individual
- 9 the effect of cultural differences on verbal and non-verbal communication
- 10 how to behave and communicate in ways that:
 - ◆ support equality and diversity
 - ◆ do not exclude or offend people
 - ◆ challenge discrimination effectively
 - ◆ respect individuals' differences
 - ◆ do not abuse the status and power that you have
 - ◆ recognise the difficulties in communication and language in your area of work
- 11 how your behaviour contributes to your organisation's culture and your responsibility for developing a positive culture for all
- 12 how joint working with other agencies and workers can help in the promotion of diversity
- 13 how to provide the information that individuals are entitled to receive and ensure it is clear and helpful
- 14 the actions (yours and other's) that undermine equality and diversity and what to do about this (including when these people are senior to you)
- 15 what to do about systems and structures when they do not promote equality and value diversity
- 16 the actions you can take to help other people promote equality and value diversity and how to do this effectively
- 17 the actions you can take to value the people you are interacting with and enable them to interact with you
- 18 why you should seek support when you are having difficulty promoting equality and valuing diversity, where this support can be gained and how to use it effectively.

Assessment Guidance

When planning assessment, candidates should consider how they may best use evidence across a number of Units. By its nature practice against this standard should be evident in everything that individuals do at work. Candidates and assessors should think about how they can use evidence from their day-to-day work activities towards achievement of this Unit.

Candidates may wish to use these sources of evidence

- ◆ products of their work
- ◆ notes and drafts of their analysis during the process of producing those products
- ◆ evidence from others who worked with the candidate
- ◆ records and correspondence
- ◆ their reflective practice journal.

In order to demonstrate competence the candidate must be able to show consistent competent performance.

In this Unit evidence from performance is required and should be the primary source of evidence, but this will often be supported by questioning or other forms in order to gather evidence of the candidate's ability to perform competently across all the range items listed.

Evidence requirements

Evidence from performance

The candidate's package of evidence from their performance should be drawn from real working practices and needs to cover all the performance criteria and all of the aspects of range.

Simulations cannot be used to provide evidence for this Unit except for performance criterion 8 and range 1 where professional discussion, candidate reports and/or simulation might be used.

Evidence from knowledge and understanding:

Candidates must provide evidence of their knowledge and understanding in the areas detailed in the knowledge and understanding section of the standard. Much of their knowledge and understanding will be evident in how they plan, carry out and review their work, and the critical decision-making inherent in this process. Where the candidate's knowledge and understanding is not evident from their performance, it may be necessary for additional evidence of knowledge and understanding to be provided.

AE1 **Maintain and develop your own knowledge, skills and competence**

Summary

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 standard 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. This commitment by individuals needs to be matched by employers valuing the learning and development of staff.

This is an essential aspect of all jobs in the justice sector. It relates to the commitment to lifelong learning for all in the sector and the value that learning can bring to the work of the sector.

There is one element:

AE1.1 **Maintain and develop your own knowledge, skills and competence**

Target Group

The Unit is designed to be applicable to everyone who works in the justice sector.

Linked Units

This Unit is designed to underpin all other Units as the maintenance and development of your own knowledge, skills and competence is essential to achieving work objectives.

Place in Qualifications

It is proposed that this Unit should be an integral part of all qualifications in the justice sector.

AE1.1 Maintain and develop your own knowledge, skills and competence

Performance Criteria

To meet the standard, you

- 1 seek **feedback from others** to help you assess your knowledge, skills and competence
- 2 review how well you carry out your own work
- 3 identify and record
 - ◆ your development needs and interests
 - ◆ the priorities for your learning and development
 - ◆ possible learning and development methods for those needs and interests
 - ◆ where you need help to support your learning and development
 - ◆ your learning and development
- 4 take responsibility for your own learning and development
- 5 evaluate what you have learnt and identify how you might use your learning in the future
- 6 apply your new knowledge, skills and competence to improve your work
- 7 keep records of your learning and development for later use.

Range

- 1 **Feedback from others**
 - a informal
 - b formal during appraisals.

Explanatory Notes

In performance criterion 2, reviewing how well you carry out your own work might relate to: the level of knowledge and skills that you have and how you apply these at work; your overall competence to undertake your job; your values, interests, priorities and life experiences and how these affect your work.

In performance criterion 3, development needs and interests might be in relation to:

- ◆ your current post
- ◆ career planning
- ◆ sideways moves in your career
- ◆ wider interests and aims
- ◆ maintaining interest and motivation.

In performance criterion 3, where you need help to support your learning and development might relate to: help in reviewing your needs and/or interests, in identifying the best ways of learning for you in meeting those learning needs and interests, in identifying the opportunities available etc.

Knowledge and understanding

To meet the standard, you need to know and understand:

- 1 why maintaining and developing your knowledge, skills and competence is important for you in your role and to you as an individual
- 2 that having learning and development needs is normal for everyone and the value of having learning and development interests
- 3 the purpose of having appraisals and how these contribute to your development as an individual
- 4 why it is helpful to get other people's views on your knowledge, skills and competence
- 5 the methods you can use to review how well you do your work
- 6 why it is important to think about how your role and the organisation that you work in will change and the relationship of this to learning and development
- 7 the different methods of finding out about changes at work
- 8 the learning and development methods and opportunities that have helped you learn in the past
- 9 where you can go for support in self-assessment, planning your learning and to help you learn, and the benefits of the different forms of support
- 10 why you need to take responsibility for your own learning and development
- 11 how you can evaluate your learning and apply it (or not) at work
- 12 the reasons for keeping records of learning and development.

Evidence Requirements for this Unit

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations

Simulation **is not permitted** for this Unit

The nature of this Unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial Care environment.

AF1 Ensure your own actions reduce risks to health and safety

Summary

This Unit is about the basis requirements of the Health and Safety at Work Act. Meeting these requirements is an essential aspect of all jobs in the justice sector.

A great deal of legislation and regulation surrounds health and safety at work. The Health and Safety at Work Act 1974 [and in Northern Ireland, the Health and Safety at Work (Northern Ireland) Order 1978] are the main pieces of legislation under which nearly all other health and safety regulations are made. According to the Act:

- ◆ *employers* must safeguard so far as is reasonably practicable, the health safety and welfare at work of all the people who work for them and ‘other persons’. This applies in particular to the provision and maintenance of safe plant and systems of work, and covers all machinery, equipment and substances used.
- ◆ *people at work* (whether paid or unpaid, full or part time) have a duty under the Act to take reasonable care to avoid harm to themselves or to others by their working practices, and to co-operate with employers and others in meeting statutory requirements. The Act also requires employees not to interfere with or misuse anything provided to protect their health, safety or welfare in compliance with the Act.

There is an array of health and safety regulation and codes of practice that apply to people at work. There are regulations dealing with specific activities, such as using screens and keyboards (the Display Equipment Regulations 1992) or working with dangerous materials (the Control of Substances Hazardous to Health Regulations 1994 — known as the COSHH Regulations), as well as many others. Specific requirements covering the workplace itself are given in the Workplace (Health Safety and Welfare) Regulations 1992.

There are two elements:

- AF1.1 Identify the hazards and evaluate the risks in the workplace**
- AF1.2 Reduce the risks to health and safety in the workplace**

Target Group

The Unit is designed to be applicable to everyone who works in the justice sector.

Linked Units

This Unit is designed to underpin all other Units as health and safety at work is essential for all employees.

Place in Qualifications

It is proposed that this Unit should be an integral part of all qualifications in the justice sector.

Origins of this Unit

This standard is taken from the Employment National Training Organisation where it appears as Unit E relating to health and safety.

AF1.1 Identify the hazards and evaluate the risks in the workplace

Performance Criteria

To meet the standard, you

- 1 correctly name and locate the persons responsible for health and safety in the workplace
- 2 identify which workplace policies are relevant to their practices
- 3 identify those working practices in any part of your job role which could harm you or other persons
- 4 identify those aspects of the workplace which could harm you or other persons
- 5 evaluate which of the potentially harmful working practices and the potentially harmful aspects of the workplace are those with the highest risk to you or to others
- 6 report those hazards which present a high risk to the persons responsible for health and safety in the workplace
- 7 deal with hazards with low risks in accordance with workplace policies and legal requirements.

Range

- 1 **Risks resulting from**
 - (a) the use and maintenance of machinery or equipment
 - (b) the use of materials or substances
 - (c) working practices which do not conform to laid down policies
 - (d) unsafe behaviour
 - (e) accidental breakages and spillages
 - (f) environmental factors.

AF1.2 Reduce the risks to health and safety in the workplace.

Performance Criteria

To meet the standard, you

- 1 carry out working practices in accordance with legal requirements
- 2 follow the most recent **workplace policies** for your job role
- 3 rectify those health and safety risks within your capability and the scope of your job responsibilities
- 4 pass on any suggestions for reducing risks to health and safety within your job role to the responsible persons
- 5 conduct yourself in the workplace in a way which does not endanger the health and safety of yourself or other persons
- 6 follow the workplace policies and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products
- 7 report any differences between workplace policies and suppliers' or manufacturers' instructions as appropriate
- 8 personally present yourself at work to
 - ◆ ensure the health and safety of yourself and others
 - ◆ meet any legal duties, and
 - ◆ in accordance with workplace policies.

Range

- 1 **Workplace policies covering**
 - (a) the use of safe working methods and equipment
 - (b) the safe use of hazardous substances
 - (c) smoking, eating, drinking and drugs
 - (d) what to do in the event of an emergency
 - (e) accidental breakages and spillages
 - (f) personal presentation.

Knowledge and understanding

To meet the standard, you need to know and understand:

- 1 your legal duties for health and safety in the workplace as required by the Health and Safety at Work Act 1974
- 2 your duties for health and safety as defined by any specific legislation covering your job role
- 3 what hazards may exist in your place of work
- 4 the particular health and safety risks which may be present in your own job role and the precautions you must take
- 5 the importance of remaining alert to the presence of hazards in the whole workplace
- 6 the importance of dealing with or promptly reporting risks
- 7 the requirements and guidance on the precautions
- 8 agreed workplace policies relating to controlling risks to health and safety
- 9 responsibilities for health and safety in your job description
- 10 the responsible persons to whom to report health and safety matters
- 11 the specific workplace policies covering your job role
- 12 suppliers' and manufacturers' instructions for the safe use of equipment, materials and products
- 13 safe working practices for your own job role
- 14 the importance of personal presentation in maintaining health and safety in the workplace
- 15 the importance of personal conduct in maintaining your own health and safety and the health and safety of others
- 16 your scope and responsibility for rectifying risks
- 17 workplace procedures for handling risks which you are unable to deal with.

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit

The nature of this Unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial Care environment.

FD2 Maintain security and order in the custodial environment

Summary

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.

There are four elements:

FD2.1	Monitor the physical security of the custodial environment
FD2.2	Monitor the security and behaviour of people in custody
FD2.3	Identify and respond to breaches of security and order
FD2.4	Restore security and order

Target Group

This Unit applies to operational staff in custodial environments who have significant responsibilities for security and control.

This Unit was developed by Skills for Justice.

FD2.1 Monitor the physical security of the custodial environment

Performance Criteria

To meet the standard, you

- 1 check that all the physical aspects of the custodial environment are secure and in good working 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 agreed standard of vigilance and security awareness
- 4 check that all security areas are clear of unauthorised individuals and items
- 5 use all security equipment according to organisational procedures
- 6 complete all records clearly and accurately, and forward them to the responsible colleague within agreed timescales

FD2.2 Monitor the security and behaviour of people in custody

Performance Criteria

To meet the standard, you

- 1 maintain observation during all operations in line with organisational procedures
- 2 gather and collate information that may have security implications
- 3 treat individuals courteously and uphold their rights at all times
- 4 Identify changes in mood and behaviour amongst individuals and groups
- 5 monitor communications and exchanges between individuals in custody and people from outside, in line with organisational procedures legal requirements
- 6 assess all available information for security and safety implications
- 7 provide complete and accurate reports of your observations promptly to the responsible colleague

FD2.3 Identify and respond to breaches of security and order

Performance Criteria

To meet the standard, you

- 1 correctly identify breaches of security and order
- 2 assess the nature and extent of the breach and respond appropriately
- 3 assess the risk of further breaches and take appropriate action to minimise this risk
- 4 identify the need for assistance and request it promptly
- 5 identify, assess and report the individuals concerned
- 6 seek advice from a responsible colleague before you file a report
- 7 identify the causes of the breach and assess and report on their implications for the security and safe running of the custodial environment
- 8 where requested, prepare recommendations for avoiding or minimising breaches

FD2.4 Restore security and order

Performance Criteria

To meet the standard, you

- 1 establish a dialogue with the individuals involved in the breach
- 2 deal appropriately with individuals and groups not involved in the breach
- 3 take effective and approved action to prevent further escalation of the breach
- 4 give a clear verbal caution before you take action
- 5 limit your actions to the level necessary to restore order and maintain security
- 6 respect the rights of individuals while restoring order
- 7 fully brief other staff who attend the incident
- 8 promptly identify the need for medical assistance and request it accordingly
- 9 accurately and correctly report and record the breach, and the action you have taken

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 your organisation's normal and emergency security procedures and policies
- 2 the different types of security system commonly used in custodial environments and how to check them for correct operation
- 3 the different types of electronic and audio-visual monitoring system commonly used in custodial environments, how to operate the technology and check systems for correct operation
- 4 parts of the fabric of the building, for example walls, windows etc., that could present a security risk, the condition they should be in and how to check them
- 5 the agreed procedures for the use of premises and other facilities by the individuals in custody
- 6 your organisation's procedures for patrolling
- 7 the common types of security areas in custodial environments, and the types of individuals and items that would not be authorised for them
- 8 how to monitor the common types of temporary structures and their typical security risks
- 9 the records that you must keep in regard to physical security, how to complete them and who you must pass them on to
- 10 observation techniques and the need for careful vigilance when monitoring people in custody
- 11 normal and abnormal moods and patterns of behaviour amongst the people you are monitoring, and the effects of substance misuse
- 12 group dynamics amongst the people being monitored, and the effects of peer group pressures
- 13 the personal histories and tendencies of individuals being monitored
- 14 how to assess security implications based on changes in mood and behaviour
- 15 the agreed procedures for monitoring communications between individuals in custody and people from outside, and the relevant legal requirements
- 16 your organisation's procedures for dealing with potential breaches of order and discipline
- 17 how to identify and assess the risk of further breaches taking place
- 18 the rights of people in custody
- 19 disciplinary procedures and the importance of seeking advice before proceeding formally
- 20 the importance of assessing breaches for their wider security implications, and reporting these and possible solutions
- 21 the importance of establishing a dialogue with the people involved, and how to do so
- 22 how to deal with individuals not involved in the breach
- 23 the types of effective and approved actions you can take for different types of breaches, and how to select one that is appropriate
- 24 the importance of giving a clear verbal caution before using physical force
- 25 approved restraint techniques, and how to apply them safely
- 26 how to identify when medical assistance is required and how to request it

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation may be used for the assessment of element 3. Where simulation is used, it must properly reflect the requirements of real working situations.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Custodial Care.

GC9 Contribute to the prevention and management of inappropriate behaviour

Summary

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

There are three elements:

- GC9.1 Contribute to preventing inappropriate behaviour**
- GC9.2 Deal with incidents of inappropriate behaviour**
- GC9.3 Contribute to reviewing incidents of inappropriate behaviour**

Target Group

This Unit applies to custodial care staff who have significant responsibilities for managing the behaviour of individuals in custody.

GC9.1 Contribute to preventing inappropriate behaviour

Performance Criteria

To meet the standard, you

- 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

GC9.2 Deal with incidents of inappropriate behaviour

Performance Criteria

To meet the standard, you

- 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

GC9.3 Contribute to reviewing incidents of inappropriate behaviour

Performance Criteria

To meet the standard, you

- 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 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 organisation 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 organisation requirements
- 8 provide accurate and clear information to others so that issues and needs can be addressed

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 How different forms of behaviour can be interpreted and the ways in which people communicate by behaviour, as well as through language
- 2 Constraints to effective communication (interpersonal, physical and environmental)
- 3 Methods of establishing contact which are likely to maximise productive engagement with individuals and minimise unproductive interventions
- 4 The ways in which feelings of anger and frustration can be displaced from their original source to those in authority, and how you can deal with this
- 5 The ways in which stereotyping might affect risk assessment, and how to guard against this
- 6 The difference between aggression and assertiveness
- 7 Legislation (national and European) that relates to the work you undertake, and how you have taken this into account in your work
- 8 Any particular factors relating to the organisation's policies, protocols and practices that have affected the work undertaken
- 9 The ways in which an individual's culture, gender and behaviour can influence practice
- 10 How you have applied the principles of equality, diversity and anti-discriminatory practice to your work
- 11 How you evaluate your own competence when at work and decide when further support and expertise are needed

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation may be used for the assessment of this Unit. Where simulation is used, it must properly reflect the requirements of real working situations.

The assessment of this Unit may also be **integrated** with Unit FF3: Control and restrain individuals.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Custodial Care.

6 Optional Units

AD1 Develop and Sustain Effective Working with Staff from Other Agencies

Summary

This Unit is about developing and sustaining effective working relationships with staff in other agencies. This is an essential aspect of most jobs in the justice sector where it is vital that work is coordinated across agencies.

There are two elements:

- AD1.1 Develop effective working with staff in other agencies**
- AD1.2 Sustain effective working with staff in other agencies.**

Target Group

The Unit is designed to be applicable to most people who work in the justice sector and who routinely work with people from other agencies.

Linked Units

This Unit is designed to relate to other Units where joint working is an essential component of work.

This Unit has been created by Skills for Justice

- AD1.1 Develop effective working with staff in other agencies**

Performance Criteria

To meet the standard, you

- 1 need to understand the **roles and responsibilities** of the different people and agencies you will be working with
- 2 agree and record arrangements for joint working that are
 - ◆ appropriate to the nature and purpose of the work
 - ◆ likely to be effective in achieving their aims
- 3 agree the information that needs to be shared, the reasons for this and how to maintain the security of information
- 4 discuss and agree how and when the joint work will be monitored and reviewed.

Range

- 1 **Roles and responsibilities of**
 - (a) the worker in the joint working
 - (b) individuals with whom the arrangements are being made
 - (c) other people within the agencies involved in the joint working

AD1.2 Sustain effective working with staff in other agencies

Performance Criteria

To meet the standard, you

- 1 **undertake your role in the joint working** in a way that is consistent with agreements made, your own job role and relevant policies and standards
- 2 interact with people in the other agency in ways which
 - ◆ encourage effective relationships and participation
 - ◆ respect their views, roles and responsibilities
 - ◆ promote equality and value diversity
 - ◆ acknowledge the value of joint working
- 3 represent your agency's views and policies in a clear and constructive way
- 4 identify any tensions and issues in the joint working and seek to address them with the people involved
- 5 seek appropriate support when you are having difficulty working effectively with staff in other agencies.

Range

- 1 **Undertake your role in the joint working**
 - (a) providing information
 - (b) acting on information received
 - (b) time commitments
 - (c) achieving agreed objectives.

Explanatory notes

In performance criterion 4, tensions and issues might relate to: differing views of people and agencies involved in the joint working, resourcing, levels of motivation and commitment, capabilities of those involved, difficulties in communication and information flow, the effect of change and uncertainty on people. The ways that these are addressed might be between the individuals involved or if necessary through the involvement of others.

In performance criterion 5, the worker might need to seek support due to their own level of knowledge and skills, or because of issues in the other agency.

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 the relevant legislation, organisational policies and procedures that apply to joint working and how they must affect what you need to do
- 2 the nature and purpose of the sector
- 3 the roles and functions of the main agencies within the sector and their broad structures, methods of communication and decision making processes
- 4 how agency structure and culture can affect joint working
- 5 the principles and benefits of joint working between different agencies
- 6 the factors likely to hinder joint working (such as stereotyping, discrimination)
- 7 the reasons for reaching agreement on how joint working is to take place when different individuals become involved and in clarifying roles and responsibilities
- 8 effective methods of identifying and resolving tensions and issues
- 9 methods of reviewing the effectiveness of joint working relationships
- 10 your own competence in joint working and when to seek further support.

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial Care environment.

CK3 Search Vehicles

Summary

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

There are two elements:

CK3.1 Prepare to search vehicles

CK3.2 Search vehicles for unauthorised items and people

Target Group

This Unit applies to operational staff in custodial care who carry out complex searches of vehicles.

This Unit has been developed by Skills for Justice.

CK3.1 Prepare to search vehicles

Performance Criteria

To meet the standard, you

- 1 identify and record the vehicle, its driver, passengers, contents, origin, destination and purpose
- 2 verify this information with relevant colleagues
- 3 carry out a preliminary check of the vehicle and the conduct of the people inside
- 4 assess the risks presented by the vehicle following your organisation's procedures
- 5 agree the most effective and efficient method of searching the vehicle in line with identified risks and organisational procedures

CK3.2 Search vehicles for unauthorised items and people

Performance Criteria

To meet the standard, you

- 1 ensure the vehicle is parked in a designated search area
- 2 select and use equipment and techniques appropriate to the type of vehicle, the assessed level of risk and organisational procedures

- 3 make sure all equipment is operating correctly
- 4 search the vehicle and its contents thoroughly in accordance with organisational procedures
- 5 deal with unauthorised items and people according to legal and organisational requirements
- 6 take precautions to maintain the health and safety of yourself and others throughout the search
- 7 respect the rights of those involved and treat them with care and courtesy
- 8 complete relevant documentation accurately and legibly, and pass it to the responsible colleague

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 the importance of identifying, recording and checking information about the vehicle, driver, passengers, contents, origin, destination and purpose
- 2 the type of behaviour and conduct of the driver or passengers that could be suspicious
- 3 the types of risks presented by different kinds of vehicles and contents — both security risks and risks to the health and safety of those searching it
- 4 how to assess the risks presented by the vehicle
- 5 the range of search methods that you could use to search a vehicle, and how to select methods appropriate to the type of vehicle and the risks it presents
- 6 the importance of making sure the vehicle is parked in a designated search area
- 7 the range of techniques and equipment available for searching vehicles, the appropriate situations in which to use them and how to use them correctly
- 8 how to check that manual and electronic equipment is operating correctly, and how to carry out routine maintenance to these
- 9 areas of vehicles that may be used to conceal items and people, and how to prioritise these
- 10 the correct procedures for dealing with unauthorised items and people discovered during searches
- 11 health and safety hazards that may be present when searching vehicles, and how to minimise these
- 12 the documentation that needs to be completed when you have finished a search

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial Environment.

