edexcel

Pearson Edexcel Level 3 NVQ Diploma in Custodial Care

Specification

NVQ/Competence-based qualification

First registration January 2011

Issue 5

Pearson

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 5. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson Edexcel Level 3 NVQ Diploma in Custodial Care (QCF)

The QN remains the same.

Summary of Pearson Edexcel Level 3 in NVQ Diploma in Custodial Care Issue 5 changes

Summary of changes made between previous issue 4 and this current 5 issue	Section Number
All references to QCF have been removed throughout the specification with the exception of documents from other organisations eg Assessment Guidance in an Annexe	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	2
TQT value added	2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	2
QCF references removed from unit titles and unit levels in all units	11

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Purpose of this specification

This specification sets out:

- the objectives of the qualification

- any other qualification that a learner must have completed before taking the qualification

- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification

- the combination of units that a learner must have completed before the qualification will be awarded and any pathways

- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded

- the knowledge, skills and understanding that will be assessed as part of the qualification

- the method of any assessment and any associated requirements relating to it

- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)

- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body

- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body

- the Apprenticeship Framework in which the qualification is included.

1 Introducing Pearson Edexcel NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

National Vocational Qualifications (NVQs) or Competence-based qualifications reflect the skills and knowledge needed to do a job effectively. They are work-based qualifications that give learners the opportunity to demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, allowing flexibility in their delivery to meet the individual learner's needs. The qualifications are based on the National Occupational Standards (NOS) for the sector, which define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles.

Most NVQ/Competence-based qualifications form the competence component of Apprenticeship Frameworks. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT is assigned after consultation with employers and training providers delivering the qualifications.

NVQ/Competence qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less
- Certificate – a qualification with a TQT value in the range of 121–369
- Diploma - a qualification with a TQT value of 370 or more

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 3 NVQ Diploma in Custodial Care
Qualification Number (QN)	600/0152/5
Operational start date	01/01/2011
Approved age ranges	18+
	19+
Credit value	37
Assessment	Portfolio of Evidence (internal assessment)
Total Qualification Time (TQT)	370
Guided learning hours	137
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow ourAccess and Recruitment policy (see *Section 9, Access and Recruitment*)
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Qualification number and qualification title

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in the *Pearson Information Manual,* available on our website: qualifications.pearson.com

Qualification objectives

The Pearson Edexcel Level 3 NVQ Diploma in Custodial Care is for learners who are working in roles that have direct contact with prisoners.

It gives learners the opportunity to:

* demonstrate competence in a custodial care services role

* develop knowledge and skills related to the specified job roles in the custodial care sector

* have existing skills recognised

* achieve a nationally-recognised Level 3 qualification

* develop their own personal growth and engagement in learning

Relationship with previous qualifications

This qualification is a replacement for the Edexcel Level 3 NVQ in Custodial Care, which has expired.

Apprenticeships

Skills for Justice include the Pearson Edexcel Level 3 NVQ Diploma in Custodial Care as the competence component for the Advanced Apprenticeship in Custodial Care.

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson Edexcel Level 3 NVQ Diploma in Custodial Care can progress on to a Level 3 qualification in Working with Vulnerable Young People or Working with Substance Misuse, or a Level 4 NVQ qualification in Youth Justice or Policing or progression to a senior role within Custodial organisation such as a Senior Prison Officer.

Industry support and recognition

This qualification is supported by Skills for Justice, the Skills Council for Justice, Community Safety and Legal Services.

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) in Custodial Care, which were set and designed by Skills for Justice the Sector Skills Council for the sector.

