



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.

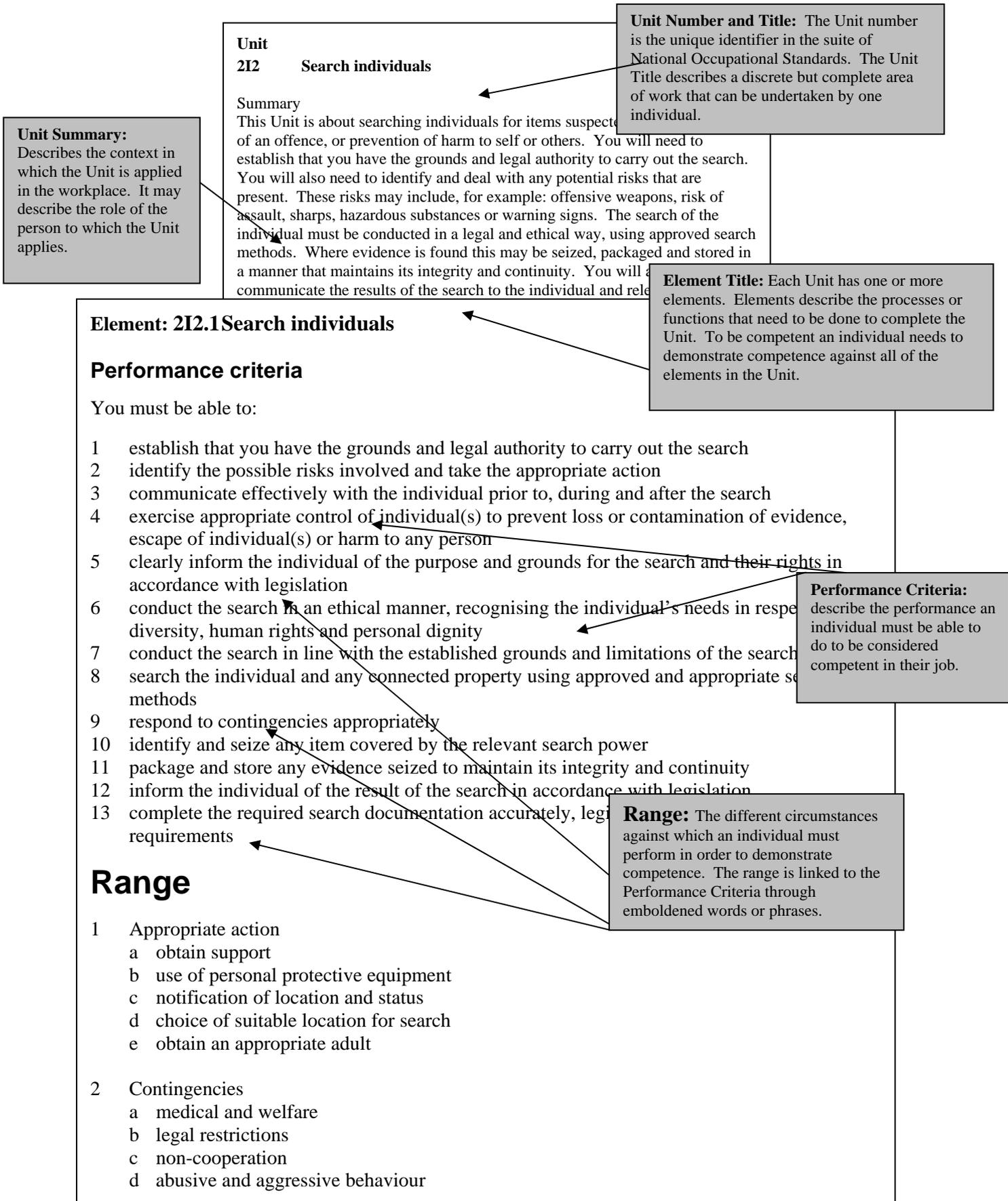
Knowledge and Understanding — describes what a candidate must know and understand to be able to demonstrate competence through the performance criteria.

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.

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 relevant 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 your behaviour can affect others and their experience of the organisation
- 13 how joint working with other agencies and workers can help in the promotion of diversity
- 14 how to provide the information that individuals are entitled to receive and ensure it is clear and helpful
- 15 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)
- 16 what to do about systems and structures when they do not promote equality and value diversity
- 17 the actions you can take to help other people promote equality and value diversity and how to do this effectively
- 18 the actions you can take to value the people you are interacting with and enable them to interact with you
- 19 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