CK5 Search Individuals, Accommodation and Areas

Summary

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

There are three elements:

- CK5.1 Search individuals**
- CK5.2 Search accommodations**
- CK5.3 Search other custodial areas**

Target Group

This Unit applies to custodial care staff who carry out complex searches of individuals, accommodation and other premises and areas

This Unit has been developed by Skills for Justice.

CK5.1 Search individuals

Performance Criteria

To meet the standard, you

- 1 make sure the conditions for searches meet legal and organisational requirements
- 2 clearly inform individuals about the search procedure
- 3 ask individuals to declare any unauthorised items that they may have
- 4 select and use techniques and equipment appropriate to the situation
- 5 search individuals thoroughly according to organisational procedures
- 6 respect individuals' rights, dignity and comfort throughout searches
- 7 follow procedures that maintain your own health and safety throughout searches
- 8 locate and identify any unauthorised items
- 9 deal with unauthorised items according to organisational procedures

CK5.2 Search accommodations

Performance Criteria

To meet the standard, you

- 1 inform individuals of the search procedure and ask them to declare any unauthorised items and substances
- 2 move individuals to a secure place during searches
- 3 search any correspondence and written materials that remain with individuals according to organisational procedures
- 4 respect individuals and their property during searches, whilst making sure that the search is thorough
- 5 select appropriate equipment and use it correctly
- 6 search in ways that are effective but minimise damage to property
- 7 obtain and use appropriate assistance to gain access according to organisational procedures
- 8 deal with unidentifiable and unauthorised items according to organisational procedures
- 9 complete relevant documentation accurately and legibly, and pass it to the correct authority

CK5.3 Search other custodial areas

Performance Criteria

To meet the standard, you

- 1 make sure the conditions for searches meet legal and organisational requirements
- 2 clearly define search areas and plan the search sequence
- 3 select and use equipment and techniques appropriate to the type of search
- 4 search areas thoroughly according to organisational procedures
- 5 locate and identify any unauthorised items and individuals
- 6 deal with unidentified and unauthorised items and individuals according to organisational procedures
- 7 complete relevant documentation accurately and legibly, and pass it to the correct authority
- 8 maintain confidentiality regarding searches

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 the importance of searching thoroughly and correctly
- 2 the legal and organisational requirements for carrying out searches of people, areas and property
- 3 the types of unauthorised items and people that are likely to be found when carrying out searches, and how to deal with these according to organisational procedures
- 4 the importance of respecting individuals and their property during searches
- 5 the correct conditions for searching individuals, for example same gender searching, when authorisation may be needed, the need for privacy in the case of a full body search, having other personnel present, distance from other individuals
- 6 the correct procedures for searching children and babies
- 7 why you should ask individuals to declare any unauthorised items
- 8 methods that can be used to hide items about the body and in clothing and footwear
- 9 how to carry out a rub-down search correctly and what its limitations are
- 10 how to use an electronic wand correctly and what its limitations are
- 11 how to carry out a full body search correctly and with due regard to the individual's rights, dignity and comfort
- 12 the different types of accommodation that may be searched, and the correct procedures to follow
- 13 the types of situations in which you may need specialist support for a search and how to obtain such support
- 14 why it is important to inform individuals about the search procedure and to ask them to declare any items in advance
- 15 why it is important to move individuals to another area during searches, and how this should be done
- 16 what would be classed as confidential correspondence and written materials, and how to deal with these
- 17 the types of search equipment that may be used when searching accommodation, and when you may need it
- 18 the types of items that may be easily damaged during searches, and how to search these thoroughly without damaging them
- 19 how to plan an area search
- 20 why you should define search areas
- 21 methods that can be used to hide items in premises and surrounding areas
- 22 methods that can be used to hide people in premises and surrounding areas
- 23 the correct use of equipment and techniques when searching premises and surrounding areas
- 24 the types of unauthorised individuals that may be found, and how to deal with them correctly according to the situation
- 25 the documentation that needs to be completed, and how to do so correctly
- 26 why and when confidentiality is necessary concerning searches

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation may be used for the assessment of element 1. Where simulation is used, it must properly reflect the requirements of real working situations.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Custodial Care.

DA1 Provide and Obtain Information at Courts and Formal Hearings

Summary

This Unit focuses on providing and obtaining information at courts and formal hearings. The worker needs to 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 worker also needs to make oral contributions at courts and formal hearings.

Courts and formal hearings may include: criminal courts, civil courts, prison establishments, parole boards, mental health and other tribunals, youth courts, children's hearings, multi-agency public protection panels, appeals or other formal hearings. Workers only need to apply their knowledge to those courts and formal hearings in which they work, and know about those to which their work is related.

There are two elements:

DA1.1 Provide and obtain written information at courts and formal hearings

DA1.2 Make oral contributions to courts and formal hearings

Target Group

This Unit is applicable across the justice sector. It is designed for all workers who are involved in providing and obtaining written information for courts and formal hearings and who may be asked to make oral contributions at one. This Unit complements Unit DA2 which is similar in focus but describes standards for those workers who have more responsibility for representing their agency in courts and formal hearings.

This Unit has been created by Skills for Justice.

DA1.1 Provide and obtain written information at courts and formal hearings

Performance Criteria

To meet the standard, you

- 1 provide timely written reports to the hearing
- 2 provide information which is consistent with your work role, agency policy and statutory requirements
- 3 explain to the **relevant people** any further information which is required, by when and for what purpose and liaise effectively with them

- 4 explain clearly your role and responsibility to the people from whom information is requested
- 5 gather relevant, accurate and current information from the **relevant people** in a manner which is sensitive to their situation
- 6 summarise the information received from people and reflect it back to them to confirm that you have interpreted the information correctly
- 7 verify the collected information, identify correctly if there are any **problems** and seek to address them appropriately
- 8 complete records accurately and clearly and store them according to agency requirements

DA1.2 Make oral contributions to courts and formal hearings

Performance Criteria

To meet the standard, you

- 1 present the information which the hearing requires
 - ◆ clearly, accurately and succinctly
 - ◆ in a manner which is consistent with the court or hearing's **conventions**
- 2 provide additional information to support and update written reports, as and when required
- 3 answer any questions in a manner which is likely to increase the understanding of those involved
- 4 present yourself, and interact with others, in a manner which promotes the work of the agency and is likely to lead to a constructive outcome
- 5 make oral contributions in accordance with agency policy and statutory requirements
- 6 seek advice and support promptly when team discussion and supervision are appropriate
- 7 complete records accurately and clearly and store them according to agency requirements

Range

- 1 **Relevant people**
 - (a) staff in own agency
 - (b) staff in other agencies
 - (c) individuals who are the subject of courts and formal hearings
 - (d) people who are significant to individuals who are the subject of courts and formal hearings

- 2 **Problems**
 - (a) factual errors
 - (b) omissions
 - (c) discriminatory language and content
 - (d) doubts about the authenticity of information

- 3 **Conventions**
 - (a) style of presentation
 - (b) use of language

Knowledge and Understanding

To meet the standard, you need to know and understand:

Working with individuals and groups

- 1 the functions, associated statutory requirements, procedures (eg administration and etiquette) and resources of the different courts and formal hearings in which the worker practises or to which their work is related
- 2 possible hearing outcomes and associated statutory requirements of the different courts and formal hearings in which the worker practises or to which their work is related
- 3 the different forms of report which are required for the different courts and formal hearings in which the worker practises or to which their work is related and the reasons for these
- 4 the ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies
- 5 ways of identifying and addressing problems with the information and examples of how they have done this in their work
- 6 how they have applied the principles of equality, diversity and anti-discriminatory practice to their work

Working within the community justice sector

- 1 the specific legislation (national and European) which relates to the work they undertake and how they have taken this into account in their work
- 2 any particular factors relating to the agency's policies and practices which have affected the work undertaken

Working to improve individual practice

- 1 how they evaluate their own competence when at work and decide when further support and expertise are needed

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial Care environment.

EA1 Assess Individuals' Offending Behaviour and Plan Provision

Summary

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. The Unit depends on the use of computer-based assessment and recording systems. The Unit applies to work with both individuals who have already offended and those who are recognised as being likely to offend. The worker may be planning provision which includes one or several types of service.

There are two elements:

- EA1.1 Assess individuals offending behaviour and associated risks**
- EA1.2 Plan provision**

Target Group

This Unit is applicable across the justice sector. It is relevant to any worker who has responsibility for the assessment of individuals' offending behaviour and planning provision for low risk offenders to medium risk offenders. The provision for which the individual is being considered might include: bail, remand, individual or group work focused on changing behaviour, unpaid work/community service, education, training and employment opportunities, accommodation services or a combination of the above. This Unit complements Unit EA3 which is focused on those who assess individuals' offending behaviour and preparing sentence proposals for higher risk offenders.

Note – this Unit is relevant for workers in Scotland who assist in assessing offending behaviour and planning provision.

This Unit has been created by Skills for Justice.

- EA1.1 Assess individuals' offending behaviour and associated risks**

Performance Criteria

To meet the standard, you

- 1 identify the **information** you need to obtain
- 2 make appropriate arrangements for obtaining the **information**

- 3 explain clearly to people:
 - ◆ their role and responsibility
 - ◆ the information which is needed
 - ◆ why it is needed
 - ◆ when it is needed
 - ◆ how it will be used
 - ◆ who will have the right of access to it
- 4 communicate with people 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 their role, work context and area of expertise
- 5 encourage **key people** to provide **information** at the appropriate time and to alert the worker to anything which needs immediate attention
- 6 confirm that the **information** obtained is relevant, accurate and current and the worker has interpreted it correctly
- 7 collate, summarise and structure the **information** obtained in a way which facilitates its later use
- 8 make an assessment of the **risk of harm** and the **risk of re-offending** which is consistent with the evidence gathered
- 9 seek advice and support promptly when the level of risk indicates
- 10 complete records accurately and clearly and store them according to agency requirements
- 11 communicate **information** to people who are authorised to have it

EA1.2 Plan provision

Performance Criteria

To meet the standard, you

- 1 obtain the **information** in an appropriate manner from relevant sources
- 2 communicate with people 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 their role, work context and area of expertise
- 3 identify which interventions are appropriate given:
 - ◆ the assessment of the individual and their offending behaviour
 - ◆ the personal circumstances of the individual
 - ◆ the motivation of the offender and their capacity for change
 - ◆ any court order or statutory licence which may have been served on the individual
 - ◆ the resources available

- 4 provide reports:
 - ◆ which contain accurate and complete **information**
 - ◆ which are structured in a way which can be readily used
 - ◆ which highlight any specific areas of benefit or concern
 - ◆ which are written in plain language
 - ◆ in sufficient time for them to be of use
- 5 seek advice and support promptly when team discussion and supervision are appropriate
- 6 communicate information to people who are authorised to have it
- 7 complete records accurately and clearly and store them according to agency requirements

Range

- 1 **Key people:**
 - (a) the individual who is the focus of the assessment
 - (b) people who are significant to the individual and/or who are affected by their behaviour
 - (c) people and records within the worker's agency
 - (d) partner agencies and other relevant services
- 2 **Information** relating to
 - (a) the nature of the individual's behaviour
 - (b) the effects of the individual's behaviour on victims and others
 - (c) the individual's personal circumstances
 - (d) the context of the individual's behaviour
 - (e) the attitudes and beliefs of the individual relating to their behaviour
- 3 **Risk of harm**
 - (a) the public, including actual and potential victims of crime and people significant to the individual
 - (b) people working with the individual
 - (c) the individual him/herself
 - (d) children
- 4 **Risk of re-offending** relates to the following factors
 - (a) criminogenic needs of the individual
 - (b) the individual's motivation to change
 - (c) the individual's previous response to any previous sentences

Knowledge and Understanding

To meet the standard, you need to know and understand:

Working with offending behaviour

- 1 The ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns
- 2 Factors which may be relevant to an individual's difficulties
- 3 Triggers to, and patterns of, offending behaviour
- 4 The reasoning processes they followed during information gathering and assessment
- 5 Current definitions of risk and the purpose of risk assessment and management
- 6 The agency risk assessment tools and their applications, the accuracy with which it is possible to predict risk and the implications of this for the worker
- 7 The ways in which stereotyping and discrimination might affect risk assessment and how to guard against this
- 8 The ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies

Working within the justice sector

- 1 The specific legislation (national and European) which relates to the work they undertake and how they have taken this into account in their work
- 2 Any particular factors relating to the agency's policies and practices which have affected the work undertaken

Working to improve individual practice

- 1 The ways in which individual's culture and gender influence the worker's practice
- 2 How they have applied the principles of equality, diversity and anti-discriminatory practice to their work
- 3 How they evaluate their own competence when at work and decide when further support and expertise are needed

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that **all** of your evidence must come from real work activities.

EC1 Help Individuals Address Their Offending Behaviour

Summary

This Unit is about helping individuals who have offended, or are likely to offend, to understand and change their behaviour positively. The worker needs to challenge individuals' behaviour and provide support and encouragement for change. They need to recognise the complex range of factors which may lead to offending and be able to help individuals value themselves and others. Such work may take place opportunistically during ongoing contact with the individual or occur during more formal interventions.

There are two elements:

EC1.1 Help individuals to understand their offending behaviour and associated risks

EC1.2 Help individuals to change their behaviour positively

Target Group

This Unit is applicable across the justice sector. It is relevant to all workers who help individuals to address their behaviour and the risks of offending, but who do not hold case management responsibility.

This Unit has been created by Skills for Justice.

EC1.1 Help individuals to understand their offending behaviour and associated risks

Performance Criteria

To meet the standard, you

- 1 **communicate** with individuals throughout the process 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
- 2 encourage individuals to
 - ◆ reflect on their behaviour, its consequences and the **risks** associated with it
 - ◆ talk about those aspects of their behaviour which concern them
 - ◆ ask any necessary questions
 - ◆ identify their own priorities in relation to their behaviour
 - ◆ recognise their potential for change

- 3 offer information and advice
 - ◆ on the advantages of positive change
 - ◆ which is relevant to the individuals' interests
 - ◆ in a manner which recognises the complexity of the situation
- 4 challenge constructively attitudes and behaviour which are abusive, aggressive or discriminatory while taking account of personal safety
- 5 give immediate, focused and constructive feedback to individuals on positive changes in their attitudes and behaviour
- 6 complete records accurately and clearly and store them according to agency requirements
- 7 seek advice and **support** promptly when team discussion and supervision are appropriate

EC1.2 Help individuals to change their behaviour positively

Performance Criteria

To meet the standard, you

- 1 explore with individuals the ways in which they can make positive changes in their behaviour and the implications of such changes
- 2 encourage individuals to
 - ◆ value themselves positively
 - ◆ recognise their strengths and ability to change
 - ◆ select options which they are able to put into practice and to which they are committed
 - ◆ develop realistic and achievable goals
 - ◆ identify how and when they should review their progress towards their goals
- 3 clarify with individuals the **support** available to them
- 4 **support** individuals in a manner which is consistent with
 - ◆ the individual's needs
 - ◆ the worker's role and responsibilities
 - ◆ statutory requirements and agency practice
- 5 provide constructive feedback to individuals and reinforce positive changes in their behaviour
- 6 assist individuals to
 - ◆ reflect on their progress and the factors that have contributed to their behaviour change
 - ◆ learn from what has happened
- 7 complete records accurately and clearly and store them according to agency requirements
- 8 **communicate** information to people who are authorised to have it

Range

- 1 **Communicate** through
 - (a) speech and language
 - (b) actions, gestures and body language
 - (c) space and position
- 2 **Risks** to
 - (a) the public, including actual and potential victims of crime and people significant to the individual
 - (b) people working with the individual
 - (c) the individual him/herself
 - (d) property
- 3 **Support** may be
 - (a) formal
 - (b) informal

Knowledge and Understanding

To meet the standard, you need to know and understand:

Working with offending behaviour

- 1 The ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns
- 2 How equality and inequality can affect people
- 3 The impact of crime on victims and their need for protection, respect, recognition and information
- 4 Different ways of encouraging individuals to see the need to change their behaviour and develop the motivation to do so
- 5 The obstacles to change which may exist for individuals and methods of overcoming them
- 6 Why it is important to help individuals consider the effects of their choices on others and to have ownership of, and be responsible for, the decisions that they make
- 7 The evidence for the effectiveness of different ways of supporting individuals to change their behaviour and how they determined that which was most appropriate to use for different individuals
- 8 The ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies
- 9 The ways in which individual's culture and gender influence the worker's practice
- 10 How they have applied the principles of equality, diversity and anti-discriminatory practice to their work

Working within the justice sector

- 1 The specific legislation (national and European) which relates to the work they undertake and how they have taken this into account in their work
- 2 Any particular factors relating to the agency's policies and practices which have affected the work undertaken

Working to improve individual practice

- 1 How they evaluate their own competence when at work and decide when further support and expertise are needed

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is permitted** for this Unit.

The nature of this Unit means that **most** of your evidence must come from real work activities. However, simulation may only be used so long as it meets the criteria for its use. You will find this in the assessment guidance for this N/SVQ qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial Care environment.

EC4 Prepare, Implement and Evaluate Group Activities

Summary

This Unit is about planning, preparing and implementing agreed group activities, which may be to address particular issues or to develop and practice new skills. Group activities may include cognitive behavioural training, anger management, social skills training, communication groups, creative work and health-related projects, education and leisure activities. The worker needs to take account of the needs of individuals, and of the group as a whole, in planning and preparing group activities, encourage the active participation of all members and deal with any conflict that arises. The term ‘demonstration and modelling’ means that the worker demonstrates the activity to the group by doing it themselves. Group members may be those who have offended, are likely to offend or those affected by offending and anti-social behaviour.

There are three elements:

- EC4.1 Plan and prepare agreed group activities
- EC4.2 Prepare and support individuals through group activities
- EC4.3 Evaluate agreed group activities with other members of the team

Target Group

This Unit is applicable across the justice sector. It is designed to be applicable to any worker who plans, prepares and implements group activities which are under the overall management of others, for example, some youth justice workers and volunteers.

This Unit has been created by Skills for Justice.

- EC4.1 Plan and prepare agreed group activities

Performance Criteria

To meet the standard, you

- 1 discuss and agree with the team the nature and purpose of the **group activity**
- 2 suggest to the team new activities and different ways of approaching activities, and reach agreements before they are used
- 3 plan group activities so that they are consistent with each individual’s needs
- 4 approach individuals and **communicate** with them in a manner which is designed to promote their role as partners in the **group activity** and encourage personal choice

- 5 encourage individuals to participate in planning the activity at a level appropriate to their abilities
- 6 **communicate** with individuals in a manner, and at a level and pace, appropriate to the members of the group
- 7 take into account when planning the activity any constraints and opportunities which are consistent with the individuals' interests, preferences and beliefs
- 8 confirm realistic goals for the activity with the person responsible and agree them with the participants
- 9 agree criteria to evaluate the effectiveness of the **group activity** with the team
- 10 arrange the environment in a way which encourages the full participation of all group members
- 11 prepare equipment and materials, check that they are safe and ready for use, and place them within easy reach
- 12 make accurate, legible and complete records of agreements reached with individuals

EC4.2 Prepare and support individuals through group activities

Performance Criteria

To meet the standard, you

- 1 establish clearly with the group the purposes and goals of the activity
- 2 use activities which are appropriate to the individuals and their plans, and are consistent with the recommendations of the appropriate members of the team
- 3 discuss the activity with all group members in a manner which encourages as much participation as possible
- 4 make appropriate modifications and take precautions when individuals are unable to participate fully
- 5 select approaches and methods to learning and development which are appropriate to the needs of the group and the activity
- 6 give individuals sufficient information and guidance, at an appropriate level and pace, to enable them to exercise their skills
- 7 treat individuals in a manner which is likely to promote their co-operation, dignity and self-esteem and encourages them to participate actively in the activity
- 8 give constructive feedback in a manner, and at a level and pace, appropriate to the group
- 9 minimise the effects of any disruptive influence on the group
- 10 monitor the performance of the group members in the activity and report it to the appropriate person
- 11 maintain accurate, legible, complete and up to date records of the activity

Explanatory Notes

Individuals may be unable to participate fully (performance criterion 4) if they have a limiting physical or sensory disability.

EC4.3 Evaluate agreed group activities with other members of the team

Performance Criteria

To meet the standard, you

- 1 encourage and support individuals to give feedback on the **group activity**
- 2 discuss the outcomes of the **group activity** with the relevant members of the team
- 3 make appropriate modifications, when the planned activity is found to be inappropriate or the resources are unsuitable or inadequate, and discuss them with the team
- 4 review with the team the effectiveness of the learning and development methods used and identify alternative approaches for future use which are likely to improve the effectiveness of activities
- 5 seek advice from the appropriate team members as soon as is practicable when goals prove to be unrealistic

Range

- 1 **Group activity** involving
 - (a) demonstration and modelling
 - (b) explanation and step-by-step
 - (c) exploration, discussion, prompting and questioning
 - (d) audio-visual and computer.
- 2 **Communicate** using
 - (a) speech and language
 - (b) actions, gestures and body language
 - (c) space and position.

Knowledge and Understanding

To meet the standard, you need to know and understand:

Legislation, policy and good practice

- 1 Why it is important to plan activities
- 2 Why individual choice must be acknowledged and respected even where this is against the offered advice
- 3 Why communications with individuals/advocates should promote their role as partners
- 4 Why the involvement of individuals in the choice of activity should be maximised
- 5 Why knowledge of the relevant background of individuals is essential for the methods and approach adopted
- 6 Why goals and activities should be consistent with agreements between individuals and professionals
- 7 Why the individual should be encouraged to choose activities which are likely to achieve the goals identified
- 8 Why records of agreements reached between individuals and workers are necessary
- 9 Why the individual should be encouraged to be as self-managing as possible
- 10 Why the support given should be consistent with the functioning of the individual
- 11 The importance of providing activities geared to the interests, preferences and developmental stage of the individual
- 12 Why records should be kept and the potential consequences if this is not carried out
- 13 Why evaluation is necessary and how it can be used to improve performance in the short and longer term
- 14 Why the criteria for evaluating the effectiveness of the activities should be established with the team
- 15 Why problems should be notified and what may happen if they are not
- 16 Why the worker should be involved in suggestions for change as well as evaluating details of progress

Services and products

- 1 The range and purposes of activities available and the relationship of these to individual interests, preferences, age, gender, etc

Factors which influence what workers do

- 1 The purpose and aims of the activities undertaken
- 2 Normal physical, psychological and social development and function and the effect of disruption to the normal function and the resultant disability
- 3 The effects of independence and dependence on the individual and the provision of service
- 4 The effects which cultural and developmental differences may have on the suitability of activities for particular individuals

- 5 The social psychology and dynamics of groups and the different styles of leadership and group skills
- 6 The effects which physical, psychological and social functioning may have on the individual's ability to develop specific skills
- 7 The purpose of constructive feedback and how this differs from positive feedback
- 8 Criteria for evaluating activities as established with the team
- 9 The philosophy and approach of the group activities undertaken
- 10 The potential future pattern of disorder which may affect the individual's lifestyle

How to achieve important outcomes

- 1 Methods of evaluation relevant to the activities being undertaken
- 2 Teaching and learning strategies — how to adapt them to meet the needs of different individual groups and individuals

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation is not permitted for this Unit.