3   Qualification structure

Pearson Edexcel Level 3 NVQ Diploma in Custodial Care

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	37
Minimum number of credits that must be achieved at level 3 or above	21
Number of mandatory credits	18
Number of optional credits	19

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	Y/601/5312	Equality and Diversity	3	6	30
2	A/601/2421	Maintain and develop your own knowledge, skills and competence	3	3	15
3	K/502/7986	Ensure your own actions reduce risks to health and safety	3	2	6
4	M/601/3971	Maintain security and order in the custodial environment	3	4	22
5	Y/602/5080	Contribute to the prevention and management of inappropriate behaviour	3	3	17
Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
6	D/601/3965	Maintain restrictions on individuals' liberty whilst promoting and protecting their rights	3	3	13
7	D/503/3753	Maintain security at entry and exit points	2	3	12
8	F/602/2643	Drive vehicles to carry out custodial duties	2	2	10
9	D/602/2651	Enter and find data using a computer	2	2	10
10	K/601/3967	Receive and discharge individuals and property in relation to the custodial environment	3	2	18
11	J/601/3670	Search individuals, accommodation and areas in a custodial context	3	3	20

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
12	L/601/3668	Search vehicles in a custodial context	2	2	10
13	J/601/3975	Contribute to the control of incidents and emergencies	3	3	20
14	Y/601/3978	Control and restrain individuals	3	4	40
15	F/602/5722	Contribute to the adjudication process	2	3	10
16	T/601/3972	Maintain security whilst escorting individuals to courts and other environments	3	3	12
17	A/601/3973	Prepare and drive secure vehicles to and from custodial and other environments	2	2	7
18	D/602/5050	Contribute to planning and reviewing how to meet individuals' needs and rights in the custodial environment	3	3	20
19	D/602/5050	Encourage individuals to look after their own health and hygiene	3	3	7
20	T/602/5054	Support individuals in custody to take part in purposeful activities	3	3	12
21	K/602/5455	Support individuals experiencing difficulties	3	2	7
22	Y/601/1163	Contribute to the protection of individuals from abuse	3	3	15
23	H/602/5048	Support individuals where abuse has been disclosed	3	3	12
24	L/602/5044	Help individuals in custody to maintain and develop relationships	3	2	7
25	T/601/2434	Assess individuals' offending behaviour and plan provision	3	4	20
26	L/601/2424	Help individuals address their offending behaviour	3	3	15
27	T/601/4863	Prepare, implement and evaluate group activities	3	4	25
28	T/601/0666	Test for substance use	3	5	30
29	A/601/0670	Support individuals who are substance users	3	7	42
30	Y/601/2426	Enable individuals to access services and facilities	3	3	15

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
31	M/601/4084	Assist in the transfer of individuals between agencies and services	3	2	10
32	D/601/3979	Prepare individuals for resettlement in the community	3	3	10
33	T/601/2420	Develop and sustain effective working with staff in other agencies	3	3	15
34	R/501/0597	Provide and obtain information at courts and formal hearings	3	3	18
35	K/600/9711	Manage physical resources	4	3	25
36	J/602/5057	Manage information for action in the Justice sector	3	3	25
37	H/602/5043	Maintain security using screening equipment	2	2	15
38	T/601/4085	Develop control for people who are a risk to themselves or others	3	4	20
39	R/601/2425	Promote and reinforce positive behavioural goals during relationships with individuals	3	3	15
40	K/601/2432	Assess individuals' needs and plan agreed activities	3	4	20
41	F/601/2422	Communicate effectively with people maintaining the security of information	3	3	15
42	M/602/5053	Assist parents in custody to develop their parenting skills	3	2	5
43	Y/602/5046	Develop and maintain effective working relationships with the families of individuals held in custody	3	2	5
44	M/601/4103	Monitor and maintain the health, wellbeing and safety of dogs	3	3	10
45	T/601/4104	Maintain and develop the performance of dogs	3	4	10
46	A/601/4105	Contribute to the security of the custodial environment using a dog	3	4	10
47	F/601/4106	Prepare for, and carry out, searches using a dog	3	3	10
48	M/601/3985	Contribute to plans for the release and resettlement of offenders	3	5	10

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
49	D/506/0211	Safeguard and promote welfare whilst engaging with children, young people, and their families and carers	3	7	38
50	K/506/0213	Address the challenging behaviour of individuals	3	4	22
51	M/506/0214	Model pro-social behaviour when working with individuals who have demonstrated problematic behaviour	3	4	22

4 Assessment

This qualification is assessed through an externally verified Portfolio of Evidence that consists of evidence gathered during the course of the learner's work.