The nature of this Unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial Care environment.

EC6 Assess Individuals, Needs and Plan Agreed Activities

Summary

This Unit is concerned with the worker assessing the individual needs and abilities and planning relevant activities for that individual. Activities may be related to education, employment or skills based training.

Assessment may include using formal as well as informal systems.

There are two elements:

EC6.1 Contribute to the assessment of individuals' abilities and needs

EC6.2 Plan agreed development activities for individuals

Target Group

This Unit is designed to be applicable to all workers who assess individuals and plan activities. This may include people who work in hostels, unpaid work, community punishment, community service custodial care and basic skills

This Unit has been created by Skills for Justice.

EC6.1 Contribute to the assessment of individuals' abilities and needs

Performance Criteria

To meet the standard, you

- 1 obtain relevant information for the **assessment** from the appropriate source
- 2 collect and prepare for use the necessary resources for the **assessment**
- 3 communicate in a manner, and at a level and pace appropriate to the individual's age, level of understanding and personal beliefs and preferences
- 4 discuss the reasons for the **assessment**, the methods and results in a manner, and at a level and pace, appropriate to the individual
- 5 reach a working agreement with the individual about the **assessment** and the way in which it is to be carried out
- 6 encourage individuals to become as fully involved in the **assessment** as possible
- 7 encourage individuals to ask questions and seek clarification and support when they need it
- 8 carry out the **assessment** in the correct form and sequence and for the correct duration
- 9 undertake all possible precautions to minimise disturbances and other constraints to the **assessment**

- 10 make records of the **assessment** which are accurate, legible, complete and in the required format
- 11 pass records of the **assessment** promptly to the people who need them
- 12 seek advice from an appropriate person as soon as possible where they have any concerns regarding the method of the **assessment**

EC6.2 Plan agreed activities for individuals

Performance Criteria

To meet the standard, you

- 1 base activities on the **assessment** of the individual's abilities and needs consistent with the recommendations of the team
- 2 encourage individuals to participate at a level appropriate to their abilities and incorporate the individual's interests and preferences in the plan
- 3 communicate in a manner, and at a level and pace, appropriate to the individual
- 4 identify in the plan goals which are
 - ◆ clear and realistic
 - ◆ listed in order of priority
 - ◆ achievable within the timescales set
 - ◆ use development methods which are appropriate to agreed goals and draw on the individual's strengths and interests
- 5 specify clearly in the plan how the success of the activity is to be evaluated and by whom

Range

- 1 **Assessment**
 - (a) using formal systems
 - (b) using informal systems

Knowledge and Understanding

To meet the standard, you need to know and understand:

Legislation, policy and good practice

- 1 why the reasons for, and the methods and results of, the assessment should be discussed with the individual
- 2 why the individual should be as fully involved in the assessment process as possible
- 3 why the resources should be prepared ready for use prior to the start
- 4 why the results of the assessment should be recorded accurately, legibly and completely and the possible effects if this is not done

- 5 why any concerns regarding the assessment should be passed on and the possible effects if this is not done
- 6 why there should be clear links between the supervision plan and the activities planned
- 7 why development objectives should be constantly evaluated and up-dated
- 8 why individuals should be encouraged to participate in planning
- 9 the importance of having clear, prioritised objectives
- 10 why the individual's consent to the activities should be established and the relationship of this to the promotion of individual rights
- 11 why the individual should be actively encouraged to become involved, if appropriate
- 12 the reasons why individuals should be given time and space to exercise and develop the skills which they possess and to comment constructively on their own progress
- 13 why difficulties experienced by the individual or adverse reactions to the development activity should be reported to the appropriate person
- 14 what actions the worker should take when 'best practice' conflicts with local policy
- 15 why the individual's views on the effectiveness of the activity are of particular significance
- 16 why it is necessary to continually evaluate and modify programmes for individuals
- 17 why advice should be sought and acted on as soon as there is doubt about particular programmes for individuals
- 18 the instructions and guidelines for the particular assessment to be used and the reasons why these should be carried out correctly

Services and products

- 1 sources of information on the assessment to be undertaken
- 2 the type and form of activities which are suitable for particular individuals and the manner in which activities can be used to increase potential and effectiveness
- 3 the different equipment and materials which may be suitable for differing goals

Factors which influence what workers do

- 4 the purpose of assessment in general and the manner in which it links to individual needs
- 5 the forms of assessment which are appropriate for the groups of individuals with which the worker is working and the ways in which these may differ
- 6 the purposes of the actual assessment to be undertaken and the role of the worker within it
- 7 the assessment methods to be used
- 8 the resources required for the assessment and the role which each plays in the overall process
- 9 the ways in which personal beliefs and preferences influence communication

- 10 the disturbances which might affect the assessment and ways of minimising them
- 11 the different concerns which might arise during the assessment or about the assessment for that individual
- 12 the ways in which working practices can be best adapted for different groups of individuals with differing needs and the special needs of particular individuals or groups of individuals
- 13 the developmental potential of individuals and the factors that affect this
- 14 the general factors which may inhibit the achievement of development goals, the specific factors which may affect the individual with whom the worker is working, and the ways in which these factors can be minimised
- 15 the individual's preferences, strengths and interests and the ways in which these can be incorporated into the development plan
- 16 the circumstances which may prevent individual involvement in, or require modification to, development activity
- 17 the developmental potential of particular individuals and the factors which may influence development
- 18 the difference between positive and constructive feedback and how this can assist the individual's development
- 19 the difficulties which individuals may experience in the development activities
- 20 the ways in which individuals may react adversely to the development activities and the possible reasons for this happening
- 21 the role of the worker in promoting individual development and the way in which this can contribute to the overall quality of care

How to achieve important outcomes

- 1 methods of encouraging and assisting individual participation
- 2 methods of reaching working agreements with individuals (such as through the use of negotiating skills)
- 3 methods of communicating with individuals
- 4 how to identify and refine development goals and objectives
- 5 methods of evaluating whether development objectives have been achieved
- 6 methods of encouraging the individual to participate to the best of their abilities
- 7 how and why the worker should act as a role model for the individual
- 8 methods of providing feedback to individuals in a manner which will assist their development
- 9 methods of providing support to individuals when they experience difficulties or react adversely
- 10 methods of evaluating progress towards development goals
- 11 the different methods and strategies which might be used to promote individual development and how the worker can find out more about these, or users which are relevant to this Unit

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently meet all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is permitted** for this Unit.

The nature of this Unit means that **most** of your evidence must come from real work activities. However, simulation may only be used so long as it meets the criteria for its use. You will find this in the assessment guidance for this N/SVQ qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial Care environment.

EC7 Reinforce Positive Behavioural Goals During Relationships with Individuals

Summary

This Unit is concerned with the complex task of 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. A key part of this is making individuals recognise and take responsibility for their own behaviour and their obligations to others.

The Unit covers initial contact with the individual where ground rules are explained and the expectations of the individual are clearly set out. The Unit also covers sustaining and developing the relationship and deals with how the worker eventually disengages from their relationship with individuals. This Unit is based on modelling pro-social behaviour. The worker's initial contact might be through individual self-referral, as part of the case management process, or as a result of the individual being referred by other individuals or agencies.

The term 'individuals' has been used as the people with whom the worker is interacting may be those who have offended or those who are likely to offend.

There are two elements:

EC7.1 Establish working relationships with individuals which reinforce positive behavioural goals

EC7.2 Develop and sustain working relationships with individuals which reinforce positive behavioural goals

Target Group

The Unit is designed to be relevant to all who work with those who have offended or who are likely to offend where they are involved in work that is intended to lead — directly or indirectly — to reducing offending and anti-social behaviour.

This Unit has been created by Skills for Justice.

EC7.1 Establish working relationships with individuals which reinforce positive behavioural goals

Performance Criteria

To meet the standard, you

- 1 gather and review relevant information to familiarise themselves with the individual's background, circumstances, behaviour and needs before initial contact with them
- 2 inform individuals accurately and clearly of the worker's role and responsibilities and how their work relates to that of workers in other agencies

- 3 explain clearly
 - ◆ the values and objectives within which the worker is operating
 - ◆ the nature and boundaries of their relationship with the individual
 - ◆ their own **expectations** of the individual's behaviour during contact
 - ◆ the agency's **expectations** of the individual
 - ◆ the sanctions that may be applied if **expectations** are not met
 - ◆ the specific behaviours which are to be learned and practised
- 4 explore with individuals what they expect from the worker and the agency
- 5 **interact** with individuals throughout the process in a manner which
 - ◆ models socially-desirable behaviour and communication
 - ◆ is appropriate to the individuals' background, culture, circumstances and learning needs
 - ◆ encourages an open exchange of views
 - ◆ minimises any constraints to communication
 - ◆ is free from discrimination and oppression
- 6 check with individuals their understanding of interactions in a manner appropriate to their needs
- 7 challenge constructively attitudes and behaviour which are anti-social or discriminatory in a manner which takes account of personal safety and which promotes the individual's change and development

EC7.2 Develop and sustain working relationships with individuals which reinforce positive behavioural goals

Performance Criteria

To meet the standard, you

- 1 communicate and **interact** with individuals in a manner which
 - ◆ demonstrates respect for the individual
 - ◆ recognises their circumstances and experiences but which is not judgmental
 - ◆ provides a positive example and model of behaviour
 - ◆ emphasise the individuals' responsibility for their own actions and behaviour
 - ◆ encourages their motivation
 - ◆ is free from discrimination and oppression
- 2 maintain contact with individuals at a frequency and using methods which are consistent with the worker's role, agency and statutory requirements
- 3 identify factors which are known to trigger certain kinds of behaviour in the individuals, take appropriate **actions to maintain calmness and safety** and enable individuals to find alternative ways of expressing their feelings
- 4 encourage individuals to review their behaviour and interaction with others and assist them to practise positive behaviours in a safe and supportive environment
- 5 challenge the individual when their behaviour and language is anti-social, discriminatory, abusive, aggressive or infringes the rights of others and suggest positive alternatives in a way which encourages them to change

- 6 review regularly with individuals their goals and the actions that they have taken to reach them, and offer prompt constructive feedback on progress
- 7 explore with individuals any barriers to progress and ways in which they can address them
- 8 continuously monitor and review their own behaviour, communication and interactions to ensure they are consistently modelling good practice
- 9 summarise clearly and accurately the outcomes of work achieved with individuals once it is known that contact with them is to end
- 10 compare outcomes with original agreements and purposes and assist individuals to review and revise their goals and plans and encourage them to find ways to sustain their behaviour change

Explanatory Notes

In performance criterion 3, factors which are known to trigger certain kinds of behaviour might be interactions between particular individuals, behaviours towards or in the vicinity of the individual, sensory contact, aspects of the environment, aspects of the individual's personal life, illnesses, medication and substances which may affect the individual's behaviour.

In performance criterion 7, barriers to progress include unrealistic goals, motivation, skills and knowledge.

In performance criterion 8, monitoring and review may be through reflecting on own performance or seeking feedback from colleagues (eg in reviews with line managers).

Range

- 1 **Expectations**
 - (a) frequency and location of contact with the worker and other workers
 - (b) behaviour
 - (c) learning and development goals
- 2 **Interact through**
 - (a) speech, language and verbal cues
 - (b) volume and tone of voice
 - (c) eye contact, space and position
 - (d) actions, gestures and body language
 - (e) active listening
 - (f) giving constructive feedback
- 3 **Actions taken to maintain calmness and safety**
 - (a) divert individuals to other activities
 - (b) reasoning and suggestions for other activities
 - (c) preventive action to stop the individual when there is direct risk
 - (d) help sought from other workers.

Knowledge and Understanding

To meet the standard, you need to know and understand:

Working with offending behaviour

- 1 The ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns
- 2 What pro-social behaviour is and how to promote it in work with offenders, the importance of the worker's role as a positive role model to reinforce pro-social behaviours, ways of continuously monitoring own effectiveness in this
- 3 Strategies for encouraging individuals to recognise and take responsibility for their own behaviour and their obligations to others; why it is important to explicitly identify with the individual the behaviours to be learned and practised, how to create and promote opportunities for individuals to practise; the importance of including within plans staged, positive, achievable objectives for change;
- 4 The different forms and range of effective communication, the effect of culture on communication (eg the use of sensory contact — touch, presence, contact, distance between individuals when communicating, the terms of respect and address used etc)
- 5 How to recognise what people are trying to convey by their behaviour
- 6 How culture, gender and beliefs can affect attitudes and behaviour and how it may be perceived by others (eg it may be seen to be more acceptable for men to be assertive than women), why it is important to recognise and challenge this in oneself
- 7 Behaviours which demonstrate value for others and those which do not
- 8 The effect that disruptive and aggressive behaviour has on individuals and others in the vicinity
- 9 Strategies for confronting anti-social behaviours whilst maintaining safety
- 10 methods of defusing potentially risky situations (such as de-escalation, diversion, talking people down)
- 11 Working methods and styles which may be used in developing, sustaining and enabling individuals to move on from relationships, how to empower individuals to make effective relationships in the future

Working within the justice sector

- 1 The specific legislation, guidelines of good practice, charters and service standards which relate to the work being undertaken and the impact of this on the work

Working to improve organisational practice

- 1 The role of the agency and its services and how they relate to other agencies and services in the justice sector
- 2 The agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties and the specific circumstances under which disclosure may be made

Working to improve individual practice

- 1 Own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure
- 2 How they have applied the principles of equality, diversity and anti-discriminatory practice to their work
- 3 Methods of evaluating their own competence, determining when further support and expertise are needed and the measures taken to improve own competence in this area of work
- 4 The options for working with individuals which they considered and the reasoning processes they used in determining the most appropriate approach for the individual concerned

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial Care environment.

FB1 Maintain Restrictions on Individuals' Liberty Whilst Promoting and Protecting their Rights

Summary

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.

There are three elements:

- FB1.1 Maintain restrictions on individuals' liberty in the custodial environment**
- FB1.2 Promote and protect the rights and responsibilities of individuals in the custodial environment**
- FB1.3 Promote and protect the equality and diversity of individuals in the custodial environment**

Target Group

This Unit applies to all operational staff in the custodial care sector.

This Unit has been created by Skills for Justice.

- FB1.1 Maintain restrictions on individuals' liberty in the custodial environment**

Performance Criteria

To meet the standard, you

- 1 organise and carry out your own duties in a way that follows legal requirements and the policies and procedures of your organisation
- 2 provide relevant people with the information they need to maintain restrictions on liberty
- 3 remain constantly alert to the possibility of breaches in restrictions on individuals' liberty
- 4 assess the likely risks of potential breaches
- 5 take action that is appropriate to these risks, and follows legal requirements and the policies and procedures of your organisation

FB1.2 Promote and protect the rights and responsibilities of individuals in the custodial environment

Performance Criteria

To meet the standard, you

- 1 promote and protect the rights of all individuals in your care
- 2 confirm that individuals clearly understand their rights and responsibilities in the custodial environment
- 3 give individuals up-to-date information that is appropriate to the decisions they may need to make
- 4 give individuals the help they need when they are unable personally to exercise their rights or carry out their responsibilities
- 5 record information in ways that
 - ◆ are consistent with the promotion of rights
 - ◆ are in accordance with your organisation's policy and procedures
 - ◆ take account of the requirements for confidentiality

FB1.3 Promote and protect the equality and diversity of individuals in the custodial environment

Performance Criteria

To meet the standard, you

- 1 act in ways that
 - ◆ are consistent with individuals' expressed beliefs and views
 - ◆ acknowledge the benefits of diversity
- 2 promote anti-discriminatory practice in ways that comply with legislative requirements and your organisation's policy
- 3 gather evidence and advise appropriate colleagues when discrimination and oppression of individuals is suspected
- 4 act to deal with discriminatory and oppressive practices within the limits of your authority
- 5 seek appropriate support when you are having difficulty fostering equality and diversity
- 6 record information in ways that
 - ◆ respect equality and diversity
 - ◆ comply with your organisation's policy and procedures

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 the principles and standards of security awareness appropriate to your role and how to apply them
- 2 the types of information that will help other people to maintain restrictions on individuals' liberty
- 3 the importance of security awareness and how it is relevant to your job
- 4 the types of potential breaches to restrictions on individuals' liberty and how to respond to these correctly
- 5 how to assess the risks associated with possible breaches to the restrictions on individuals' liberty
- 6 individuals' rights conferred by law and by the organisation
- 7 individuals' responsibilities in society and in the custodial environment
- 8 appropriate behaviour that recognises individuals' rights, responsibilities and diversity
- 9 the principles and processes of effective communication, and how to apply them
- 10 how to obtain information and validate whether it is accurate, current and sufficient for the decisions which need to be taken
- 11 the types of help individuals may require to exercise their rights, and how to provide this help
- 12 the tensions which may arise between rights and responsibilities, and how to resolve these tensions
- 13 relevant legal requirements
- 14 relevant organisational policies and procedures
- 15 the information individuals may need to make complaints about infringements of their rights
- 16 Good anti-discriminatory practice and how to promote it
- 17 The range of values and beliefs which individuals may hold, and how to recognise these and act accordingly
- 18 the importance of taking action to minimise the impact of discrimination and oppression, and how to do so appropriately
- 19 organisation systems and requirements for handling, recording and communicating information
- 20 how to resist and report pressure and/or inducements to reduce restrictions on individuals' liberty
- 21 how to identify when individuals' rights are being infringed and comply with your organisation's procedures for reporting infringements

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation is **not permitted** for this Unit.

The nature of this Unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Custodial Care.

FB2.2 Contribute to developing plans to meet individuals' needs and rights

Performance Criteria

To meet the standard, you

- 1 agree objectives for plans to meet their needs with the individuals concerned
- 2 accurately match agreed objectives to the opportunities available
- 3 inform relevant people promptly where no appropriate opportunities are available to meet the agreed objectives
- 4 record plans clearly, accurately and fully using the correct documentation
- 5 confirm that plans fully respect the rights of individuals
- 6 agree with individuals the ways and the times that you will review their plans with them, in line with organisational procedures

FB2.3 Contribute to reviewing plans to meet individuals' needs and rights

Performance Criteria

To meet the standard, you

- 1 review individuals' progress against their plans in the ways and at the times agreed
- 2 explain to individuals clearly and accurately the standard of confidentiality of reviews of their progress
- 3 conduct reviews with individuals in ways that are likely to encourage positive progress
- 4 encourage individuals to evaluate their own progress and discuss ways it can be improved, taking into account the opportunities available
- 5 check the accuracy of information about individuals' progress and that you have interpreted it correctly
- 6 take appropriate action where individuals' progress does not appear to be leading to the agreed objectives
- 7 agree any changes to plans with individuals
- 8 record individuals' progress and any changes to plans clearly, accurately and fully using the correct documentation

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 The rights of individuals conferred by law and by the organisation
- 2 The principles and processes of effective communication, and how to apply them
- 3 How to encourage individuals to participate actively in identifying their needs and reviewing their own progress
- 4 The range of needs individuals may have, how to identify them, and select appropriate opportunities to address them
- 5 The special needs and learning difficulties individuals may have, and how to recognise and take these into account
- 6 The range of sources of information available, and how to access them
- 7 How to obtain information and validate its accuracy and currency
- 8 How to interpret information and confirm that you have done so correctly
- 9 Your organisation's systems and documentation for assessing individuals' needs
- 10 How to develop and agree realistic and measurable objectives
- 11 The range of opportunities available to meet the needs of individuals
- 12 The people to inform where no appropriate opportunities are available to meet objectives
- 13 The importance of maintaining clear, accurate and full records, and how to do so using the correct documentation
- 14 The importance of reviewing plans, and appropriate ways and times to do so
- 15 The principles of confidentiality and the standards of confidentiality that apply to progress reviews
- 16 The range of different types of action you can take where individuals' progress does not appear to be leading to objectives, and how to select action that is appropriate

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Custodial Care.

FC1 Receive and Discharge Individuals and Property into and out of the Custodial Environment

Summary

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

There are three elements:

- FC1.1 Receive individuals into the custodial environment**
- FC1.2 Receive, store and release property**
- FC1.3 Discharge individuals from the custodial environment**

Target Group

This Unit applies to operational staff working in custodial environments with significant responsibilities for security and control.

This Unit has been created by Skills for Justice.

FC1.1 Receive individuals into the custodial environment

Performance Criteria

To meet the standard, you

- 1 identify the individual and establish their level of security risk
- 2 make sure the documentation for receiving the individual into the custodial environment is correct
- 3 complete, verify and transfer all relevant records and documentation accurately, in accordance with organisational procedures
- 4 search for unauthorised items and substances and if discovered, deal with these according to organisational procedures
- 5 obtain any relevant information about future events that will affect the individual
- 6 treat the individual courteously and respect their rights throughout the process

FC1.2 Receive, Store and Release Property

Performance Criteria

To meet the standard, you

- 1 identify and record the property that is to be stored while the individual is in custody
- 2 identify any medications in the possession of the individual and ensure that these are dealt with according to organisational procedures
- 3 deal with any unauthorised items or substances that you find according to organisational procedures
- 4 identify any property requested by the individual or their representative, retrieve it and issue it to the individual according to organisational procedures
- 5 place the individual's property in secure storage according to organisational procedures
- 6 show respect for the individual's property
- 7 complete all relevant documentation clearly and accurately, and forward it to the responsible colleague

FC1.3 Discharge individuals from the custodial environment

Performance Criteria

To meet the standard, you

- 1 identify the individual and their security needs
- 2 check the reason for, and terms of, the individual's release and report these to the responsible colleague
- 3 return to the individual on release the correct items of their clothing, money, property and medication where appropriate
- 4 issue to the individual on release the correct documentation and any warrants and grants to which they are entitled
- 5 ensure any conditions for the individual's release are met and are explained to the individual
- 6 show respect for the individual and their property throughout the process
- 7 transfer the individual to the custody of other staff, if required, according to organisational procedures
- 8 complete all relevant documentation clearly and accurately, and forward it to the responsible colleague

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 organisational procedures and documentation for receiving and releasing individuals
- 2 organisational procedures and documentation for receiving, storing and releasing property
- 3 the importance of correctly identifying the individual and their security needs
- 4 the documentation that must be checked before receiving an individual into custody, and how to do so
- 5 how to identify and meet the individual's immediate needs
- 6 the types of items and substances that would not be authorised, and how to deal with these
- 7 how to conduct searches of the individual on arrival
- 8 the types of future events, for example court appearances, that you would need to know about, and how to obtain this information
- 9 organisational procedures for dealing with property requested by the individual or their representative
- 10 how to verify if property is authorised to be passed on to someone other than the individual to whom it belongs
- 11 the types of items that might need special authorisation and the procedures to follow
- 12 how to account for and deal with an individual's money
- 13 the importance of correctly identifying the individual and their security needs on release
- 14 the importance of checking the reasons for, and terms of, an individual's release, and how to do so
- 15 the types of conditions that may need to be met before an individual is released, for example the payment of fines, and how to check these
- 16 how release procedures vary if an individual is time served at court
- 17 procedures for processing and issuing Discharge Grants and Travel Warrants

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Custodial Care.