To achieve a pass for the full qualification, the learner must achieve all the required units in the stated qualification structure. Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

- achieve **all** the specified learning outcomes

- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion

- prove that the evidence is their own.

The learner must have an assessment record that identifies the assessment criteria that have been met, and it should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. The unit specification or suitable centre documentation can be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria of the unit and learning outcomes is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Learners can provide evidence of occupational competence from:

- **current practice** where evidence is generated from a current job role

- a **programme of development** where evidence comes from assessment opportunities built into a learning programme, whether at or away from the workplace. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy.

- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted based on RPL should provide confidence that the same level of skill/understanding/knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.

- Further guidance is available in the policy document *Recognition of Prior Learning Policy*, available our website, qualifications.pearson.com

- a **combination** of these.

Assessment requirements/strategy

The assessment strategy for this qualification has been included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the qualification to ensure that it remains valid and reliable. It is developed by Skills for Justice in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria. As stated in Skills for Justice assessment strategy, the evidence for this qualification can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)

- outcomes from oral or written questioning (Q&A)

- products of the learner's work (P)

- personal statements and/or reflective accounts (RA)

- outcomes from simulation, where permitted by the assessment strategy (S)

- professional discussion (PD)

- assignment, project/case studies (A)

- authentic statements/witness testimony (WT)

- expert witness testimony (EWT)

- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations for cross-referencing purposes in their portfolios.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. Evidence must be available to the assessor, internal verifier and Pearson standards verifier.

Any specific evidence requirements for individual units are stated in the unit introduction for the units in *Section 11*.

There is further guidance about assessment on our website. Please see *Section 12* for details.

5 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have the appropriate physical resources to support both the delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, equipment, IT, learning materials, teaching rooms.

- Where permitted, RWE must offer the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.

- Centres must meet any specific human and physical resource requirements outlined in the assessment strategy in Annexe A. Staff assessing learners must meet the occupational competence requirements within the overarching assessment strategy for the sector.

- There must be systems in place to ensure the continuing professional development for staff delivering the qualification.

- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery of the qualification.

- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 9 Access and recruitment* and *Section 10 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, www.gov.uk/government/organisations/home-office

6 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson Edexcel accredited vocational qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson Edexcel vocational qualifications is available at qualifications.pearson/qualifications-approval.

Approvals agreement

All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, Conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres will internally assess NVQs/Competence-based qualifications using internal quality assurance procedures to ensure standardisation of assessment across all learners. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model is as described below.

Centres offering Pearson Edexcel NVQs/Competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits must reflect the centre's performance, taking account of the number:

- of assessment sites

- and throughput of learners

- and turnover of assessors

- and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a Pearson BTEC Apprenticeship framework) a single standards verifier will be allocated to verify all elements of the Pearson BTEC Apprenticeship programme. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full Pearson BTEC Apprenticeship, the same standards verifier will be allocated.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment, verification and for the specific occupational sector are being consistently met.

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

For further details, please go to the UK NVQ Quality Assurance Centre Handbook and the *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, qualifications.pearson.com.

8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning,) that meets learners' needs. However, centres must make sure that learners have access to the resources identified in the specification and to the sector specialists delivering and assessing the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

Those planning the programme should aim to address the occupational nature of the qualification by:

- engaging with learners, initially, through planned induction, and subsequently through the involvement of learners in planning for assessment opportunities

- using naturally occurring workplace activities and products to present evidence for assessment against the requirements of the qualification

- developing a holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units, as appropriate, thereby reducing the assessment burden on learners and assessors

- taking advantage of suitable digital methods to capture evidence.

9 Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to them during the delivery and assessment of the qualification. The review must take account of the information and guidance in *Section 10 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification can be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are given in the policy document *Reasonable Adjustment and Special Considerations Policy for Pearson Edexcel Vocational Qualifications*.

This document is available on our website, at qualifications.pearson/Policies

11 Unit format

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

This gives a summary of what the unit aims to do.

Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard required by the learner to achieve the learning outcome.

Unit 1: Equality and diversity

Unit reference number: Y/601/5312

Level: 3

Credit value: 6

Guided learning hours: 30

Unit aim

To develop understanding of the promotion of equality and diversity with regards to learners, the organisation and the sector.

Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the key features of a culture which promotes equality and values diversity	1.1	explain the meaning and benefits of diversity and the promotion of equality			
		1.2	explain forms of inequality and discrimination and their impact on individuals, communities and society			
		1.3	identify and outline the relevant legislation, employment regulations and policies and codes of practice relevant to the promotion of equality and valuing of diversity			
2	Understand the importance of the promotion of equality and valuing of diversity for effective work in the sector	2.1	explain how the promotion of equality and diversity can protect people from risk of harm			
		2.2	explain action taken to value individuals and its impact			
		2.3	explain good practice in providing individuals with information			
3	Understand and demonstrate behaviour appropriate to the promotion of equality and valuing of diversity	3.1	explain and demonstrate ways of communication and behaviour which support equality and diversity			
		3.2	explain impact of own behaviour on individuals and their experience of the organisation's culture and approach			
		3.3	explain how own behaviour can impact on own organisation's culture			
		3.4	explain how working with other agencies can promote diversity			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to actively help others in the promotion of equality and valuing of diversity	4.1	describe actions by individuals which can undermine equality and diversity and review strategies for dealing with these effectively			
		4.2	explain strategies for dealing with systems and structures which do not promote equality and diversity			
5	Understand how to review own contribution to promoting equality and valuing diversity	5.1	identify own strengths and areas for development in promoting equality and valuing diversity, using reflection and feedback from individuals			
		5.2	identify and use appropriate sources for support in promoting equality and valuing diversity, explaining why this is necessary			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 2: Maintain and develop your own knowledge, skills and competence

Unit reference number: A/601/2421

Level: 3

Credit value: 3

Guided learning hours: 15

Unit aim

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

Unit assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence. This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles that underpin maintaining and developing own knowledge, skills and competence	1.1	explain why maintaining and developing knowledge, skills and competences is important for individuals professionally and personally			
		1.2	explain the importance of getting feedback on own knowledge, skills and competence			
		1.3	identify methods for reviewing own work and progress			
		1.4	summarise the impact of changes in own role and the organisation on own learning and development needs			
		1.5	identify the different forms of support available for development needs			
		1.6	explain the importance of taking responsibility for own learning and development			
2	Be able to maintain and develop own knowledge, skills and competence	2.1	gather feedback in order to assess own knowledge, skills and competence			
		2.2	identify and record development needs and specify priority areas for development			
		2.3	evaluate methods of learning to suit own learning styles and job requirements			
		2.4	evaluate outcomes and benefits of learning undertaken			
		2.5	apply new knowledge, skills and competence to improve own work role			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 3: Ensure your own actions reduce risks to health and safety

Unit reference number: K/502/7986

Level: 3

Credit value: 2

Guided learning hours: 6

Unit aim

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

Unit assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence.