FC2 Maintain Security at Entry and Exit Points

Summary

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

There are two elements:

- FC2.1 Maintain security while people are entering and leaving**
- FC2.2 Maintain security while vehicles are entering and leaving**

Target Group

This Unit applies to operational staff who work on access points to any secure area, including gate lodge, immigration control and custodial environments.

This Unit has been created by Skills for Justice.

FC2.1 Maintain security while people are entering and leaving

Performance Criteria

To meet the standard, you

- 1 identify people wishing to enter or leave the premises and verify that they have the correct authorisation
- 2 issue the correct passes and retrieve them when visitors leave
- 3 advise visitors on the relevant security procedures and any conditions and restrictions relevant to their visit
- 4 request escorts for visitors as appropriate
- 5 use security and communications equipment appropriately and within laid down protocols
- 6 maintain security in a way that is sensitive to individuals' needs and rights
- 7 deal with visitors' requests for information and objections effectively and courteously in accordance with your organisation's procedures
- 8 monitor the area outside the entry point
- 9 deal with unauthorised and uncooperative visitors in a way that respects their individual rights and your organisation's procedures
- 10 maintain security in a way that is consistent with the current state of alert
- 11 complete all relevant records accurately and legibly

FC2.2 Maintain security while vehicles are entering and leaving

Performance Criteria

To meet the standard, you

- 1 check the authorisation of the vehicle 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 line with organisational procedures
- 5 complete all relevant records accurately and legibly

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 your organisation's security procedures for controlling entry points
- 2 different states of alert and their effect on how you control security
- 3 the records concerning the entry and exit of people and vehicles and how to complete them
- 4 your organisation's contingency plans for security alerts
- 5 facilities available for people with special needs and who provides these
- 6 the types of requests you receive from visitors and how to deal with these correctly and courteously
- 7 the types of information that are restricted and the procedures you must follow before you provide such information
- 8 your organisation's procedures for taking and relaying messages
- 9 your organisation's procedures for escorting individuals
- 10 the types of communications and security equipment available, and how to use such equipment correctly
- 11 how to be sensitive to individual needs while at the same time maintaining security
- 12 your organisation's procedures for monitoring the area outside
- 13 your organisation's procedures for dealing with unauthorised and abusive visitors
- 14 your organisation's procedures for searching vehicles
- 15 the types of methods that may be used to conceal people, items and substances in vehicles
- 16 methods and the use of equipment for detecting concealed people, items and substances

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and have the necessary knowledge, understanding and skills to be able to perform competently.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Custodial Care.

FE1 Maintain Security whilst Escorting Individuals to Courts and Other Environments

Summary

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.

There are three elements:

- FE1.1 Maintain the security of individuals during transfer**
- FE1.2 Maintain the security of individuals in courts and other environments**
- FE1.3 Liaise with staff in courts and other organisations**

Target Group

This Unit applies to all operational staff who escort individuals to courts and other environments.

This Unit has been created by Skills for Justice.

FE1.1 Maintain the security of individuals during transfer

Performance Criteria

To meet the standard, you

- 1 make sure the vehicle and the route meet the requirements of safety, security and comfort
- 2 keep property safe and secure
- 3 use approved security and restraint procedures
- 4 make sure the individual's needs and risks are dealt with according to organisational procedures
- 5 monitor the individual's behaviour, and the route, for potential breaches of security
- 6 identify and deal with incidents and events during the journey according to organisational procedures
- 7 report incidents promptly and clearly to the responsible colleague
- 8 deal with individuals courteously and make sure their rights are upheld
- 9 communicate clearly with all those involved

FE1.2 Maintain the security of individuals in courts and other environments

Performance Criteria

To meet the standard, you

- 1 check the environment where the individual will be held to make sure it is safe and secure before and after use
- 2 Identify, receive, search and escort the individual securely to the correct location, in line with organisational procedures
- 3 store and return their property in line with organisational procedures
- 4 identify and deal with individuals' needs and risks promptly and correctly
- 5 monitor the environment and the area carefully for potential breaches in security
- 6 promptly identify actual and potential breaches of security and deal with these, in line with organisational procedures
- 7 deal with individuals courteously and make sure their rights are upheld
- 8 complete all records accurately and clearly, and forward them to the responsible person

FE1.3 Liaise with staff in courts and other organisations

Performance Criteria

To meet the standard, you

- 1 provide correct, clear and complete documentation to the responsible person within required timescales
- 2 give appropriate guidance and advice to individuals on the procedures they must follow
- 3 present the correct individual at the required time
- 4 carry out your duties according to organisational procedures and maintain confidentiality as required
- 5 collate and provide relevant information as required
- 6 liaise effectively with representatives of the court and other organisations
- 7 follow instructions for dealing with individuals promptly and correctly

FE1 Maintain security whilst escorting individuals to courts and other environments

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 how to make sure the vehicle, and the route, meet requirements for security, comfort and safety
- 2 your organisation's procedures to deal with individuals' property
- 3 the security and restraint procedures that should be used during transfer, taking account of different types of individuals
- 4 the needs and risks that different types of individuals will present, and how to meet these
- 5 types of behaviour and incidents on the route that may indicate there is a security risk, and how to respond to these
- 6 the importance of treating individuals courteously and upholding their rights
- 7 individuals' rights and how to make sure these are upheld
- 8 the importance of clear communication with your colleagues during the transfer
- 9 the particular needs of women and young people when being transferred, and how to meet these
- 10 the particular security issues that you need to be aware of in a new environment
- 11 your organisation's procedures for searching individuals
- 12 your organisation's procedures for escorting individuals
- 13 the types of needs and risks that individuals have in a new environment, and how to respond to these correctly
- 14 the procedures to follow when you identify actual or potential breaches of security
- 15 the particular needs of women and young people when in other environments, and how to meet these
- 16 the type of guidance and support that individuals may need in court and in other environments, and how to provide it
- 17 the importance of confidentiality – the types of information that may be confidential, who you can give it to, who you must not give it to
- 18 the type of information that you may need to collate and provide, and how to do so
- 19 the importance of effective working relationships with other organisations, and how to maintain these

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Custodial Care.

FE2 Prepare and Drive Secure Vehicles to and from Custodial and other environments

Summary

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.

There are three elements:

- FE2.1 Check the vehicle and its equipment**
- FE2.2 Ensure the security of the vehicle**
- FE2.3 Drive the vehicle to and from custodial and other environments**

Target Group

This Unit applies to custodial care staff who drive secure vehicles, in particular staff working in court escort and inter-prison transfer services.

This Unit has been created by Skills for Justice.

FE2.1 Check the vehicle and its equipment

Performance Criteria

To meet the standard, you

- 1 make sure you have the correct authorisation to use the vehicle
- 2 make sure all relevant aspects of the vehicle and its equipment meet legal and organisational requirements
- 3 correctly undertake any routine maintenance checks, according to your role and responsibilities
- 4 have sufficient fuel for the planned journey
- 5 load and stow tools and equipment safely and correctly
- 6 maintain all required records in accordance with organisational procedures

FE2.2 Ensure the security of the vehicle

Performance Criteria

To meet the standard, you

- 1 verify that the vehicle and associated equipment is appropriate for the purpose for which it will be used
- 2 assess the likely security risks
- 3 check all areas of the vehicle and its contents, in line with identified risks and organisational procedures, before and after use
- 4 follow organisational procedures to deal with suspected faults or omissions
- 5 complete and transfer required documentation in accordance with organisational procedures

FE2.3 Drive the vehicle to and from custodial and other environments

Performance Criteria

To meet the standard, you

- 1 plan and verify the best route to the destination, taking account of the time of day, planned breaks and other circumstances, in accordance with organisational procedures
- 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 correctly safely and within the law, responding correctly to actual or potential road hazards
- 6 park the vehicle safely and legally, and make sure it is secure when you leave it

FE2 Prepare and drive secure vehicles to and from custodial and other environments

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 the vehicle safety requirements that are the responsibility of the driver under the law, and according to your organisation's procedures
- 2 vehicle and equipment maintenance matters that you must report to others
- 3 routine maintenance checks for which you are responsible
- 4 the range of equipment fitted to the vehicle, and how to check this equipment
- 5 the functions and location of emergency and security alarms fitted to the vehicle
- 6 organisational procedures for loading and securing individuals in transit
- 7 the correct use of communications equipment
- 8 how to estimate distances and fuel requirements
- 9 how to stow tools and equipment safely
- 10 how to load and secure items in transit
- 11 how to assess security risks and check the vehicle before and after use
- 12 likely hiding places for unauthorised items in custodial vehicles
- 13 how to identify and deal with unauthorised items and individuals
- 14 the correct procedures for preserving evidence
- 15 how to plan your route, read maps and navigate
- 16 maintaining communications with others and contingency arrangements if contact is lost
- 17 how to select alternative routes to take account of traffic and weather conditions
- 18 the vehicle and other records that need to be kept up-to-date, and how to do so
- 19 the Highway Code as it applies to drivers of relevant vehicles
- 20 how to drive the vehicle in a way that is fuel efficient and minimises damage and wear, and why this is necessary
- 21 the importance of showing consideration for passengers and other road users
- 22 the main warning signs that the vehicle is not operating correctly, and what to do when you identify these
- 23 what your responsibilities are in the event of an accident and other types of emergencies
- 24 your responsibilities for the vehicle when you have finished using it
- 25 how to take prompt control and correct action in the event of incidents and emergencies

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial Environment.

FE3 Drive Vehicles to Carry out Custodial Duties

Summary

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.

There are two elements:

- FE3.1 Check the vehicle and prepare for the journey**
- FE3.2 Operate and control the vehicle safely and efficiently**

Target Group

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.

This Unit has been created by Skills for Justice.

- FE3.1 Check the vehicle and prepare for the journey**

Performance Criteria

To meet the standard, you

- 1 are in possession of a valid license to drive the vehicle
- 2 have the correct authorisation to use the vehicle
- 3 make sure all relevant aspects of the vehicle meet legal and organisational requirements
- 4 correctly undertake any minor maintenance, according to your role and responsibilities
- 5 report any maintenance needs that you cannot deal with according to your role and responsibilities
- 6 load the vehicle and stow tools and equipment safely and correctly
- 7 identify the destination and plan, as appropriate, the most efficient route, taking account of the time of day and other circumstances
- 8 have sufficient fuel for the planned journey
- 9 complete all required records clearly and accurately

FE3.2 Operate and control the vehicle safely and efficiently

Performance Criteria

To meet the standard, you

- 1 follow the designated route, identifying and correcting any navigation errors
- 2 carry out all manoeuvres in a safe and controlled manner
- 3 follow all legal requirements
- 4 drive the vehicle in a way that is fuel efficient and minimises wear and damage
- 5 identify and respond correctly to actual or potential road hazards
- 6 take prompt and appropriate action in the event of incidents relating to the vehicle, driving conditions and other emergencies
- 7 show consideration for other road users
- 8 park the vehicle safely and legally, and make sure it is secure when you leave it

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 the vehicle safety requirements that are the responsibility of the driver under the law, and according to your organisation's procedures
- 2 the minor maintenance procedures that are part of your role and responsibilities, and how to carry these out
- 3 maintenance procedures that you are not allowed to deal with, and how to report these correctly
- 4 how to estimate distances and fuel requirements
- 5 how to lift and handle materials safely
- 6 how to secure loads and stow tools and equipment safely
- 7 how to plan your route, read maps and navigate
- 8 how to select alternative routes to take account of traffic and weather conditions
- 9 the vehicle and other records that need to be kept up-to-date, and how to do so
- 10 the Highway Code as it applies to the vehicles you drive
- 11 who to seek additional directions from when necessary
- 12 the principles of defensive driving
- 13 how to drive the vehicle in a way that is fuel efficient and minimises damage and wear, and why this is necessary
- 14 the main warning signs that the vehicle is not operating correctly, and what to do when you identify these
- 15 what your responsibilities are in the event of an accident and other types of emergencies

- 16 the importance of reporting significant delays
- 17 your responsibilities for parking, valeting and securing the vehicle when you have finished using it

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial Environment.

FF2 Contribute to the Control of Incidents and Emergencies

Summary

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.

There are three elements:

- FF2.1 Identify and assess incidents and emergencies**
- FF2.2 Contribute to controlling incidents and emergencies**
- FF2.3 Carry out procedures following incidents and emergencies**

Target Group

This Unit applies to operational staff working in custodial environments who have significant responsibilities for contributing to the control of incidents and emergencies.

This Unit has been created by Skills for Justice.

FF2.1 Identify and assess incidents and emergencies

Performance Criteria

To meet the standard, you

- 1 correctly identify an incident or emergency and its location
- 2 obtain and verify all the available information and intelligence about the incident or emergency
- 3 assess the levels of risk involved and immediately follow the correct procedures appropriate to those levels of risk
- 4 communicate clearly and confidently with the individuals involved, in line with organisational procedures
- 5 help to identify the strengths and weaknesses of the procedures used to control the incident or emergency
- 6 identify individuals' involvement in the incident or emergency
- 7 account for individuals correctly
- 8 report the situation clearly and accurately to the responsible colleague, and hand over control at the correct time

FF2.2 Contribute to controlling incidents and emergencies

Performance Criteria

To meet the standard, you

- 1 identify the roles of yourself and other staff involved and carry out your own responsibilities safely, effectively and efficiently
- 2 deal appropriately with individuals who are not involved
- 3 priorities actions that will prevent escalation and control the risks involved
- 4 only use reasonable intervention and/or force to control the incident or emergency
- 5 use equipment correctly
- 6 maintain the rights of individuals involved
- 7 implement contingency plans correctly and hand over control to others as required
- 8 control the scene in a way that will preserve evidence relating to the incident or emergency
- 9 instructions and requests to others are in line with organisational procedures

FF2.3 Carry out procedures following incidents and emergencies

Performance Criteria

To meet the standard, you

- 1 check that your information 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
- 5 maintain agreed levels of confidentiality and make sure others do the same

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 the types of incidents and emergencies that may occur, and organisational procedures you should follow when making an initial response
- 2 how to identify when an incident or emergency is happening or about to happen
- 3 the importance of obtaining and verifying all available information about an incident or emergency, and how to do so
- 4 levels and types of risk regarding incidents and emergencies, and how to assess these

- 5 the agreed procedures for dealing with different types and levels of risk
- 6 the importance of communicating clearly and confidently when responding to an incident or emergency
- 7 how to judge when a situation may be about to escalate, and the action you can take to limit this
- 8 the importance of identifying individuals involved in an incident or emergency
- 9 organisational procedures for reporting the incident or emergency at an early stage
- 10 the agreed procedures for controlling the range of incidents and emergencies, and the command structure that will be used
- 11 the importance of effective team work in an emergency situation
- 12 the command system and your role and responsibilities as first on scene in controlling incidents or emergencies, and the roles that other staff will play
- 13 the use of force, and the importance of only using reasonable force, in incidents and emergencies
- 14 agreed contingency plans for a range of incidents and emergencies, and your role in these
- 15 the importance of controlling the scene in a way that will preserve evidence
- 16 the importance of ensuring that your information regarding the incident or emergency is accurate and complete
- 17 the correct procedures for dealing with evidence
- 18 how to make written and oral reports about the incident or emergency to people inside and outside your organisation
- 19 the importance of evaluating incidents and emergencies and improving procedures in the future
- 20 when and where confidentiality is necessary

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Realistic simulation may be used when being assessed for all elements.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial environment.

FF3 Control and Restrain Individuals

Summary

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

There are two elements:

- FF3.1 Assess the need for control and restraint**
- FF3.2 Restrain and remove individuals**

Target Group

This Unit applies to trained personnel whose work role and authority includes the use of physical restraint techniques.

This Unit has been created by Skills for Justice.

- FF3.1 Assess the need for control and restraint**

Performance Criteria

To meet the standard, you

- 1 you communicate with the individual in a professional manner
- 2 explain the likely consequences if they fail to stop acting in an unacceptable way
- 3 give the individual sufficient opportunity to stop acting in an unacceptable way
- 4 interpret their behaviour and assess the potential risk of harm to themselves, other people and property
- 5 advise others of the situation, seek backup support and resources if required and obtain authorisation for action in accordance with organisational procedures
- 6 select an option for action based on your assessment of risk and in the context of available support and resources
- 7 you follow the correct organisational policy and procedures to apply control and restraint techniques and the use of associated equipment
- 8 report the event and justify the procedures used in line with organisational requirements

FF3.2 Restrain and remove individuals

Performance Criteria

To meet the standard, you

- 1 communicate with others 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 select a restraint technique appropriate to the situation, the level of risk, the resources available and the health and safety of the individuals involved
- 4 use reasonable force to restrain the individual while minimising the risk of injury to them and others present
- 5 use associated personal protection equipment and other aids correctly and in accordance with organisational procedures
- 6 monitor the restraint process to avoid causing an unacceptable level of danger to the individual and the control team
- 7 remove the individual to an appropriate place in line with organisational procedures
- 8 liaise with and advise medical and other specialist staff about the situation and the action taken
- 9 complete required documentation clearly and accurately, and forward it to the responsible colleague within agreed timescales

Knowledge and Understanding

To meet the standard, you need to know and understand

- 1 your organisation's policies and procedures that cover the use of physical restraint and the legal basis for these
- 2 your organisation's procedures for monitoring the individual following the use of control and restraint
- 3 communication and reporting procedures that you must follow prior to and after using physical restraint
- 4 the importance of warning individuals that physical restraint may be used
- 5 how to assess a situation and decide when physical restraint is the only course of action available
- 6 the range of restraint techniques you are allowed to use, and how to choose a technique that is appropriate to the individual, their behaviour, the situation and the resources you have available
- 7 how to use restraint techniques and equipment correctly
- 8 the importance of using reasonable force to restrain the individual effectively
- 9 how to identify when physical restraint is causing an unacceptable level of danger to the individual, and what to do in this situation
- 10 how to identify an appropriate place to hold a restrained person
- 11 how to use personal protection equipment
- 12 your personal legal responsibilities and duty of care regarding the use of physical restraint

- 13 the information that the medical services may need, and why it is important to summon them
- 14 the records that need to be completed, and why this must be done clearly and accurately

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation may be used for the assessment of elements 1 and 2. Where simulation is used, it must properly reflect the requirements of real working situations.

This Unit may also be integrated with Unit GC9: Contribute to the prevention and management of inappropriate behaviour.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Custodial Care.

FF4 Contribute to the Adjudication Process

Summary

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

There are two elements:

- FF4.1 Prepare for adjudication**
- FF4.2 Take part in the adjudication process**

Target Group

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

This Unit has been created by Skills for Justice.

FF4.1 Prepare for adjudication

Performance Criteria

To meet the standard, you

- 1 correctly identify offences that require adjudication
- 2 make sure the charges are justifiable and verified
- 3 obtain and collate all the available evidence relevant to the offence, and deal with it in line with organisational procedures
- 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

FF4.2 Take part in the adjudication process

Performance Criteria

To meet the standard, you

- 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

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 the adjudication process and your role and responsibilities in relation to it
- 2 the importance of the adjudication process being fair and impartial
- 3 the records you must complete for the adjudication process
- 4 the principles of natural justice
- 5 the offences that require adjudication
- 6 how to make sure the charges are justified
- 7 the appropriate way to inform people about charges against them
- 8 the relevant parts of the adjudication process that the people involved must understand, and how to make sure that they do
- 9 the procedures for collecting and dealing with evidence
- 10 the correct way to deal with witnesses
- 11 the conventions of the adjudication process
- 12 procedures for handling evidence

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation may be used for the assessment of elements 1 and 2. Where simulation is used, it must properly reflect the requirements of real working situations.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Custodial Care.

FG6

Maintain Security Using Screening Equipment

Summary

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.

There are two elements:

FG6.1 Screen individuals using electronic equipment

FG6.2 Screen items using scanning equipment

Target Group

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

This Unit has been created by Skills for Justice.

FG6.1 Screen individuals using electronic equipment

Performance Criteria

To meet the standard, you

- 1 check the electronic screening equipment and make sure it 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 identify individuals who should not be screened and ensure they are checked by other means
- 4 respond correctly to signals from the screening equipment and carry out searches of the people concerned thoroughly and efficiently and in accordance with organisational procedures
- 5 deal with unauthorised items, and the people carrying them, following your organisation's procedures
- 6 identify any equipment faults, report these and maintain security using alternative means
- 7 complete all records correctly in accordance with organisational procedures

FG6.2 Screen items using scanning equipment

Performance Criteria

To meet the standard, you

- 1 check the scanning equipment and make sure it 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 identify items that should not be screened and make sure these are checked by other means
- 4 ensure that the items are loaded and positioned correctly
- 5 maintain vigilance throughout the screening process
- 6 use image processing controls correctly
- 7 identify suspicious items and take the correct action to investigate these further
- 8 maintain the health and safety of yourself and others throughout the screening process
- 9 identify any scanning equipment faults, report these and maintain security using alternative means
- 10 complete all records correctly in accordance with organisational procedures

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 Relevant legislation and organisational policies and procedures covering the use of electronic screening equipment
- 2 Relevant legislation and organisational policies and procedures covering the use of x-ray screening equipment
- 3 The records and reports that need to be made when carrying out electronic and x-ray screening
- 4 The main hazards and risks associated with electronic and x-ray screening equipment
- 5 How to manage the risks associated with electronic and x-ray screening equipment
- 6 The capabilities and limitations of electronic and x-ray screening equipment
- 7 How to check to ensure that screening equipment is working correctly
- 8 The types of faults that may occur with screening equipment, how to identify these and deal with them correctly
- 9 Who should and should not be checked using screening equipment
- 10 The procedures to be followed when screening cannot be used
- 11 Systems indicators that suspicious items may be present and how they work
- 12 The procedures to follow when the equipment indicates that the individual may be in possession of unauthorised items

- 13 The procedures for ensuring people pass through electronic portals correctly
- 14 The techniques that people may use to prevent electronic screening equipment detecting unauthorised items

- 15 How to recognise suspicious behaviour during the screening process
- 16 Procedures to use when an individual refuses to co-operate
- 17 Cultural and religious issues that may influence cooperation and how to deal with these
- 18 Alternative methods to maintain security when there is a fault with screening equipment
- 19 The types of items that can and should not be screened using x-ray equipment
- 20 How to load and position items correctly for x-ray screening and why this is important
- 21 How to analyse x-ray images and identify images that may indicate an unauthorised item is present
- 22 How to use the image processing controls on the equipment you are using
- 23 Colour identification of images on the equipment you are using
- 24 The procedures to follow when you suspect an unauthorised item is present
- 25 The procedures for isolating x-ray equipment in an emergency

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial environment.

FH1 Help Individuals in Custody to Maintain and Develop Relationships

Summary

This Unit is about working with individuals to help them maintain and develop positive relationships with people inside and outside the custodial environment.

There are two elements:

- FH1.1 Support individuals in their relationships with those outside the custodial environment**
- FH1.2 Support individuals in their relationships with others inside the custodial environment**

Target Group

This Unit applies to staff who provide individuals in the custodial environment with personal support and guidance.

This Unit has been created by Skills for Justice.

- FH1.1 Support individuals in their relationships with those outside the custodial environment**

Performance Criteria

To meet the standard, you

- 1 actively 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 and relayed to individuals clearly, accurately and promptly
- 3 offer individuals appropriate support 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 your own area of competence and responsibility

FH1.2 Support individuals in their relationships with others inside the custodial environment

Performance Criteria

To meet the standard, you

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

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 The principles and processes of effective verbal and non-verbal communication, and how to apply them
- 2 The importance of getting individuals to express their personal feelings and needs, and how to do so
- 3 The range of requests individuals are likely to make in your working context, and how to deal with these
- 4 Relevant organisation policy and procedures
- 5 The importance of keeping individuals informed of developments and honouring undertakings, and how to ensure you do so
- 6 The people to refer to when individuals' problems, requests and needs are outside your own area of competence and responsibility
- 7 The reasons why certain problems and requests cannot be addressed within your organisation
- 8 The principle and standards of confidentiality, and how to apply them
- 9 The importance of encouraging individuals to develop and maintain positive relationships with others both inside and outside the custodial environment, and how to do so
- 10 The types of communication which may come from outside the custodial environment, and how to deal with these

- 11 The range of problems individuals may have in their relationships, what sort of support they may require and how to offer this support
- 12 How to offer appropriate support in ways which maintain their dignity to those who have problems in communicating and developing relationships
- 13 The importance of encouraging individuals to maintain their interest in areas outside their immediate environment, and how to do so
- 14 The boundaries of your own role and responsibilities
- 15 How to ensure your actions and behaviour are consistent with good anti-discriminatory practice

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation *is not permitted* for this Unit.

The nature of this Unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Custodial Care.

FH2 Develop and Maintain Effective Working Relationships with the Families of Individuals Held in Custody

Summary

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.

There are two elements:

FH2.1 Establish and maintain effective working relationships with the families of individuals in custody

FH2.2 Work with family members to achieve positive outcomes for individuals in custody

Target Group

This Unit applies to experienced operational staff with responsibilities for individuals in custody that will bring them into regular contact with family members.

This Unit has been created by Skills for Justice.

FH2.1 Establish and maintain effective working relationships with the families of individuals in custody

Performance Criteria

To meet the standard, you

- 1 introduce yourself to family members, providing them with full information about yourself and your responsibilities for the individual
- 2 treat family members with respect and consideration
- 3 establish the willingness of family members to work with you
- 4 obtain information from family members about their relationship with the individual and its effectiveness
- 5 identify any 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 identify and constructively challenge any attitudes or behaviour that may not assist the achievement of positive goals

FH2.2 Work with family members to achieve positive outcomes for individuals in custody

Performance Criteria

To meet the standard, you

- 1 identify, with family members, positive outcomes for the individual to which they could contribute
- 2 agree with family members the roles that they, you and your colleagues could play in achieving these positive outcomes
- 3 provide family members with the support and information they need to work towards these positive outcomes
- 4 exchange information with family members and colleagues on progress that the individual is making towards positive outcomes
- 5 evaluate the effectiveness of the roles that family members, colleagues and yourself are playing
- 6 adjust these roles, where necessary, in the light of your evaluation
- 7 acknowledge the contribution that family members are making towards the achievement of positive outcomes in a way that will reinforce their commitment
- 8 keep a record of what has been achieved and identify any lessons for future work with family members

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 The importance of working with the families of individuals in custody
- 2 Positive goals to which family members can contribute
- 3 The importance of establishing an effective working relationship with family members
- 4 Why it is important to treat family members with respect and consideration
- 5 The types of behaviour you should adopt to show respect and consideration for family members
- 6 Why it is important to establish that the family is willing to work with you and how you can be sure that they are willing
- 7 The types of information that you should obtain from family members
- 8 The techniques you should use to obtain information from family members
- 9 How you can verify that this information is correct
- 10 Aspects of a family member's relationship with the individual that may help or hinder the achievement of positive goals
- 11 The types of information that family members will need if they are going to work with you
- 12 Methods that you can use to maintain contact with family members
- 13 The roles that family members can play in helping to achieve positive outcomes for the individual

- 14 Why it is important to agree aims, objectives and respective roles with family members
- 15 The types of support that family members may need in helping to achieve positive goals
- 16 Why it is important to review progress with family members and colleagues
- 17 Why it is important to evaluate the effectiveness of the various roles that you, family members and colleagues are playing
- 18 Why it is important to acknowledge the contributions that family members are making, and how to do so
- 19 The importance of keeping a record of your work with family members
- 20 The importance of noting lessons for the future and how to identify these

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial Care environment.

FI1 Prepare individuals for resettlement in the community

Summary

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.

There are three elements:

- FI1.1 Plan activities to prepare individuals for resettlement**
- FI1.2 Manage activities outside the custodial environment**
- FI1.3 Support individuals preparing for resettlement**

Target Group

This Unit applies to experienced custodial care staff who work with individuals to help them prepare for resettlement in the community.

This Unit has been created by Skills for Justice.

FI1.1 Plan activities to prepare individuals for resettlement

Performance Criteria

To meet the standard, you

- 1 accurately establish individuals' needs in preparation for resettlement
- 2 identify potentially relevant activities that are available to help prepare individuals for resettlement
- 3 agree with individuals which of the available activities appears best to meet their needs and does not compromise security
- 4 agree with individuals, and other relevant people, realistic aims and objectives for the activities
- 5 where no appropriate activities are available to meet individuals' needs you report the situation to relevant people

FI1.2 Manage activities outside the custodial environment

Performance Criteria

To meet the standard, you

- 1 confirm with individuals that they fully understand their requirements, and the consequences of breaching them
- 2 confirm with individuals, and activity providers, the aims, objectives, outcomes and standards of behaviour expected
- 3 identify any abuse of activities or unacceptable behaviour promptly, and take appropriate action in line with organisational procedures
- 4 ensure that security is maintained at all times
- 5 ensure that activities outside the custodial environment comply with health and safety requirements
- 6 ensure that any payments due to individuals are made correctly
- 7 evaluate with individuals, and activity providers, the extent to which the aims, objectives and outcomes of activities have been met
- 8 liaise with external organisations in ways that promote and develop further activities outside the custodial environment

FI1.3 Support individuals preparing for resettlement

Performance Criteria

To meet the standard, you

- 1 provide individuals with appropriate information, advice, encouragement and resources to enable them to benefit from resettlement activities
- 2 communicate with individuals at an appropriate level and pace and in ways that are likely to promote confidence and self-responsibility
- 3 accurately monitor individuals' progress in preparing for resettlement
- 4 take appropriate action where individuals' progress is not satisfactory
- 5 complete records and provide reports in accordance with organisational policy and statutory requirements.

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 The range of activities available to help individuals prepare for resettlement both inside and outside the custodial environment
- 2 How to promote and develop activities outside the custodial environment
- 3 Motivational learning techniques
- 4 The range of needs individuals may have to prepare them for resettlement, and how to identify these needs

- 5 The implications for security of the activities, and how to ensure security is maintained
- 6 Preparing a risk assessment for resettlement related activities
- 7 Licence requirements and the consequences of breaching them
- 8 The standards of behaviour expected of individuals, and how to confirm these with individuals and activity providers
- 9 Appropriate action to take in the event of abuse of activities or unacceptable behaviour
- 10 Health and safety requirements, and how to ensure these are met
- 11 Procedures and the legal basis for individuals to receive payment for activities undertaken outside the custodial environment.
- 12 The range of information, advice, encouragement and resources individuals may need, and how to provide these
- 13 The importance of promoting confidence and self-responsibility, and how to do so
- 14 How to monitor individuals' progress and select appropriate action where this is not satisfactory
- 15 Relevant policies and procedures of your organisation

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Custodial Care.

FI2 Contribute to Plans for the Release and Resettlement of Offenders

Summary

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.

There are five elements:

- FI2.1 Obtain information from offenders**
- FI2.2 Obtain information from colleagues and evaluate and record the information gathered**
- FI2.3 Assess the risks of release and resettlement of offenders**
- FI2.4 Identify and assess the options for release and resettlement of offenders**
- FI2.5 Contribute to plans for release and resettlement**

Target Group

This Unit applies to experienced staff who have particular responsibilities for sentence planning and resettlement.

This Unit has been created by Skills for Justice.

FI2.1 Obtain information from offenders

Performance Criteria

To meet the standard, you

- 1 explain clearly your role and responsibility, and the purpose of the information gathering
- 2 clarify the role and responsibility of everyone who is contributing to planning release and resettlement, and who will have the right of access to the information gained
- 3 communicate with offenders clearly and effectively and in line with organisational policy
- 4 encourage offenders to explore
 - ◆ their views of their offending behaviour and the reasons why it happened and identify any patterns in relation to their offending
 - ◆ issues relating to their personal circumstances
 - ◆ their attitudes to and feelings about their victims
 - ◆ the feelings of their victims and the effect of their release on their victims and the community
 - ◆ obstacles to change their concerns about and plans for release and resettlement
 - ◆ their attitude to any post-release supervision requirements
- 5 summarise the information received from offenders and reflect it back to them to confirm that the worker has understood the information correctly
- 6 observe 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
- 8 encourage offenders to explore and explain any inappropriate behaviour and challenge them constructively in a manner that takes account of personal safety

FI2.2 Obtain information from colleagues and evaluate and record the information gathered

Performance Criteria

To meet the standard, you

- 1 explain clearly your role and responsibility, and the purpose of the information gathering
- 2 clarify the role and responsibility of everyone who is contributing to planning release and resettlement, and who will have the right of access to the information gained
- 3 communicate with colleagues clearly and effectively and in line with organisational policy

- 4 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
- 5 take appropriate action immediately when the information indicates that there is immediate risk of harm or the offender discloses further offences
- 6 seek advice and support when the needs of the offender and the complexity of the case are beyond your role and capability
- 7 record the information accurately and clearly and store it safely

FI2.3 Assess the risks of release and resettlement of offenders

Performance Criteria

To meet the standard, you

- 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, and obtain further information and specialist assessment when the information available is insufficient to make valid judgements
- 3 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
- 4 make an assessment of the risks of harm and likelihood of re-offending associated with the offender's offending behaviour, which is valid given the information and helpful in planning resettlement and offender management
- 5 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

- 6 work collaboratively with workers in other organisations to assess, and identify the risks of harm and likelihood of re-offending posed by the offender
- 7 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 your role and capability

FI2.4 Identify and assess options for the release and resettlement of offenders

Performance Criteria

To meet the standard, you

- 1 work collaboratively 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 identify professional, organisation and community barriers that stand in the way of effective solutions to release and resettlement and explore ways in which they can be challenged
- 3 base your options for releasing the offender into the community 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 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 your 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

FI2.5 Contribute to plans for release and resettlement

Performance Criteria

To meet the standard, you

- 1 establish criteria that will be used to decide on release and resettlement in compliance with organisational policies
- 2 identify professional, organisation and community barriers that stand in the way of effective solutions to release and resettlement and explore ways in which they can be challenged
- 3 base your options for releasing the offender into the community 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 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 your 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

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 The impact of crime on victims, survivors and witnesses and their need for protection, respect, recognition, information and confidentiality; why it is important to recognise the impact on all those affected by crime, whether they are direct victims or indirect victims (eg family, friends or other associates); repeat victimisation and its implications
- 2 The ways in which individuals' physical, social, psychological and emotional development and functioning affects their behaviour and its associated patterns

- 3 Relevant research into the relationship between known factors that influence offending behaviour and evidence of effective practice in tackling these factors, and how the worker has applied these in their work
- 4 Information required in order to effectively plan release and resettlement, the types and sources of specialist advice that may be required; the particular importance of working with other organisations who have an interest and role in managing the risk of releasing and resettling offenders; the range of options for release and resettlement available to protect offenders and the public; conditions that may be attached to release
- 5 Methods of encouraging the effective involvement of the offender in the assessment; ways of communicating effectively with offenders, their families and staff and the ways in which it is necessary to alter communication when working with different individuals and representatives of different organisations; likely constraints to communication and ways of minimising them
- 6 Procedures and protocols within the particular secure establishment within which the offenders are held, including those relating to release of offenders and who is responsible for making such decisions
- 7 The particular needs of offenders who may be socially excluded or stigmatised (eg people with mental health problems, minority ethnic groups, people with learning disabilities, people with criminal records)
- 8 Methods for assessing and managing risk, including the use of risk assessment systems; issues involved in risk identification and prediction including the use of different predictive methods; the ways in which stereotyping and discrimination might affect risk assessment and how to guard against this; methods of identifying those who may be at risk from the offender (including the offender themselves, children and vulnerable people, the worker and other staff) and who may pose a risk to the offender; methods of assessing these risks, how those risks may be minimised and the procedures that may need to be put into place to manage these risks
- 9 Strategies for communicating effectively with those in the community who are concerned about the release and resettlement of offenders who pose significant risk; the kinds of misinformation which people receive about crime and anti-social behaviour (incidence, types, levels, patterns, impact on victims and contributing factors) and the release and resettlement of offenders; how to balance tensions between the rights, interests and concerns of communities and offenders
- 10 The tensions that are likely to exist between your objectives, your organisation and the concerns and priorities of the offenders, families, groups, organisations and communities with whom you are working; ways of managing these tensions; methods of handling situations where there is the potential for conflict and examples of when you have done this, how to recognise conflicts of interest, make them explicit and work with others to solve them

- 11 The specific legislation, guidelines of good practice, charters and service standards that relate to the work being undertaken and the impact of these on the work
- 12 The role, purpose, functions, policies and priorities of your organisation and other organisations working with offenders, and how they relate to each other
- 13 How your organisation's policies and practices in relation to the release, resettlement and supervision in the community of offenders who pose a significant risk have affected the work undertaken
- 14 The organisation's policy and procedures regarding confidentiality of information, the disclosure of information to third parties and the specific circumstances under which disclosure may be made
- 15 Your own role and responsibilities and from whom assistance and advice should be sought if you are unsure; the case registration and management procedures used within the organisation and your responsibilities within these
- 16 The options for the release and resettlement of offenders that they considered and the reasoning processes they used in determining the most appropriate approach for the offenders concerned
- 17 How you have applied the principles of equality, diversity and anti-discriminatory practice to your work
- 18 Methods of evaluating your own competence, determining when further support and expertise are needed and the measures taken to improve your own competence in this area of work

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial Care environment.

GA1 Enable Individuals to Find out About and Use Services and Facilities

Summary

This Unit is focused on 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. The support provided is appropriate to the individual and their abilities, with the aim of helping the individual to be as self-managing as possible by promoting and supporting their independence. The services and facilities which might be included are wide ranging such as financial, legal, religious, recreational, health, housing, social welfare, everyday living (eg shops and laundrettes), and general assistance (eg Citizens' Advice Bureaux). The support can also include access to individuals who provide services. The worker is not expected to enable individuals to access all the services and facilities to which the Unit is potentially applicable. However, knowledge of the main services available and access to them is required.

There are two elements:

- GA1.1 Enable individuals to find out about services and facilities**
- GA1.2 Enable individuals to use services and facilities**

Target Group

This Unit is designed to be applicable to all settings where such support and assistance is given to individuals and to all workers, whether employed or acting in a voluntary capacity.

This Unit has been created by Skills for Justice.

- GA1.1 Enable individuals to find out about services and facilities**

Performance Criteria

To meet the standard, you

- 1 create an environment that encourages individuals to express their needs for information and assistance
- 2 create an environment that encourages individuals to obtain information for themselves and be as self-managing as possible
- 3 give individuals the appropriate level and type of help in a manner appropriate to them and their needs
- 4 discuss the type of services and facilities which are available in a manner, and at a level and pace, appropriate to the individual and in a way which respects their right of choice

- 5 encourage individuals, through the creation of an appropriate environment, to access and use services and facilities which are appropriate to their personal beliefs and preferences
- 6 discuss with the individual potential sources of information and their suitability for meeting the individual's needs
- 7 provide relevant information to the individual at the time required and in a format which is likely to be understood
- 8 check the individual's understanding of the information with them and provide additional information where there is evidence that it is needed
- 9 provide information that is current and accurate and check that it is consistent with the individual's request and needs
- 10 encourage individuals, through the creation of an appropriate environment, to give feedback on the information obtained and make further requests
- 11 take appropriate action without delay if the information provided results in the individual becoming angry and distressed
- 12 keep accurate and current information on services and facilities which might be relevant to the people with whom you work

Explanatory Notes

The types of help which may be offered to individuals (performance criterion 3) will include: the provision of written and visual information, offering advice and making appointments.

In performance criterion 5: access includes both directly (the individual attending in person) and indirectly (for example, telephoning or writing a letter).

GA1.2 Enable individuals to use services and facilities

Performance Criteria

To meet the standard, you

- 1 offer individuals support which respects their rights and choice and encourages them to be as self-managing as possible
- 2 encourage individuals, through the creation of an appropriate environment, to use services and facilities at a time which will achieve the best outcome
- 3 identify and discuss with the individual any problems in accessing services and facilities and take agreed actions to reduce problems
- 4 agree with individuals the assistance they require
- 5 enable individuals to develop their independence and confidence when the individuals want the worker to be there when they use services and facilities
- 6 arrange appropriate support from others when individuals need it
- 7 encourage individuals, through the creation of an appropriate environment, who have received help to develop their self-management skills

Explanatory Notes

'Problems of access' (performance criterion 3) might be due to environmental factors (such as lack of transport or facilities for disabled people), legal restrictions on the individual's movement, communication barriers (such as lack of loop systems, lack of a common language) or unfamiliarity, anxiety or concern. The sort of 'support' (performance criterion 6) which could be offered by others might be help with communication (such as translation and interpretation), help with transport or accompaniment and befriending. The services and facilities should include both: those to which the individual must travel (for example, courts, workplaces, doctors) and those which will 'come' to the individual (staff providing specialist services such as solicitors, advice workers, health visitors).

Knowledge and Understanding

To meet the standard, you need to know and understand:

Legislation, policy and good practice

- 1 Why individuals should be as self-managing as possible
- 2 Why the individual may need to discuss the nature and purpose of the information they are seeking
- 3 Why the individual should be informed of their rights
- 4 The importance of respecting the individual's wishes about the services they choose to access
- 5 Why the individual's rights must be respected even if they do not wish to take up available benefits and services
- 6 The individual's right to confidentiality regarding the services which they choose to access and ways of maintaining or enhancing this
- 7 Why individuals may need to be supported in the early stages of using services and facilities and how this support should be gradually withdrawn as the individual becomes increasingly self-managing and independent

Services and products

- 1 The services which are available at the individual's usual place of residence or work
- 2 Sources of information about different services
- 3 The range of agencies available, the particular types of support or service that they provide, whether there is a charge
- 4 The support available to tackle problems of access to services and facilities

Factors which influence what workers do

- 1 Restrictions on access to information (for example, timing, those for whom the service is provided, environmental problems such as lack of ramps, loop systems, language barriers, availability of information in different media)
- 2 Factors which affect access to services and facilities (for example, transport, mobility, psychological fears, communication difficulties)
- 3 The tensions which can arise as a result of respecting the individual's wishes and rights
- 4 How the worker's views about the appropriateness of services and facilities may influence the support which they give to individuals

- 5 The particular difficulties and risks which individuals may experience using services and facilities
- 6 The conflicts which may arise when individuals are too independent for the setting and the risks which there may be to those providing the support

How to achieve important outcomes

- 1 How to contact the different agencies which may be relevant to your work
- 2 How to maintain the individual's right to confidentiality
- 3 How individuals can challenge access difficulties
- 4 How to assess whether individuals are using or not using support to the detriment of themselves and methods of tackling this

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial Care environment.

GA3 Assist in the Transfer of Individuals Between Agencies and Services

Summary

This Unit focuses on 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 worker supports individuals by providing appropriate information and guidance, makes the appropriate arrangements within the agency for the transfer and supervises individuals as they transfer.

There are three elements:

- GA3.1 Support individuals as they prepare for transfer**
- GA3.2 Make agency preparations for individuals' transfer**
- GA3.3 Supervise individuals during transfer**

Target Group

This Unit is applicable across the justice sector. It is aimed at workers involved in the day-to-day supervision of individuals transferring to and from agencies and services.

This Unit has been created by Skills for Justice.