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand legal and organisational requirements in relation to health and safety	1.1	describe the key features of the legislation, policies, procedures, codes of practice and guidelines in relation to duties for health and safety in the workplace			
		1.2	explain the reasons why it is important to take action to reduce risks to health and safety in accordance with relevant legal and organisational requirements			
		1.3	identify the risks to health and safety that may arise in the workplace, and describe the actions required to deal with them			
		1.4	identify the 'responsible persons' to whom health and safety matters should be reported			
		1.5	explain the importance of personal conduct and personal presentation in maintaining own health and safety and that of others			
2	Be able to identify hazards and evaluate risks in the workplace	2.1	identify aspects of the workplace and working practices which pose potential risks to self and others			
		2.2	evaluate potentially harmful working practices identifying those which present the highest risk to self or others			
		2.3	report high risk hazards to the 'responsible person'			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to reduce risks to health and safety in the workplace	3.1	take action to deal with health and safety issues			
		3.2	make suggestions for reducing risks to health and safety to the 'responsible persons'			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature:_____ Date: _____
(*if sampled*)

Unit 4:   Maintain security and order in the custodial environment

Unit reference number: M/601/3971

Level: 3

Credit value: 4

Guided learning hours: 22

Unit aim

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

the custodial environment and dealing with visitors. Breaches of security and order can involve: damage to fabric, aggression against others and other forms of misconduct.

Unit assessment requirements/evidence requirements

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the requirements for maintaining security and order in the custodial environment	1.1	explain the organisation's normal and emergency security procedures and policies			
		1.2	explain the operation and maintenance of monitoring and security systems used in the custodial environment			
		1.3	describe the process for identifying security risks within the custodial environment			
		1.4	explain the authorisation process for individuals accessing different areas of the custodial environment			
		1.5	explain the techniques used for patrolling and monitoring individuals in custody			
		1.6	identify the factors which affect the behaviour and mood of individuals in custody and their implications for security			
		1.7	explain the procedure for responding to breaches of order and discipline			
		1.8	explain the rights of people in custody			
		1.9	describe methods of communication with individuals involved in, or affected by incidents of disorder			
		1.10	describe the approved techniques for restraint and use of force			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to monitor the physical security of the custodial environment	2.1	check that all the physical aspects of the custodial environment, including temporary structures, are secure and in good order			
		2.2	check that individuals in custody use the premises and other facilities according to organisational procedures			
		2.3	carry out patrols and random checks to the required standard of vigilance and security awareness			
		2.4	use all security equipment according to organisational procedures			
		2.5	complete all records clearly and accurately and forward them to the responsible colleague within agreed timescales			
3	Be able to monitor the security and behaviour of people in custody	3.1	maintain observation during all operations in line with organisational procedures			
		3.2	treat individuals courteously and uphold their rights at all times			
		3.3	recognise changes in mood and behaviour amongst individuals and groups			
		3.4	monitor communications and exchanges between individuals in custody and people from outside, in line with organisational procedures and legal requirements			
		3.5	evaluate all available information for security and safety implications			
		3.6	provide reports of observations to the responsible colleague			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to identify and respond to breaches of security and order	4.1	assess the nature and extent of breaches of security			
		4.2	take required actions to minimise the immediate risks caused by breaches of security			
		4.3	identify the need for assistance or advice and request it promptly			
		4.4	identify the causes of the breach and assess and report on their implications for the security and safe running of the custodial environment			
		4.5	assess the involvement of individuals in breaches of security			
		4.6	provide recommendations for avoiding or minimising breaches			
5	Be able to restore security and order	5.1	establish a dialogue with the individuals involved in the breach of security			
		5.2	minimise the disruption to individuals and groups not involved in the breach			
		5.3	take appropriate action to prevent further escalation of the breach and to restore order			
		5.4	ensure those involved in the breach are warned that action is to be taken			
		5.5	respect the rights of individuals while restoring order			
		5.6	identify the need for medical assistance and request it accordingly			
		5.7	accurately and correctly report and record the breach, and the action you have taken			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 5: Contribute to the prevention and management of inappropriate behaviour

Unit reference number: Y/602/5080

Level: 3

Credit value: 3

Guided learning hours: 17

Unit aim

This unit is about contributing to the prevention and management of inappropriate behaviour. Inappropriate behaviour can be triggered by: interactions between individuals, or events in the vicinity of the individual, environmental factors or personal or social aspects of the individual's life.