GA3.1 Support individuals as they prepare for transfer

Performance Criteria

To meet the standard, you

- 1 clarify with individuals and **other relevant people** the reasons for the **transfer**, and what is likely to happen and when
- 2 explain clearly to individuals, and **other relevant people**, their roles and responsibilities in the **transfer**, and any statutory or agency conditions that are attached to it
- 3 encourage individuals, and **other relevant people**, to seek information and express their views
- 4 identify the support and assistance which individuals will need to help them make the **transfer**
- 5 provide clear and accurate information about the support that will be provided and how people should seek further assistance if they need it
- 6 acknowledge any disagreements that arise and negotiate, with those involved, a working consensus on the way forward
- 7 seek advice and support promptly when team discussion and supervision are appropriate.

Range

- 1 **Other relevant people**
 - (a) others relevant and significant to the individual
 - (b) staff in own agency
 - (c) other agencies.
- 2 **Transfer**
 - (a) into the agency's services
 - (b) out of the agency's services.

GA3.2 Make agency preparations for individuals' transfer

Performance Criteria

To meet the standard, you

- 1 gather the necessary information on **transfer requirements** from **appropriate people**
- 2 make arrangements and preparations for individuals' transfer which are consistent with the requirements
- 3 provide clear and accurate information to everyone who needs to know about the transfer arrangements
- 4 complete records accurately and clearly and store them according to agency requirements
- 5 make any necessary arrangements to monitor and review the individual's adjustment to change.

Range

- 1 **Transfer requirements**
 - (a) individuals' needs
 - (b) statutory demands
 - (c) agency policy and practice guidelines.
- 2 **Appropriate people**
 - (a) the individual
 - (b) others relevant and significant to the individual
 - (c) staff in own agency
 - (d) other agencies.

GA3.3 Supervise individuals during transfer

Performance Criteria

To meet the standard, you

- 1 confirm individuals' and **other people's** understanding of the transfer arrangements and the reasons for them
- 2 provide the agreed information, practical assistance and support to meet individuals', and **other people's** needs, within the resources available
- 3 supervise individuals during transfer consistent with agency policies and practice guidelines
- 4 complete records accurately and clearly and store them according to agency requirements
- 5 communicate information to people who are authorised to have it.

Range

- 1 **Other people**
 - (a) others relevant and significant to the individual
 - (b) staff in own agency
 - (c) other agencies

Knowledge and Understanding

To meet the standard, you need to know and understand

Working with individuals and groups

- 1 the ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies
- 2 the range of different views, feelings and concerns that individuals and other people may have about the individual's transfer
- 3 the different ways in which people react to change
- 4 ways of providing guidance and support to individuals, including situations when they are distressed, anxious or angry
- 5 how to deal with abusive, aggressive and discriminatory behaviour and situations when they have done this
- 6 the ways in which individual's culture and gender influence the worker's practice
- 7 how they have applied the principles of equality, diversity and anti-discriminatory practice to their work

Working within the community justice sector

- 1 the specific legislation (national and European) which relates to the work they undertake and how they have taken this into account in their work
- 2 any particular factors relating to the agency's policies and practices which have affected the work undertaken

Working to improve individual practice

- 1 how they evaluate their own competence when at work and decide when further support and expertise are needed.

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial Care environment.

GB2

Support Individuals Experiencing Difficulties

Summary

This Unit focuses on identifying and making a response to individuals experiencing difficulties. Workers 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 worker needs to deal with the potentially volatile nature of such situations and seek help if it is required. Individuals' difficulties may be expressed in different ways such as through distress, grief, anger or fear. The individuals with whom the worker is involved may have offended, be at risk of offending, be the victims of offending behaviour, or be family or friends of such individuals.

There are two elements:

- GB2.1 Identify factors contributing to individuals' difficulties**
- GB2.2 Assist individuals experiencing difficulties**

Target Group

This Unit is applicable across the justice sector to a wide variety of workers. This Unit complements Unit GB3 which is a more complex Unit in which workers are required to work with individuals to help them choose ways of overcoming their difficulties, and support them as they put these choices into action.

This Unit has been created by Skills for Justice.

GB2.1 Identify factors contributing to individuals' difficulties

Performance Criteria

To meet the standard, you

- 1 respond promptly to individuals' difficulties in a manner which
 - ◆ is consistent with the individual's personal beliefs and preferences
 - ◆ is supportive
- 2 **communicate** with individuals throughout the process 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
- 3 advise other appropriate people about the difficulties of the individual
- 4 address constructively any abusive, aggressive and discriminatory behaviour

- 5 **encourage individuals** to
 - ◆ identify their difficulties
 - ◆ identify factors contributing to their difficulties
 - ◆ consider how they might address their difficulties
- 6 review available information on individuals' difficulties and discuss this sensitively with individuals
- 7 seek advice and support promptly when team discussion and supervision are appropriate
- 8 complete records accurately and clearly and store them according to agency requirements
- 9 **communicate** information to people who are authorised to have it

GB2.2 Assist individuals experiencing difficulties

Performance Criteria

To meet the standard, you

- 1 establish with the individual their respective roles and responsibilities, and the boundaries of the relationship
- 2 **communicate** with individuals throughout the process 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
- 3 challenge constructively any abusive, aggressive and discriminatory behaviour
- 4 **encourage individuals** to think through their difficulties and identify their need for support to address them
- 5 support individuals in ways that are consistent with their identified needs and are consistent with organisational policy
- 6 complete records accurately and clearly and store them according to agency requirements
- 7 **communicate** information to people who are authorised to have it

Range

- 1 **Communicate** through
 - (a) speech and language
 - (b) actions, gestures and body language
 - (c) space and position.

- 2 **Encourage individuals** through
 - (a) listening actively
 - (b) reflecting back
 - (c) questioning
 - (d) summarising.

- 3 In meeting the national standard of work you must show that you can work effectively with people affected by **two** of the following types of **difficulty**
 - (a) Drugs and alcohol
 - (b) Mental health
 - (c) Disability
 - (d) Learning
 - (e) Physical health
 - (f) Other

- 4 **Supporting individuals** through
 - (a) information and advice
 - (b) resources
 - (c) referral and access to other services.

Knowledge and Understanding

To meet the standard, you need to know and understand:

Working with individuals and groups

- 1 the ways in which the physical, social, psychological and emotional functioning of individuals affects their behaviour
- 2 factors which may be relevant to an individual's difficulties
- 3 how personal beliefs, preferences and cultural background affect behaviour
- 4 different ways of providing appropriate support
- 5 the purpose and impact of allowing individuals to make their own decisions
the implications of the information and advice given to individuals
- 5 strategies for dealing with difficult situations which have a strong emotional impact
- 6 why it is important to maintain personal and professional boundaries with individuals and methods of doing this
- 7 the ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies
- 8 how they have applied the principles of equality, diversity and anti-discriminatory practice to their work

Working within the justice sector

- 1 the specific legislation (national and European) which relates to the work they undertake and how they have taken this into account in their work
- 2 any particular factors relating to the agency's policies and practices which have affected the work undertaken

Working to improve individual practice

- 1 how they evaluate their own competence when at work and decide when further support and expertise are needed

Evidence Requirements for this Unit

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is permitted** for this Unit.

The nature of this Unit means that most of your evidence must come from real work activities. However, simulation may only be used so long as it meets the criteria for its use. You will find this in the assessment guidance for this N/SVQ qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial Care environment.

GC1 Contribute to the Protection of Individuals from Abuse

Summary

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. Individuals at risk from abuse may be those abusing themselves, for example through the use of substances or self-harming behaviours, or those at risk from abuse by another. Abuse may be financial, emotional, psychological, physical and sexual.

There are three elements:

- GC1.1 Contribute to minimising the occurrence of abuse**
- GC1.2 Minimise the effects of abusive behaviour**
- GC1.3 Contribute to monitoring individuals who are at risk from abuse**

Target Group

This Unit is applicable across the justice sector. It is designed for any worker who has a role in monitoring for abuse. This Unit complements Unit GC3 on evaluating the risk of abuse, failure to protect and harm to self and others, which is focused on workers with greater levels of responsibility in high risk situations.

This Unit has been created by Skills for Justice.

GC1.1 Contribute to minimising the occurrence of abuse

Performance Criteria

To meet the standard, you

- 1 monitor individuals' whereabouts consistent with their programme plan and agency policy
- 2 offer appropriate advice and support to those within the environment on how to minimise the possibility of **abuse**
- 3 take immediate action appropriate to the situation when there are any indications of **abuse**
- 4 report information on **abuse** to an appropriate person
- 5 make accurate, legible and complete records of **abuse**
- 6 seek appropriate advice, guidance and support when you are unsure about the boundaries and effects of their relationship with individuals
- 7 assist individuals who behave in an inappropriate manner to examine ways in which their behaviour may be seen as abusive, when this has been agreed by the team

- 8 confirm caller's rights of entry prior to allowing access where there are restrictions on access
- 9 suggest to appropriate people ways in which the agency's policies, procedures and routines to minimise the level of **abuse** could be improved

Explanatory Notes

Abuse may be inflicted by individuals upon themselves, or upon others including the worker and other individuals and staff.

'Support' (performance criterion 2) may be through role modelling, encouraging people to engage in other or new activities.

GC1.2 Minimise the effects of abusive behaviour

Performance Criteria

To meet the standard, you

- 1 respond to individuals who display **abusive behaviour** in a manner which respects the individual while at the same time clearly showing that the behaviour is unacceptable
- 2 take appropriate action to divert any **abusive behaviour** while promoting the rights of those involved
- 3 minimise risks and disturbances to others and their activities
- 4 seek further assistance without delay in all cases where you require it
- 5 record any abusive incident accurately, legibly and completely
- 6 submit records to an appropriate person in a manner which maintains their confidentiality and without delay
- 7 manage your own feelings, aroused by **abusive behaviour**, in a way which supports the right to such feelings while minimising any undue effects on the individuals and the setting
- 8 minimise the effect of the abusive incident on others in the setting

Explanatory Notes

Abusive behaviour may be directed at the person themselves, other people or the environment

GC1.3 Contribute to monitoring individuals who are at risk from abuse

Performance Criteria

To meet the standard, you

- 1 monitor individuals in a manner and at the time intervals required in their plan
- 2 report any changes in the individual's condition and behaviour to the appropriate person without delay
- 3 report any signs of possible **abuse** to the appropriate person without delay
- 4 confirm with others the accuracy and authenticity of information received from them
- 5 make reports which are consistent with all available evidence and their own observations
- 6 maintain contact with appropriate members of the team as part of the monitoring process
- 7 record the information they gain accurately, legibly and completely
- 8 seek advice from an appropriate person without delay if they have concerns over individuals who are at risk, or are unsure of the action to take

Explanatory Notes

Monitoring may be of those people who are formally designated at risk (from their risk assessment system or recorded on an 'at risk register') or be done more informally (eg where concerns have been expressed).

Range

- 1 **Abuse**
 - a (a) potential
 - b (b) actual
 - c (c) physical
 - d (e) emotional

- 2 **Abusive behaviour**
 - a (a) emotional and psychological
 - b (b) physical

Knowledge and Understanding

To meet the standard, you need to know and understand:

Legislation, policy and good practice

- 1 The legislation and guidelines which affect the individual group you are working with
- 2 The purpose and importance of recording accurately and objectively possible or actual incidents of abuse and to whom records should be sent
- 3 Why you maintain contact with other members of the team
- 4 How policies relate to risk-taking and monitoring those at risk
- 5 Why it is necessary to report any information which may indicate that abuse is taking place or has taken place and/or changes in condition and behaviour
- 6 Why, in particular circumstances, it is important to know the individual's whereabouts
- 7 The reasons why assistance should be summoned with minimum delay
- 8 The risks which different individuals may be subject to and what might be considered appropriate

Factors which influence what workers do

- 1 The indicators of potential or actual abuse (eg changes in behaviour from the normal to the abnormal for the individual)
- 2 The forms which abusive behaviour may take (eg ranging from ways of speaking and interacting with people to physical attack)
- 3 Effects of different forms of abuse — both short and long term
- 4 The limits of your role and competence
- 5 Who has the responsibility for deciding levels of risk for different individuals
- 6 Other support agencies and the role which each plays
- 7 Impact of legislation on your role and responsibilities
- 8 The possible reasons for abusive behaviour occurring (such as: medical/physical factors eg the use of substances; discrimination; fear; factors within the environment which cause stress)
- 9 The impact which the overall environment may have on instances of abusive behaviour and the way in which staff may fuel or defuse this by their behaviour
- 10 The inter-relationships between your behaviour and that of the individual
- 11 The avenues open to you if you believe that individual rights are being threatened within your work situation

How to achieve important outcomes

- 1 Methods of handling situations where there is potential for conflict between different people
- 2 How you share your feelings following an abusive situation
- 3 Methods of dealing with situations assertively in order to contribute to minimising abuse
- 4 Methods of preventing abusive situations
- 5 Methods of intervening in situations where one person is becoming abusive of another
- 6 The reasons why inappropriate behaviour should be challenged

- 7 How disclosure of abuse is handled
- 8 How situations with a potential conflict of interests can be handled (e.g. through the use of an independent advocate)
- 9 How another's view of any incident is valued
- 10 How an individual has a right to take legal action against another in cases of abuse
- 11 How an individual's right to confidentiality is maintained

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is permitted** for this Unit.

The nature of this Unit means that most of your evidence must come from real work activities. However, simulation may only be used so long as it meets the criteria for its use. You will find this in the assessment guidance for this N/SVQ qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Custodial Care.

GC5 Develop Control for People Who are a Risk to Themselves or Others

Summary

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.

There are three elements:

GC5.1 Challenge behaviour which creates risk and establish agreed boundaries and expectations

GC5.2 Maintain and review agreed boundaries and expectations of behaviour

GC5.3 Assist people to develop greater control over their behaviour

Target Group

This Unit applies to experienced operational staff who work closely with individuals in custody who have significant behavioural problems.

This Unit has been created by Skills for Justice.

GC5.1 Challenge behaviour which creates risk and establish agreed boundaries and expectations

Performance Criteria

To meet the standard, you

- 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 correctly identify 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 fully discuss boundaries and expectations and their significance with the individual, and encourage their support and agreement

Element

GC5.2 Maintain and review agreed boundaries and expectations of behaviour

Performance Criteria

To meet the standard, you

- 1 identify examples of positive aspects of behaviour that correspond to agreed expectations as they occur, and explain these in a manner which the individual is likely to understand
- 2 provide positive reinforcement in such a way as to encourage the repetition of positive behaviour
- 3 correctly identify 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

GC5.3 Assist people to develop greater control over their behaviour

Performance Criteria

To meet the standard, you

- 1 develop 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, to acknowledge the impact it has on others and to 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 take active steps to 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

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 Research on methods of working with people whose behaviour creates difficulties, and the outcomes
- 2 Theories on the causes and origins of violence and aggression
- 3 Approaches to engaging reluctant, aggressive and withdrawn individuals
- 4 The impact of adverse behaviour on self and others
- 5 Methods of challenging behaviour that creates risk, and research on their outcomes
- 6 Techniques and resources to promote learning and alternative behaviour, monitoring change and the participation of individuals and carers in planning and evaluation
- 7 Theories of behaviour and learning
- 8 Group processes and peer support and development
- 9 Statistics on the incidence of violence, aggression, depression and social isolation among different client groups
- 10 Maintaining and reviewing boundaries and expectations of behaviour
- 11 Methods of planning and providing feedback
- 12 Negotiation methods and skills
- 13 Identification of conflict and skills in conciliation
- 14 The rights and responsibilities of individuals
- 15 Methods of setting up boundaries and exercising control, and their effectiveness with different client groups
- 16 Reporting and recording systems for organisations, courts and allied organisations
- 17 Support needs of workers
- 18 The range of support and advocacy services available to individuals whose behaviour causes concern
- 19 The impact of individual and structural discrimination on identity, and approaches to increase options and promote positive identity
- 20 Research and outcomes of intervention and support aimed to reduce risk, and the need to enhance coping skills in different contexts
- 21 Explanations of non-conforming behaviour and 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
- 22 How different factors contribute to behaviour, including
 - ◆ past history
 - ◆ stress factors
 - ◆ lack of understanding of information
 - ◆ dysfunctional coping mechanisms
 - ◆ prejudice and stereotyping
- 23 Current policies on types of behaviour and groups that present a social risk

- 24 Group work, peer learning and self-help
- 25 The rights and responsibilities of individuals and groups

Evidence Requirements for this Unit:

You must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is permitted** for this Unit.

The nature of this Unit means that most of your evidence must come from real work activities. However, simulation may only be used so long as it meets the criteria for its use. You will find this in the assessment guidance for this N/SVQ qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial Care environment.

GC6

Support Individuals Where Abuse has Been Disclosed

Summary

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 your organisation. You will need to be adept in verbal and non-verbal communication skills in order to establish an empathetic relationship.

There are two elements:

GC6.1 Support individuals who disclose abuse

GC6.2 Support individuals who have been abused

Target Group

The Unit applies to all experienced custodial care staff who work with individuals who have suffered abuse.

This Unit has been created by Skills for Justice.

GC6.1 Support individuals who disclose abuse

Performance Criteria

To meet the standard, you

- 1 take actions that are consistent with your agreed role and level of competence and have been discussed with the individual
- 2 ensure that when the individual wishes to communicate with you in private you give a clear explanation, in a manner appropriate to the individual, that the information may need to be shared with other people
- 3 give sufficient time and support to the individual to disclose what they wish, and you affirm the abused's right to disclosure
- 4 ensure that the individual is not pressured to disclose more than they wish, and you support them to talk in a manner and at a pace of their choosing
- 5 pass accurate and complete information on the disclosure to the appropriate people without delay
- 6 offer support to the individual from other designated people, consistent with organisational policy
- 7 arrange appropriate further support without delay as agreed with the individual
- 8 record information completely, accurately and legibly, and ensure it is reported in the required format
- 9 seek support personally from a professional colleague where you feel the effect of the disclosure and surrounding circumstances is adversely influencing your judgement

GC6.2 Support individuals who have been abused

Performance Criteria

To meet the standard, you

- 1 take actions that are consistent with your agreed role, the individual's plan of care and organisation policies and procedures
- 2 ensure that your 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 and consistent with organisational procedures
- 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 your 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 your role
- 9 supply complete information, as far as it is known, to an appropriate person without delay
- 10 ensure that records are accurate, legible and complete

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 Organisation policies and legal requirements in relation to the disclosure of abuse and support of those who have been abused
- 2 Why all three aspects of communication are important in supporting individuals, particularly when they are unable or unwilling to discuss their situation
- 3 The policies and procedures of the employing organisation in relation to onward referral of suspicions of abuse
- 4 Why it is important to explain clearly about this onward referral to individuals disclosing abuse
- 5 Circumstances in which organisation policy and/or law dictates that confidentiality has to be overruled
- 6 Acknowledging the rights of individuals who have been abused
- 7 Why methods of receiving and recording disclosure details should not prejudice the individual's right to pursue legal action
- 8 Why it is important to let the individual speak and disclose at their own pace (ie not pressurising them) and why individuals may be reluctant or choose not to disclose abuse
- 9 Possible causes of abuse and methods of preventing the occurrence of abuse
- 10 Possible emotional effects of abuse and how this may be heightened when the individual is in continual contact with the person who has perpetrated the abuse
- 11 The ways in which disclosure of abuse can be used by the individual (eg to draw attention to themselves when no abuse has in fact taken place)
- 12 Methods used to disclose abuse other than through speech
- 13 The impact which organisation policies and procedures have on the relationship between the individual who has been abused and the organisation
- 14 Your role in the environment in relation to working with those who have disclosed abuse or have been abused
- 15 The importance of acknowledging and dealing with the your own feelings in relation to the abuse concerned
- 16 The impact your feelings may have on the support which can be effectively offered to the individual
- 17 How views of abuse may differ
- 18 The problems which arise when the individual has been both abused themselves and abused others
- 19 The purpose of accurate recording

- 20 The environment in which the communication is taking place and when it is necessary to maintain communication and when it is not
- 21 How legislation and guidelines particular to specific groups (eg the Children Act) and relevant to all (including the Community Care Act) affect your role and responsibilities
- 22 The individual's rights to take legal action against another in case of abuse, and the implications of this for the way the monitoring and disclosure are handled
- 23 How sources of support from other organisations may be available to you in order to deal with feelings aroused by the abuse concerned
- 24 How methods of supporting and counselling are used with individuals in stressful and distressing situations

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Custodial Care.

GD2 Encourage Individuals to Look After Their own Health and Hygiene

Summary

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.

There are two elements:

- GD2.1 Encourage individuals to adopt and maintain healthy and hygienic practices**
- GD2.2 Assist individuals to maintain their health and personal cleanliness**

Target Group

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.

This Unit has been created by Skills for Justice.

- GD2.1 Encourage individuals to adopt and maintain healthy and hygienic practices**

Performance Criteria

To meet the standard, you

- 1 provide individuals with access to suitable facilities and opportunities to maintain their own health and hygiene
- 2 accurately identify individuals' needs for information about health and hygiene, and make appropriate information available
- 3 confirm 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 to relevant people if individuals consistently fail to maintain healthy and hygienic practices

GD2.2 Assist individuals to maintain their health and personal cleanliness

Performance Criteria

To meet the standard, you

- 1 discuss and 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 take appropriate precautions to protect your own health and hygiene
- 4 provide individuals with a level of privacy consistent with the level of risk involved
- 5 give assistance to individuals in ways which promotes their dignity and causes as little discomfort as possible
- 6 refer to relevant people if individuals require assistance which is beyond your role or competence

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 Accepted good practice in personal health and hygiene
- 2 The facilities available for personal health and hygiene
- 3 How to identify accurately the information individuals need, and how to provide this information appropriately
- 4 The potential consequences of failure to adopt and maintain healthy and hygienic practices
- 5 Methods of monitoring personal health and hygiene, and how to do this discretely
- 6 The steps to take if individuals fail to maintain healthy and hygienic practices, or require assistance which is beyond your role or competence
- 7 The types of assistance individuals may need to maintain their personal cleanliness
- 8 How to identify and agree with individuals the type and degree of assistance they need
- 9 How individuals' conditions may limit the range of personal hygiene facilities and materials which may be used
- 10 Relevant organisation policies and procedures
- 11 The precautions you must take to protect your own health and hygiene
- 12 The importance of providing a level of privacy consistent with the level of risk
- 13 The importance of giving assistance in ways which promotes individuals' dignity and minimises discomfort

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Custodial Care.

GE4 Test for Substance Use

Summary

For this Unit you need to test individuals to see if they have been using substances, such as alcohol and controlled drugs.

There are three elements:

- GE4.1 Prepare to test for substance use
- GE4.2 Take samples for testing
- GE4.3 Communicate and record the results of testing

Target Group

This Unit is relevant for all workers in the Justice sector and, in particular, the substance misuse workforce.