Inappropriate behaviour may be verbal or non-verbal 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.

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

Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles of prevention and management of inappropriate behaviour	1.1	explain how the principles of equality, diversity and anti-discriminatory practice apply to own work			
		1.2	explain how different forms of behaviour can be interpreted and the ways in which people communicate by behaviour, as well as through language			
		1.3	identify constraints to effective communication (interpersonal, physical and environmental)			
		1.4	identify methods of establishing contact which are likely to maximise productive engagement with individuals and minimise unproductive interventions			
		1.5	identify the ways in which stereotyping might affect risk assessment			
		1.6	explain the difference between aggression and assertiveness			
		1.7	identify methods to deal with situations where feelings of anger and frustration are displaced from their original source to those in authority			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to contribute to preventing inappropriate behaviour	2.1	manage the environment in a way that is conducive to meaningful interactions			
		2.2	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			
		2.3	take actions in accordance with organisational guidelines to maintain calmness and safety			
		2.4	take appropriate action to prevent triggers to inappropriate behaviour recurring, and to enable individuals to find alternative ways of expressing their feelings			
		2.5	take actions in accordance with organisational guidelines to protect individuals at whom the inappropriate behaviour may be directed			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to deal with incidents of inappropriate behaviour	3.1	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			
		3.2	acknowledge opposing interests and take constructive action to address them			
		3.3	take prompt action to protect those at whom the inappropriate behaviour is directed			
		3.4	take constructive action to defuse inappropriate behaviour			
		3.5	call for any necessary assistance and emergency support as required			
		3.6	act in a manner which is likely to promote calm and reassurance, and make this clear to all involved			
		3.7	manage physically inappropriate behaviour in ways that are consistent with organisational guidelines, and use the safest available methods			
		3.8	complete records accurately and clearly, and store them according to organisational requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Contribute to reviewing incidents of inappropriate behaviour	4.1	encourage those involved in incidents to contribute to reviewing the incident			
		4.2	offer time, space and support so that everyone involved can express their feelings and examine their behaviour			
		4.3	explore constructively with everyone involved, the reasons for and the consequences of the abusive and aggressive behaviour			
		4.4	make referrals to the appropriate people if specialist help is required			
		4.5	make clear and constructive contributions to team discussions about incidents of abusive and aggressive behaviour, and organisational practice in dealing with them			
		4.6	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			
		4.7	complete records accurately and clearly, and store them according to organisational requirements			
		4.8	provide accurate and clear information to others so that issues and needs can be addressed			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 6: Maintain restrictions on individuals' liberty whilst promoting and protecting their rights