GE4.1 Prepare to test for substance use

Performance Criteria

To meet the standard, you

- 1 accurately identify those **individuals** to be tested for substance misuse
- 2 schedule tests in accordance with **requirements**
- 3 confirm 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
- 4 make arrangements for tests to be witnessed, where required
- 5 confirm that those involved in carrying out tests are competent and fully understand their roles and the procedures to be followed
- 6 confirm the availability of all necessary equipment for testing

GE4.2 Take samples for testing

Performance Criteria

To meet the standard, you

- 1 confirm that **individuals** being tested understand the purpose of the tests, their rights, and any consequences of not submitting to the testing procedures
- 2 obtain any necessary consent for testing procedures from **individuals**, or from their carers or guardians where required
- 3 explain clearly and precisely to individuals what they have to do to provide their **samples**

- 4 provide opportunities for **individuals** to describe their substance use and explain possible false positives before they are tested
- 5 take **samples** according to clinical and organisational policies and procedures
- 6 ensure that the **samples** are authentic and have not been contaminated
- 7 promptly refer to relevant people if you suspect that **samples** are not authentic or have been contaminated
- 8 test **samples**, or refer them for testing, in accordance with clinical and organisational policies and procedures
- 9 follow supplier's/maker's instructions for use of equipment, where appropriate
- 10 dispose of samples safely, in accordance with clinical and organisational policies and procedures

GE4.3 Communicate and record the results of testing

Performance Criteria

To meet the standard, you

- 1 communicate the outcomes of the tests to **individuals**, and their carers or guardians where required, and ensure they understand the consequences
- 2 respect **individuals'** rights and the required standards of confidentiality
- 3 keep full and accurate records of tests and make reports in accordance with your organisation's policy and procedures

Scope

This section provides guidance on possible areas to be covered in this Unit.

Individuals

- (a) Adults
- (b) young people
- (c) men
- (d) women
- (e) posing a low risk of infection
- (f) posing a high risk of infection
- (g) with special needs

Requirements

- (a) prescribing
- (b) legal
- (c) organisational

Sample

- (a) breath
- (b) urine
- (c) blood
- (d) hair
- (e) saliva

Knowledge and Understanding

To meet the standard, you need to know and understand:

Legislation and organisational policy and procedures

- 1 the legal requirements relating to testing for substance misuse
- 2 health, safety and security policies and how to ensure the testing environment and procedures meets these
- 3 whom to refer to if you suspect that samples are not authentic or have been contaminated

Communication and interpersonal relationships

- 1 the principles and processes of effective communication and how to apply them

Information handling

- 1 the principles and standards of confidentiality and how to apply them
- 2 the importance of keeping full and accurate records and how to do so

Substance misuse

- 1 the purpose of testing and the consequences of non-compliance for individuals
- 2 the importance of accurately identifying those individuals to be tested for substance use and how to do so
- 3 the competences required of those involved in testing for substance use
- 4 clinical and organisational procedures for testing for substance use
- 5 when testing needs to be witnessed and how to make appropriate arrangements
- 6 the importance of obtaining consent for substance testing, how to do so and when carer and/or guardians need to be involved
- 7 the possible causes of false readings in the types of tests carried out
- 8 the equipment required for testing for substance use and how to use this in accordance with supplier's/manufacturer's instructions
- 9 how to dispose of samples safely

Values

- 1 individuals' rights when being tested for substance use

Evidence Requirements for this Unit:

You must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial Care environment.

GE11

Support Individuals who are Substance Users

Summary

This Unit focuses on work with 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 workers need to be able to recognise such cases. Substances might include: alcohol, opiates, hallucinogens, amphetamines, cannabis, solvents and other volatile substances. Their use may be experimental, recreational or dependent. Those who work with individuals who primarily use one substance, such as alcohol, are expected to demonstrate knowledge and understanding relating to the broad range of substances.

There are three elements:

- GE11.1** **Enable individuals to adopt safe practices associated with substance use**
- GE11.2** **Support individuals when they have used substances**
- GE11.3** **Support individuals in reducing substance use**

Target Group

This Unit is applicable across the community justice sector. The worker may be operating within a service targeted specifically at substance users, or in one where some of the individuals with whom they work use substances.

This Unit has been created by Skills for Justice.

- GE11.1** **Enable individuals to adopt safe practices associated with substance use**

Performance Criteria

To meet the standard, you

- 1 communicate with individuals about substance use and its associated **risks** at a time and in a manner likely to maximise individual's understanding
- 2 explain to individuals in a manner, and at a level and pace appropriate to them, the **risks** arising from the substances they take and the methods they use
- 3 offer individuals guidance, support and advice on practising more safely methods of substance use and activities affected by it

- 4 support individuals who wish to use supplies of safe drugs, equipment and other materials, in a manner which is appropriate and consistent with their right of choice
- 5 support and encourage individuals to dispose of hazardous materials and equipment in a safe manner and place immediately after use
- 6 encourage and support individuals to discuss their circumstances and history of substance use, and use this information to plan and provide appropriate support and assistance
- 7 support and assist individuals to contact people who can help if they ask for further information and advice which is beyond the worker's role

GE11.2 Support individuals when they have used substances

Performance Criteria

To meet the standard, you

- 1 support individuals who have used substances in ways that are consistent with the worker's agreed role and agency policies and procedures
- 2 make individuals aware that the worker is available and willing to help
- 3 interact with individuals in a manner which recognises each individual's needs and rights
- 4 support individuals in ways that are appropriate to the substance used, the **effect** which the substance has had and the condition of the individual
- 5 encourage individuals to describe any pain or discomfort which they are experiencing
- 6 move and handle individuals with the minimum of discomfort and only if it is necessary for their safety
- 7 request any necessary further support and assistance to help the individual without delay
- 8 make the environment as safe as possible and remove all dangerous substances and materials
- 9 support and enable individuals to meet their needs and requirements after the **effects** of the substance have worn off
- 10 report information about episodes of substance use clearly and accurately to an appropriate person and record it in the required format

GE11.3

Support individuals in reducing substance use

Performance Criteria

To meet the standard, you

- 1 encourage individuals who have made a commitment to reduce substance use to review their reasons for doing so
- 2 identify and explore in a supportive manner the **consequences** of the individual's choice on their daily life and any difficulties which they might have
- 3 identify accurately, and discuss in detail, strategies and methods for alleviating difficulties individuals have encountered
- 4 communicate with individuals in a manner, and at a level and pace, appropriate to them
- 5 offer support to individuals
 - ◆ in a manner which respects their individual rights and choice
 - ◆ is appropriate to their needs
 - ◆ in a manner which is realistic given available resources
- 6 support and assist individuals to contact people who can help if individuals ask for information and advice which is beyond the worker's role
- 7 assist individuals to
 - ◆ review their progress in reducing substance use
 - ◆ assess their achievements realistically
 - ◆ identify opportunities for improvement
- 8 record fully and accurately the results of discussions on progress and any proposals for change, and pass them on promptly to an appropriate person
- 9 acknowledge and manage their own feelings about the individual's progress or lack of progress in ways which minimise the impact of the feelings on the support provided

Range

- 1 Communication**
 - (a) speech and language
 - (b) actions, gestures and body language
 - (c) space and position.

- 2 Risks**
 - (a) physical
 - (b) emotional
 - (c) harm to self
 - (d) harm to others
 - (e) re-offending

- 3 Effect**
 - (a) immediate
 - (b) longer term.

- 4 Consequence**
 - (a) relationships
 - (b) lifestyle
 - (c) recreational and leisure pursuits
 - (d) emotional and physical state

GE11 Support individuals who are substance users

Knowledge and Understanding

To meet the standard, you need to know and understand:

Legislation, policy and good practice

- 1 Substance use which is legal and illegal (including the illegal use of prescribed drugs), agency policy and how this affects the role of the worker (eg if individual is using illegal drugs — the ways of dealing with this)
- 2 Legislation relating to the supply and use of substances, and to particular individual groups (eg the Children Act) and how these affect the worker's role and responsibilities
- 3 The importance of acknowledging and dealing with the worker's own feelings in relation to the substance use concerned
- 4 Why the language used should be consistent with the individual's own form of expression (for example, not clinical) and strategies that can be used to maximise the possibility of information being heard and understood
- 5 Why the individual should be supported to talk through their circumstances and history of substance use
- 6 Individual's rights in making decisions regarding their health, including their right to ignore advice
- 7 Why the individual should be supported to contact others for further advice and assistance and the forms which such support and assistance might take

- 8 Legislation, agency policies and guidelines on the storage and use of substances (including Health and Safety at Work Act) and the worker's role in relation to these
- 9 Methods of making one's presence and availability obvious to the individual without attracting aggressiveness etc
- 10 Why the individual should be supported to describe any pain or discomfort which s/he is experiencing
- 11 The importance of assisting individuals to meet their own needs and requirements after the effects of the substance have worn off and ways of doing this
- 12 Why information should be reported and recorded
- 13 Why it is important to review with individuals their reasons for deciding to reduce or cease substance use and the motivational effects of this
- 14 The importance of acknowledging individual's rights in making decisions regarding their use of substances
- 15 Why the individual should be supported to contact others for further advice and assistance

Services and products

- 1 Resources within and outside the agency to assist the substance user to control or minimise the risks of the use (such as a supply of new syringes, accommodation, rehabilitation centres)
- 2 The different specialist advice/therapy agencies and national/local support networks involved with supporting substance users
- 3 Resources within and outside the agency available to assist the substance user to cease or reduce use, including the different specialist advice/therapy agencies and national/local support networks involved with supporting substance users

Factors which influence what workers do

- 1 The different forms of substance which individuals might use, how they are used (e.g. drinking, injecting, sniffing, smoking) and their likely effects
- 2 The ways in which individuals may combine substances and the different effects which might arise from this
- 3 The risks involved with substance use both in the short and the long term (such as overdose, dependence, associated health risks such as HIV, Hepatitis B and C)
- 4 Different forms of cleanliness (from social cleanliness to sterilisation) and the links between forms of cleanliness and harm reduction strategies (such as the re-use of needles)
- 5 The range of activities that may be affected by substance use and harm-reduction strategies that can be adopted in relation to these
- 6 Harm reduction strategies, how and why these may differ from individual to individual
- 7 The range of safer sex practices and how individuals can be encouraged to use these

- 8 Hazardous materials and equipment, nature of the hazard that they create and safe methods for disposing of them (and the available options given the facilities that the individual has access to)
- 9 The role and responsibilities of the worker in relation to the individual and how this should affect any relationships between them
- 10 The indicators of substance use
- 11 The different forms of substance which individuals might use and their likely effects (in order to be able to recognise the abnormal and potential health emergencies)
- 12 The risks involved with substance use both in the short and the long term (such as overdose, dependence, associated health risks)
- 13 The indicators of pain, discomfort and that the effects of the substance are posing a significant threat to an individual's well-being (such as alcohol poisoning, overdose) and the action that should be taken in relation to each
- 14 The range of after-effects of substance use and what the needs of the individual may be following substance use
- 15 How views of substance use may differ
- 16 The worker's role in the environment and the boundaries and limits of that role
- 17 The impact which the worker's feelings may have on the support which can be effectively offered to the individual
- 18 Factors that influence individuals to use substances and how these may be inter-related or combined
- 19 Factors why individuals decide to reduce or cease substance use
- 20 The range of potential effects of reducing or ceasing substance use upon relationships, life-style, recreation and leisure activities, physical and emotional health
- 21 The type of difficulties that are likely to arise in attempting to cease or reduce substance use and strategies and methods for alleviating them
- 22 The effects which the worker's own beliefs and feelings about substance use may have on their behaviour and why it is important to work with individuals in a supporting and non-judgmental manner, even when the worker's beliefs conflict with the individual's actions

How to achieve important outcomes

- 1 Methods of moving and handling individuals which are likely to be the safest for the individual and the worker and why individuals should be moved only when necessary
- 2 Emergency aid for situations where the substance causes a health emergency
- 3 Methods of supporting individuals at times when they have used substances
- 4 How to assist individuals to make realistic assessments of their progress and how the worker can offer views in a supportive manner
- 5 Ways of supporting individuals who are seeking to reduce or cease substance use.

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial Care environment.

GH2 Assist Parents in Custody to Develop their Parenting Skills

Summary

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.

There are three elements:

- GH2.1 Promote the benefits of positive parenting to parents in custody**
- GH2.2 Encourage parents in custody to relate positively to their children**
- GH2.3 Help parents in custody to overcome parenting difficulties**

Target Group

This Unit applies to experienced operational staff who work closely with individuals in custody who are parents and wish to develop their relationship with their children and to become more effective parents.

This Unit has been created by Skills for Justice.

- GH2.1 Promote the benefits of positive parenting to parents in custody**

Performance Criteria

To meet the standard, you

- 1 identify and make use of 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 emphasise the value of the parental role to children's development and the possible implications of parents not fulfilling that role
- 5 emphasise the benefits and enjoyment both for the individual and child that can result from a strong parent/child relationship
- 6 highlight 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

GH2.2 Encourage parents in custody to relate positively to their children

Performance Criteria

To meet the standard, you

- 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 make non-judgmental responses to individuals' negative and difficult feelings about their children and use them to promote discussion and reinforce positive feelings
- 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 identify and 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 and to find positive ways of responding to and managing this behaviour
- 8 assist the individual to develop a positive action plan for their parenting role on release from custody

GH2.3 Help parents in custody to overcome parenting difficulties

Performance Criteria

To meet the standard, you

- 1 provide a supportive environment in which individuals in custody can discuss their parenting role and any difficulties they are experiencing
- 2 acknowledge with individuals that most parents encounter problems in parenting
- 3 identify the difficulties that the individuals are experiencing with their parenting role
- 4 obtain information from, and liaise with, competent sources of information and advice to identify how you can support the parent with these difficulties
- 5 complement any support individuals are receiving from elsewhere
- 6 emphasise the importance of the individual taking responsibility for their own decisions and actions in relation to their children

- 7 liaise with other members of the individual’s family and relevant organisations if this will assist the individual in carrying out their parenting role
- 8 make sure the support you provide will balance positive outcomes both for the individual and the children involved
- 9 record the progress that the individual is making with their parenting role and make sure this is reported to the appropriate colleagues and organisations

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 The value of the parent/child relationship both to the parent and the child
- 2 The types of difficulties that parents in custody experience and the distress and damage this can cause to both parent and child
- 3 The rights and responsibilities of parents in custody in regard to their children
- 4 The basic stages of child development and how the child’s needs and expectations for parental contact and support changes during these stages
- 5 The importance of child protection
- 6 The risks that the children of individuals in custody may be exposed to, and how to manage these risks
- 7 How to create opportunities to discuss parenting with individuals in custody
- 8 How to communicate effectively with individuals in custody on matters relating to parenting
- 9 The types of contact that individuals in custody can have with their children, and how to make the best of this contact
- 10 How to choose and promote positive parenting role models to parents in custody
- 11 Sources of information, advice and support on parenting that could be valuable both to the individual in custody and to yourself
- 12 The importance of being non-judgmental in regard to negative feelings that parents may have about their children
- 13 The importance of encouraging parents to identify and talk about the positive feelings that parents have about their children
- 14 The importance of emphasising and reinforcing children’s individuality and their positive characteristics
- 15 The types of feelings that children may have about parents in custody and their own experience of the child/parent relationship
- 16 How these feelings can lead to behaviour that seems negative to the parent
- 17 How to help parents in custody to develop an action plan for their parenting role on release from custody
- 18 How to create a positive environment in which individuals can talk freely about their parenting difficulties
- 19 The importance of emphasising that the difficulties that parents are experiencing are not unique to them
- 20 The importance of complementing any support that parents in custody are receiving from other sources

- 21 The importance of parents taking responsibility for their own decisions and actions
- 22 The positive contribution that other members of the individual's family can make to supporting and reinforcing the parenting role
- 23 Other organisations who may be involved in decisions about the children's welfare and future, and why it is important to liaise with these organisations
- 24 The importance of taking account of the needs and well-being of both the child and the parent in any work you undertake
- 25 The importance of recording and reporting progress that the individual may be making in their parenting role, especially for their sentence plan and future release and resettlement

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial Care environment.

GJ2 Support Individuals in Custody to Take Part in Purposeful Activities

Summary

This Unit is about encouraging individuals in a custodial environment to take part in purposeful activities. These include educational, recreational and work activities.

There are two elements:

GJ2.1 Promote the value of purposeful activities

GJ2.2 Help individuals take part in purposeful activities

Target Group

This Unit applies to experienced staff who work with individuals in a custodial environment to encourage them to take part in purposeful activities.

This Unit has been created by Skills for Justice.

GJ2.1 Promote the value of purposeful activities

Performance Criteria

To meet the standard, you

- 1 promote the value of purposeful activities, both in custody and after release, in an appropriate manner
- 2 actively encourage individuals to take part in purposeful activities
- 3 give individuals accurate information about the availability, timing and access to purposeful activities
- 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

GJ2.2 Help individuals take part in purposeful activities

Performance Criteria

To meet the standard, you

- 1 accurately identify potential obstacles to individuals' access to purposeful activities and minimise these where possible
- 2 give individuals sufficient support to allow them to commit to purposeful activities which meet their needs, consistent with the resources available

- 3 give individuals clear and accurate information about the standards of behaviour expected of them during purposeful activities
- 4 recognise difficulties individuals have in continuing to participate in purposeful activities, and offer appropriate support to overcome these difficulties
- 5 seek assistance from relevant people if you are unable to give individuals sufficient help to allow them to take part in purposeful activities
- 6 honour your commitments to provide support to individuals within the timescales agreed

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 The range of purposeful activities available and the different benefits and value they may have for individuals
- 2 The availability, timing and modes of access to purposeful activities within the organisation
- 3 The importance of promoting the value of purposeful activities, and how to do so
- 4 How to encourage individuals to participate in purposeful activities
- 5 Different approaches you may need to take with individuals who are cooperative, unco-operative or with special needs
- 6 The principles and processes of effective communication, and how to apply them
- 7 The importance of individuals taking responsibility for their own choices and decisions, and how to encourage them to do so
- 8 Potential obstacles to accessing purposeful activities and actions you can take to minimise these obstacles
- 9 The standards of behaviour expected of individuals during purposeful activities
- 10 The resources available for purposeful activities within the organisation
- 11 The range of support individuals may need to help them commit to purposeful activities and overcome any difficulties arising
- 12 The people from whom to seek assistance if you are unable to provide sufficient help to allow individuals to participate in purposeful activities
- 13 The importance of honouring commitments within timescales agreed and how to ensure you do so

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Custodial Care.

HE8 Support the Efficient Use of Resources

Summary

This Unit is about managing the resources you need, for example equipment or materials, information, finance and/or other forms of support, so that you can do your job efficiently and effectively. Where necessary you may have to take corrective action such as altering activities, modifying the use of or re-negotiating the allocation of resources.

There are two elements:

HE8.1 Make recommendations for the use of resources

HE8.2 Contribute to the control of resources

Target Group

This Unit applies to all staff who are personally responsible for the resources that they and their colleagues use.

This Unit has been created by Skills for Justice.

HE8.1 Make recommendations for the use of resources

Performance Criteria

To meet the standard, you

- 1 give the relevant people the opportunity to provide information on the resources your team needs
- 2 make recommendations for the use of resources taking account of relevant past experience
- 3 make recommendations taking account of trends and developments that are likely to affect the use of resources
- 4 make recommendations that are consistent with team objectives and organisational policies
- 5 make recommendations that clearly indicate the potential benefits you expect from the planned use of resources
- 6 make recommendations that are presented to the relevant people in an appropriate and timely manner

HE8.2 Contribute to the Control of Resources

Performance Criteria

To meet the standard, you

- 1 give the relevant people opportunities to take individual responsibility for the efficient use of resources
- 2 monitor the use of resources under your control at appropriate intervals
- 3 ensure that use of resources by your team is efficient and takes into account the potential impact on the environment
- 4 monitor the quality of resources continuously, and ensure consistency in product and service delivery
- 5 identify problems with resources promptly, and make recommendations for corrective action to the relevant people as soon as possible
- 6 make recommendations for improving the use of resources to the relevant people in an appropriate and timely manner
- 7 use the records relating to the use of resources are complete, accurate and available to authorised people only

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 How to analyse the use of resources in the past, and utilise the results to make recommendations on more effective use of resources in the future
- 2 How to communicate effectively with team members, colleagues and line managers
- 3 How to develop and argue an effective case for changes in the management of resources
- 4 How to enable people to identify and communicate the resources they need
- 5 Team objectives and organisational policies regarding the use of resources
- 6 Organisational procedures for making recommendations on the use of resources
- 7 The trends and developments that may influence the future use of resources, and how to plan for these
- 8 The importance of effective management of resources to organisational performance
- 9 The principles underpinning the effective and efficient management of resources
- 10 The importance of keeping accurate records on the use of resources
- 11 How to encourage others to take responsibility for the control of resources in their own area of work
- 12 The potential environmental impact of the resources being used
- 13 The problems that may occur with resources, and how you can deal with these
- 14 How to monitor and control the use of resources to maximise efficiency, whilst maintaining the quality of products and services

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial environment.

HF16 Manage Information for Action

Summary

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.

There are three elements:

- HF16.1 Gather required information**
- HF16.2 Inform and advise others**
- HF16.3 Hold meetings**

Target Group

This Unit is appropriate to operational staff who need to collect information, provide others with information and advice, and hold informal meetings.

This Unit has been taken from the Management Standards, developed by the Management Charter Institute(MCI), where it appears as Unit D1

HF16.1 Gather required information

Performance Criteria

To meet the standard, you

- 1 gather information that is accurate, sufficient and relevant to the purpose for which it is needed
- 2 take prompt and effective action to overcome problems in gathering relevant information
- 3 record and store the information you gather according to your organisation's systems and procedures
- 4 information you gather is accessible in the required format to authorised people only
- 5 identify possible improvements to systems and procedures and pass these on to the relevant people

HF16.2 Inform and Advise Others

Performance Criteria

To meet the standard, you

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

HF16.3 Hold meetings

Performance Criteria

To meet the standard, you

- 1 give sufficient notice of the meeting to allow the necessary people to attend
- 2 make clear the purpose and objectives of the meeting at the start
- 3 use a style of leadership 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 give clear, accurate and concise information about outcomes of the meeting promptly to those who need it

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 How to assess the effectiveness of current methods of gathering and storing information
- 2 The importance of gathering, validating and analysing information for team and organisational effectiveness, and your role and responsibility in relation to this
- 3 The types of qualitative and quantitative information that are essential to your role and responsibilities
- 4 How to gather the information you need for your job
- 5 The types of problems that may occur when gathering information, and how to overcome these
- 6 How to record and store the information you need
- 7 The procedures to follow in order to make recommendations for improvements to systems and procedures
- 8 How to give information effectively, both orally and in writing
- 9 How to develop and present a reasoned case when providing advice to others
- 10 The importance of confirming the recipient's understanding of the information and advice you have provided, and how to do this
- 11 The importance of seeking feedback on the quality and relevance of the advice and information you provided, and how to encourage and enable such feedback
- 12 The importance of providing information and advice to others, and your role and responsibility in relation to this
- 13 The types of information and advice that other people may require
- 14 The importance of checking the validity of information and advice provided to others, and how to do this
- 15 The principles of confidentiality when handling information and advice, and the types of information and advice that may be provided to different people
- 16 Organisational policies, procedures and resource constraints that may affect the advice and information you give to others
- 17 The styles of leadership that can be used to run meetings, and how to choose a style according to the nature of the meeting
- 18 The value and limitations of meetings as a method of exchanging information and making decisions
- 19 How to determine when a meeting is the most effective way of dealing with issues, and the possible alternatives that you may use
- 20 The importance of determining the purpose and objectives of meetings, and how to do so
- 21 How to manage discussions so that the objectives of the meeting are met within the allocated time
- 22 How to determine who are the necessary people to attend the meeting
- 23 Procedures to follow when calling meetings and preparing for them

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial environment.

ZH2 Enter and Find Data Using a Computer

Summary

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.

There are two elements:

ZH2.1 Enter data on a computer

ZH2.2 Find data on a computer

Target Group

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

This Unit has been created by Skills for Justice.

ZH2.1 Enter data on a computer

Performance Criteria

To meet the standard, you

- 1 get clear instructions about the data you have to enter and the reasons for entering it
- 2 input the data accurately, identifying and correcting any errors you might make
- 3 ask the relevant person for help if the data is unclear or incomplete
- 4 apply unique reference codes, as necessary
- 5 delete or amend existing data, as instructed
- 6 complete your data entry within the agreed timescales

ZH2.2 Find data on a computer

Performance Criteria

To meet the standard, you

- 1 get clear instructions about the data you have to find and why
- 2 use search methods to identify the data efficiently and effectively
- 3 find the required data promptly
- 4 ask relevant colleagues for guidance if the data is not available
- 5 provide the data only to people who are allowed to see it
- 6 make sure the data does not get lost or misused

Knowledge and Understanding

To meet the standard, you need to know and understand:

For the whole Unit

- 1 What a database is and what it can be used for
- 2 The basic terms used for the various parts of a database, for example, records and fields, indexes and key words
- 3 From whom to ask for instructions about inputting and finding data
- 4 From whom to ask for guidance when data is unclear or incomplete, or when the required data is not available
- 5 Your organisation's procedures to protect data from loss or misuse
- 6 The timescales in which data should be input and found
- 7 The software you are using and how to input and find data efficiently
- 8 The basic legal requirements for storing data on a computer system

The basic legal requirements for storing data on a computer system

- 1 How to input data to a computer accurately
- 2 How to identify and correct your own mistakes
- 3 How to add reference codes when required
- 4 How to delete or amend existing data
- 5 How to print the data

Finding data on a computer

- 1 How to search for data automatically, using key data, and manually, by browsing through the information on the computer
- 2 How to use print routines
- 3 The importance of making sure that only authorised people receive the data you have found

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation is **not permitted** for this Unit.

The nature of this Unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Custodial Care.

ZJ1 Monitor and Maintain the Health, Wellbeing and Safety of Dogs

Summary

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.

There are two elements:

- ZJ1.1 Monitor and maintain the health and well-being of dogs**
- ZJ1.2 Monitor and maintain the safety of dogs**

Target Group

This Unit is appropriate to all staff working with dogs in the custodial environment.

This Unit has been created by Skills for Justice.

ZJ1.1 Monitor and maintain the health and well-being of dogs

Performance Criteria

To meet the standard, you

- 1 monitor the dog's health and welfare at all times
- 2 recognise signs and symptoms of illness, injury and distress and take the appropriate action
- 3 administer prescribed treatments and medications to the dog following veterinary instructions
- 4 report changes in the dog's condition that might indicate side effects or adverse reactions to the treatment or medication promptly to the appropriate person
- 5 prepare and provide food and drink to the dog following nutritional and hygiene requirements
- 6 monitor the dog's intake of feed and water and take the appropriate action if there are any unexpected changes
- 7 bathe, clean and groom the dog at the required times using the correct techniques and equipment
- 8 dispose of the dog's bodily waste safely and correctly with due regard to the hygiene of yourself, others and the dog
- 9 complete all written records accurately and completely

ZJ1.2

Monitor and maintain the safety of dogs

Performance Criteria

To meet the standard, you

- 1 safely transport and regularly monitor the condition of the dog, according to legislation and organisational procedures
- 2 effectively monitor the area in which the dog is working for any potential hazards to the dog, yourself and others
- 3 identify any potential hazards to the dog and take the appropriate action
- 4 clean and maintain the dog's accommodation at home and at work safely, following approved routines
- 5 identify any concerns with the safety and security of the dog and take the appropriate action
- 6 control the movement of the dog confidently and safely, without distress to the dog
- 7 maintain dog handling equipment in good working order and use it in accordance with the manufacturer's instructions and organisational procedures
- 8 complete all written records accurately and completely

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 Cleaning routines for the dog and its accommodation and why these are important
- 2 Safe and approved methods of collecting and disposing of the dog's bodily waste
- 3 How to monitor the dog's health and welfare during training, work, rest and recreation
- 4 The signs and symptoms of illness, injury and distress in dogs
- 5 What action to take (including first aid) when you identify signs and symptoms of illness, injury and distress
- 6 The location of first aid equipment for the dog
- 7 The common types of treatments and medication
- 8 How to administer treatments and medications to dogs
- 9 Why it is necessary to monitor the behaviour of the dog after treatment/medication and report any unusual signs
- 10 The legal categories of different medications (eg prescription only, pharmacy medicine, general sales list, pharmacy merchants list and controlled drugs)
- 11 Why treatments and medicines must always be administered following veterinary and manufacturer's instructions
- 12 How to handle and store treatments and medicines correctly
- 13 The importance of hygiene (including hand washing), and health and safety, during the preparation and serving of food to dogs
- 14 The different types of feed that are available, and how they should be prepared and stored
- 15 The general nutritional requirements of dogs
- 16 The importance of providing fresh water to dogs
- 17 The normal feeding behaviour of animals and signs of abnormalities
- 18 How to maintain the health, well-being and safety of dogs during transportation
- 19 Potential hazards to the dog during training, work and recreational activities and how to deal with them
- 20 The need for the dog's accommodation to be safe and secure
- 21 The action to take if there are concerns about the safety and security of the dog's accommodation
- 22 How to maintain the health, well-being and safety of the dog during handling
- 23 The suitable grooming routines and why they are important
- 24 How to maintain dog-handling equipment in good working order
- 25 Legal and organisational requirements in relation to the health, well-being and safety of dogs
- 26 The records required for monitoring and maintaining the health, well-being and safety of dogs

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial Care environment.

ZJ2 Maintain and Develop the Performance of Dogs

Summary

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

There are two elements:

- ZJ2.1 Maintain the performance of dogs**
- ZJ2.2 Maintain and develop the performance of dogs through training exercises**

Target Group

This Unit is appropriate to all staff working with dogs in the custodial environment.

This Unit has been created by Skills for Justice.

ZJ2.1 Maintain the performance of dogs

Performance Criteria

To meet the standard, you

- 1 correctly prepare the dog for work
- 2 handle and control the dog in a way that maintains its performance and safety
- 3 give clear and meaningful commands to the dog at the appropriate time
- 4 monitor the dog's obedience by its response to commands and take the appropriate action if the dog does not respond correctly
- 5 use equipment correctly and effectively according to manufacturers' instructions and organisational procedures
- 6 encourage the dog to perform to the best of its ability and offer the appropriate reward and praise
- 7 Provide the dog with rest from the training according to the needs of the dog
- 8 provide the dog with the necessary care to maintain its performance
- 9 maintain the health and safety of yourself and others during the work

ZJ2.2

Maintain and Develop the Performance of Dogs Through Training Exercises

Performance Criteria

To meet the standard, you

- 1 develop the dog's performance through approved training exercises
- 2 develop the dog appropriately for its role in the organisation
- 3 use equipment correctly and effectively according to manufacturers' instructions
- 4 use clear and meaningful commands during training exercises
- 5 monitor the dog's obedience by its response to commands and take the appropriate action if the dog does not respond correctly
- 6 encourage the dog to perform to the best of its ability and offer the appropriate reward and praise
- 8 maintain a relationship with the dog that encourages best performance
- 9 maintain the health and safety of yourself and others during the work

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 How to prepare the dog for work
- 2 How to handle and control a dog during operational duties
- 3 How to maintain the health, safety and welfare of the dog during operational duties and training exercises
- 4 The common commands to use during operational duties and training exercises
- 5 How to give commands to the dog clearly and meaningfully
- 6 The reasons why it is important to monitor the dog's obedience through its response to commands
- 7 The actions to take if the dog is not responding to commands in the required way
- 8 How to use dog handling equipment, including leads, collars and check chains
- 9 The types of training routines and exercises that are used to improve fitness, responsiveness and operational performance
- 10 How to develop the performance of dogs through training exercises
- 11 How to use training equipment effectively
- 12 The various roles of dogs in the organisation and how to train for different roles
- 13 The need for rest and reward and how to identify when these are necessary
- 14 The relationship that gets the best performance from the dog
- 15 How to maintain the health and safety of yourself and others during operational duties and training exercises
- 16 Your responsibilities under health and safety, and animal welfare legislation

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial Care environment.

ZJ3 Contribute to the Security of the Custodial Environment Using a Dog

Summary

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. You will need a good working knowledge of security and must be able to make the most effective use of the dog.

There are two elements:

ZJ3.1 Use a dog during patrols to contribute to the maintenance of security

ZJ3.2 Use a dog to control the movement of individuals who are in breach of security

Target Group

This Unit applies to handlers who use a dog to patrol the custodial environment and to control the movement of individuals in breach of security.

This Unit has been created by Skills for Justice.

ZJ3.1 Use a dog during patrols to contribute to the maintenance of security

Performance Criteria

To meet the standard, you

- 1 conduct the patrol of the custodial environment in a manner that makes full use of the dog's natural senses
- 2 conduct the patrol in line with security procedures
- 3 maintain the safety of yourself, other individuals and the dog
- 4 maintain radio contact with the control room according to specified instructions
- 5 report promptly to the relevant people any risks to security identified during the patrol
- 6 keep the dog at the required safe distance from all staff and visitors encountered during the patrol
- 7 take the appropriate action in response to the dog's indications and reactions during handling
- 8 complete the necessary reports and pass any required information to the relevant people in the required timescales

ZJ3.2 Use a dog to control the movement of individuals who are in breach of security

Performance Criteria

To meet the standard, you

- 1 inform the appropriate authority regarding the breach of security and the deployment of a dog
- 2 give appropriate and effective warnings to individuals who are in breach of security prior to the release of the dog
- 3 handling the dog, you take precautions to minimise the risk of danger to others
- 4 communicate clearly with others throughout the process
- 5 call off the released dog as soon as possible when individuals who are in breach of security can be controlled by other means
- 6 correctly identify the need for assistance and take appropriate action
- 7 communicate and work effectively with other members of staff to control the situation
- 8 hand over individuals who are in breach of security in line with agreed procedure and the law
- 9 provide the dog with the necessary care after the event
- 10 produce clear, accurate and complete reports, and pass these to the relevant people in required timescales

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 How to patrol familiar and unfamiliar custodial environments
- 2 How to handle a dog during patrols
- 3 The character and nature of the dog, and its record of service
- 4 How to use a dog's natural senses during patrols
- 5 The layout of the custodial environment and the routines within it
- 6 How to maintain the safety of yourself, other individuals and the dog during patrols
- 7 The threats that exist to you and the dog during patrol, and how to recognize them
- 8 Relevant legislation and organisational procedures regarding the use of dogs to patrol custodial environments
- 9 The reasons why it is important to maintain radio contact with the control room
- 10 The methods and procedures for maintaining radio contact
- 11 The types of risks to security that may occur, and how to identify them
- 12 Who to report security risks to
- 13 The indications and reactions that the dog will give to security risks and the correct actions to take
- 14 The procedures for informing others of a breach of security and the situations in which assistance must be requested

- 15 The procedures for dealing with an individual and groups who are in breach of security
- 16 The contingency plans in place for dealing with breaches of security
- 17 The health and safety policy of the custodial establishment
- 18 The appropriate people to refer to for assistance
- 19 Individuals' rights and how to ensure you recognise and respect these
- 20 The importance of keeping full and accurate records and how to do so
- 21 The purpose and format of the full range of reports you are responsible for keeping
- 22 The subsequent use of reports inside and outside the custodial establishment

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial Care environment.

ZJ4 Prepare For, and Carry Out, Searches Using a Dog

Summary

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.

There are two elements:

- ZJ4.1 Prepare for a search using a dog**
- ZJ4.2 Carry out a search using a dog**

Target Group

This Unit applies to handlers who use dogs to search custodial environments and vehicles.

This Unit has been created by Skills for Justice.

ZJ4.1 Prepare for a search using a dog

Performance Criteria

To meet the standard, you

- 1 obtain the necessary information to carry out the search and clarify anything that is unclear
- 2 identify the area to be searched according to agreed procedures
- 3 take the appropriate action with regard to search conditions and any hazards that are present
- 4 prepare the dog for the search
- 5 clear the area of people who are not involved in the search
- 6 remove any items and equipment that might be damaged by the dog and check they are free of unauthorised items and substances
- 7 give any missing or unauthorised person the opportunity to declare their position, and take the appropriate action if they do, according to the nature of the search
- 8 make the area accessible to the dog according to the nature of the search

ZJ4.2 Carry out a search using a dog

Performance Criteria

To meet the standard, you

- 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
- 4 encourage the dog to perform to the best of its ability and offer the appropriate praise
- 5 give the dog the appropriate access and time to carry out the search
- 6 ensure the method and operation of the search is in line with instructions and the search conditions
- 7 take the appropriate action when the presence of unauthorised items, substances or people are indicated by the dog
- 8 respect the rights of individuals throughout the search
- 9 maintain the required communication with others during the search
- 10 make accurate, legible and complete records relating to the search and its findings

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 The information required to carry out the search
- 2 How to prepare for and carry out searches using a dog
- 3 Organisational procedures for carrying out searches using a dog
- 4 The approach to take in situations where the area to be searched is unfamiliar to you and the dog
- 5 Different types of search conditions, and how these affect the search
- 6 How to carry out searches of areas that are familiar and unfamiliar to you and the dog
- 7 The character and nature of the dog and its record of service
- 8 The general layout of the custodial area to be searched and the types of hazards that may be present
- 9 The types of hazards that may be present in the area, and how to deal with such hazards
- 10 The reasons why the area must be cleared of people who are not involved in the search
- 11 The reasons why items/equipment that might be damaged by the dog must be removed
- 12 The reasons why removed items/equipment must also be searched
- 13 How to handle and control the dog during searches
- 14 How to get the best possible performance from the dog
- 15 How to maintain health and safety during the search

- 16 Methods and procedures for maintaining communications with others during the search
- 17 The contingency plans in place for searches using a dog
- 18 The relevant legislation and organisational procedures relating to the use of dogs to carry out searches
- 19 The ways in which unauthorised items and substances can be concealed
- 20 The ways in which people can hide within an area
- 21 The actions to take if unauthorised items, substances or people are found
- 22 The health and safety policy of the custodial establishment
- 23 Individuals' rights and how to ensure you recognise and respect these
- 24 The importance of keeping complete and accurate records and how to do so
- 25 The purpose and format of the different reports you are responsible for
- 26 The subsequent use of reports inside and outside the custodial establishment

Evidence Requirements for this Unit:

To achieve this Unit you must provide your assessor with evidence that you have consistently met all the performance criteria and knowledge and understanding.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this Unit.

The nature of this Unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in a Custodial Care environment.

AB1 Communicate Effectively with People

Summary

This unit is about communicating effectively with people — orally, in writing, using electronic and/or telecommunication and using non-verbal forms of communication. This is an essential aspect of all jobs in the justice sector.

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.

There are two elements:

- AB1.1 Develop and maintain communication with people**
- AB1.2 Maintain the security of information.**

Target Group

The Unit is designed to be applicable to everyone who works in the justice sector.

Linked Units

This Unit is designed to underpin all other standards as effective communication is an essential component of all actions in the sector.

Place in Qualifications

It is proposed that this Unit should be an integral part of all qualifications in the justice sector.

AB1.1 Develop and maintain communication with people

Performance Criteria

To meet the standard, you

- 1 communicate in a manner that is consistent with relevant legislation, policies and procedures
- 2 communicate with people in a form and manner and using language that:
 - ◆ is open and respectful of them as individuals
 - ◆ is consistent with their level of understanding, culture, background and preferred ways of communicating
 - ◆ is appropriate to the context in which the communication is taking place and promotes equality and values diversity
- 3 give people opportunities to check their understanding of the information you have given to them and ask questions
- 4 take the appropriate action to reduce any barriers to effective communication
- 5 make records that
 - ◆ are accurate, legible and complete
 - ◆ contain only the information necessary for the record's purpose
 - ◆ are free from labelling and discrimination
- 6 seek support when you are having difficulty communicating effectively.

Range

- 1 Communication**
 - (a) non-verbal
 - (b) oral
 - (c) written
 - (d) electronic and telecommunication

 - 2 Barriers to effective communication**
 - (a) environmental (eg noise, lack of privacy)
 - (b) personal (eg language differences, gender differences, ethnic differences, age differences, religious beliefs, health and wellbeing of the individuals involved, literacy levels, personal experiences)
 - (c) social (eg violent and abusive situations)
-

Explanatory Notes

In performance criterion 1, legislation, policies and procedures may relate to:

- ◆ confidentiality
- ◆ data protection
- ◆ diversity
- ◆ equality
- ◆ freedom of information
- ◆ human rights
- ◆ information and related technology.

In performance criterion 4, taking action to reduce barriers to communication might include: seeking help from someone else (eg an interpreter, a colleague), changing the context of the communication (eg moving to somewhere quieter, shutting windows), delaying the communication, modifying the way in which you are communicating yourself.

AB1.2 Maintain the security of information

Performance Criteria

To meet the standard, you

- 1 comply with legislation, policies and procedures related to the security of information
- 2 disclose information only to those who have the right and need to know it
- 3 take the appropriate precautions when communicating confidential or sensitive information
- 4 maintain the security of records when handling and storing them
- 5 alert the appropriate person when you think the security of information is not being maintained or information is being misused.

Range

- 1 Appropriate precautions** in relation to
 - a (a) who might overhear or oversee the information
 - b (b) who might access the information

Explanatory notes

In performance criterion 1, legislation, policies and procedures may relate to:

- ◆ confidentiality
- ◆ data protection
- ◆ freedom of information
- ◆ human rights
- ◆ information and related technology.

In performance criterion 3, ‘appropriate precautions’ will depend on a number of factors such as how the information is being communicated, the setting, who else is or may be present, who else accesses the setting at other times.

In performance criterion 5, the appropriate person might be: the worker’s line manager, the person in the organisation responsible for IT etc.

Knowledge and Understanding

To meet the standard, you need to know and understand

- 1 the legislation, policies and procedures that apply to communication and particularly the security and management of information
- 2 the nature of effective communication (including when you feel confident communicating and when you do not)
- 3 the reasons for effective communication being an essential aspect of work in the justice sector
- 4 barriers to effective communication including:
 - a those related to personal differences in: culture, language, gender, literacy levels, experience, health/illness, familiarity with context, level of knowledge and skills
 - b environmental barriers
 - c social barriers
- 5 how to modify communication so that the differences between you and the people you are communicating with are minimised
- 6 how to communicate with people in ways which are open to them, show respect and promote equality and value diversity (non-verbally, orally, in writing and electronically)
- 7 how the context in which communication takes place can affect people's ability to understand and communicate
- 8 the reasons for checking with people to ensure that they understand the information you are giving them and allowing them to ask questions
- 9 the actions that can be taken to reduce barriers to communication and how to put them into practice (including the use of other people such as interpreters and translators, advocates etc)
- 10 the nature and purpose of the records you make
- 11 the nature of information that might be sensitive and/or confidential and the subtleties of this
- 12 the reasons for records only containing the information that is necessary for the record's purpose and being free from labelling and discrimination
- 13 the reasons for only disclosing information to those people who have the right and need to know it and how you identify these people
- 14 what the appropriate precautions might be when communicating information
- 15 how to handle and store information securely and safely
- 16 the reasons for alerting an appropriate person when you have concerns about the handling of/misuse of information and who that person might be on different occasions and in different circumstances.

Assessment Guidance

When **planning assessment**, candidates should consider how they may best use evidence across a number of Units. By its nature practice against this standard should be evident in everything that individuals do at work. Candidates and assessors should think about how they can use evidence from their day-to-day work activities towards achievement of this Unit.

Candidates may wish to use these **sources of evidence**

- 1 products of their work
- 2 notes and drafts of their analysis during the process of producing those products
- 3 evidence from others who worked with the candidate
- 4 records and correspondence
- 5 their reflective practice journal.

In order to demonstrate competence the candidate must be able to show consistent competent performance.

In this Unit, evidence from performance is required and should be the primary source of evidence, but this will often be supported by questioning or other forms in order to gather evidence of the candidate's ability to perform competently across all the range items listed.

Evidence requirements

Evidence from performance

The candidate's package of evidence from their performance should be drawn from real working practices and needs to cover **all the performance criteria** and all of the aspects of **range**, except those detailed below, for which evidence from performance or from knowledge and understanding can be used:

Simulations cannot be used to provide evidence for this Unit.

Evidence from knowledge and understanding

Candidates must provide evidence of their knowledge and understanding in the areas detailed in the knowledge and understanding section of the standard. Much of their knowledge and understanding will be evident in how they plan, carry out and review their work, and the critical decision-making inherent in this process. Where the candidate's knowledge and understanding is not evident from their performance, it may be necessary for additional evidence of knowledge and understanding to be provided.