Unit reference number: D/601/3965

Level: 3

Credit value: 3

Guided learning hours: 13

Unit aim

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

Unit assessment requirements/evidence requirements

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the requirements for maintaining restrictions on individuals' liberty	1.1	explain the principles of maintaining security awareness			
		1.2	identify the types of potential breaches to restrictions on individuals' liberty			
		1.3	describe methods for assessing risks associated with possible breaches to the restrictions on individuals' liberty			
		1.4	identify legislation and organisational policy and procedures relating to promoting and protecting the rights of individuals in the custodial environment			
		1.5	identify sources of help available to support individuals in exercising their rights			
		1.6	explain how to ensure individuals are treated without discrimination			
		1.7	describe the pressure and/or inducements used by individuals to gain reductions in restrictions on their liberty			
		1.8	identify indications of infringements to individuals' rights			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to maintain restrictions on individuals' liberty in the custodial environment	2.1	follow legal requirements and the policies and procedures of your organisation in maintaining restrictions on individuals' liberty in the custodial environment			
		2.2	provide relevant people with the information they need to maintain restrictions on liberty			
		2.3	ensure possible breaches in restrictions on individuals' liberty are identified			
		2.4	assess the risks associated with potential breaches			
		2.5	take action to reduce the risk of breaches occurring in accordance with legal requirements and the policies and procedures of the organisation			
3	Be able to promote and protect the rights and responsibilities of individuals in the custodial environment	3.1	ensure that individuals are informed about their rights and responsibilities in the custodial environment			
		3.2	provide individuals with help and information they need in order to exercise their rights			
		3.3	encourage individuals to or carry out their responsibilities			
		3.4	record information in ways that: • are consistent with the promotion of rights • comply with the organisation's policy and procedures • take account of the requirements for confidentiality			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to promote and protect the equality and diversity of individuals in the custodial environment	4.1	promote anti-discriminatory practice in ways that comply with legislative requirements and the organisation's policy			
		4.2	gather evidence and advise appropriate colleagues when discrimination and oppression of individuals is suspected			
		4.3	act to deal with discriminatory and oppressive practices within the limits of own authority			
		4.4	seek appropriate support when having difficulty fostering equality and diversity			
		4.5	record information in ways that: • respect equality and diversity • comply with the organisation's policy and procedures			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 7: Maintain security at entry and exit points

Unit reference number: D/503/3753

Level: 2

Credit value: 3

Guided learning hours: 12

Unit aim

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

Unit assessment requirements/evidence requirements

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the security requirements and entry and exit points in the custodial environment	1.1	describe the organisation's security procedures for controlling entry and exit points			
		1.2	explain the different states of alert and their effect on the control of security			
		1.3	identify the organisation's contingency plans for security alerts			
		1.4	describe the procedures for dealing with requests from visitors			
		1.5	explain the organisation's procedures for escorting individuals			
		1.6	explain the types and uses of communications and security equipment used in the organisation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to maintain security while people are entering and leaving	2.1	confirm the authorisation of people wishing to enter or leave the premises			
		2.2	inform visitors of the security procedures and any conditions and restrictions relevant to their visit			
		2.3	issue the correct passes and retrieve them when visitors leave			
		2.4	arrange escorts for visitors as appropriate			
		2.5	monitor the security of areas outside the entry point			
		2.6	deal with unauthorised and uncooperative visitors in accordance with the organisation's procedures			
		2.7	maintain security in a way that is consistent with the current state of alert			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to maintain security while vehicles are entering and leaving	3.1	confirm the authorisation of vehicles and any conditions applying to passengers and items			
		3.2	ensure that people and items not authorised to enter the secure area are transferred to an appropriate area			
		3.3	carry out searches of vehicles in a manner consistent with laid down procedures and current state of alert			
		3.4	deal with any unauthorised vehicles, people and items in accordance with organisational procedures			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 8: Drive vehicles to carry out custodial duties

Unit reference number: F/602/2643

Level: 2

Credit value: 2

Guided learning hours: 10

Unit aim

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

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

Unit assessment requirements/evidence requirements

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

Individuals must demonstrate they have driven vehicles to carry out custodial duties within their organisational guidelines.

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles of driving vehicles to carry out custodial duties	1.1	explain the principles of defensive driving			
		1.2	explain the importance of reporting significant delays			
		1.3	explain why it is necessary to drive the vehicle in a way that is fuel efficient and minimises damage and wear			
2	Know and understand responsibilities and procedures in driving vehicles to carry out custodial duties	2.1	identify the vehicle safety requirements that are the responsibility of the driver under the law			
		2.2	describe the vehicle and other records that need to be kept up to date, and how to do so			
		2.3	identify who to seek additional directions from when necessary			
		2.4	give examples of the main warning signs that the vehicle is not operating correctly and how to deal correctly with these			
		2.5	give examples of your responsibilities: • in the event of an accident and other types of emergencies for parking, valeting and securing the vehicle when they have finished using it			
3	Know how to drive vehicles to carry out custodial duties	3.1	describe the key principles of the Highway Code as it applies to different types of vehicles driven			
		3.2	describe how to lift and handle materials safely			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to check the vehicle and prepare for the journey	4.1	ensure you maintain: • possession of a valid license to drive the vehicle • the correct authorisation to use the vehicle			
		4.2	make sure all relevant aspects of the vehicle meet legal and organisational requirements			
		4.3	carry out any minor maintenance correctly, according to own role and responsibilities			
		4.4	report any maintenance needs that cannot be dealt with, according to own role and responsibilities			
		4.5	load the vehicle and stow tools and equipment safely and correctly			
		4.6	establish the destination and plan the most efficient route, taking account of the time of day and other circumstances			
		4.7	arrange sufficient fuel for the planned journey			
		4.8	complete all required records clearly and accurately			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to operate and control the vehicle safely and efficiently	5.1	follow the designated route, identifying and correcting any navigation errors			
		5.2	carry out all manoeuvres in a safe and controlled manner			
		5.3	demonstrate compliance with all legal requirements			
		5.4	drive the vehicle in a way that is fuel efficient and minimises wear and damage			
		5.5	respond correctly to actual or potential road hazards			
		5.6	take prompt, correct action in the event of incidents relating to: • the vehicle • driving conditions • other emergencies			
		5.7	demonstrate consideration for other road users			
		5.8	park the vehicle safely, and securely			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 9: Enter and find data using a computer

Unit reference number: D/602/2651

Level: 2

Credit value: 2

Guided learning hours: 10

Unit aim

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

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

Unit assessment requirements/evidence requirements

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

Individuals must demonstrate they have entered and found data using a computer within their organisational guidelines.

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know and understand the principles and importance of entering and finding data on a computer system	1.1	explain the importance of making sure that only authorised people receive the data found			
		1.2	describe what a database is and what it can be used for			
		1.3	give examples of the basic terms used for different parts of a database			
		1.4	identify from whom to ask for instructions about inputting and finding data			
		1.5	describe own organisation's procedures to protect data from loss or misuse			
		1.6	give examples of the timescales in which data should be input and found			
		1.7	describe the software you are using			
		1.8	give examples of the basic legal requirements for storing data on a computer system			
		1.9	explain why data must be input on a computer accurately			
		1.10	give examples of how to identify and correct your own mistakes			
		1.11	explain the correct process of adding reference codes when required			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.12	explain the correct procedures for: • deleting or amending existing data • printing the data, including print routines • searching for data automatically and manually			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to enter data on a computer	2.1	obtain clear instructions about the data to enter and the reasons for entering it			
		2.2	input the data accurately, identifying and correcting any errors			
		2.3	obtain help from the correct person when the data is unclear or incomplete			
		2.4	apply unique reference codes, as necessary			
		2.5	delete or amend existing data, as instructed			
		2.6	complete data entry within the agreed timescales			
3	Be able to find data on a computer	3.1	obtain clear instructions about the data to find and why			
		3.2	use search methods to locate the data: • efficiently and effectively • promptly			
		3.3	obtain guidance from the correct person when the data is not available			
		3.4	provide the data only to people who are allowed see it			
		3.5	make sure the data does not get lost or misused			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 10: Receive and discharge individuals and property in relation to the custodial environment

Unit reference number: K/601/3967

Level: 3

Credit value: 2

Guided learning hours: 18

Unit aim

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

Unit assessment requirements/evidence requirements

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the processes and requirements for receiving and discharging individuals and property in relation to the custodial environment	1.1	identify organisational procedures and documentation for receiving and releasing individuals			
		1.2	identify organisational procedures and documentation for receiving, storing and releasing individuals' property, including money			
		1.3	explain the procedures for identifying the individual and their security needs on receipt into, or discharge from, the custodial environment			
		1.4	explain the process for receiving individuals and their property into the custodial environment			
		1.5	explain the information needs related to the management of individuals in the custodial environment			
		1.6	identify factors and conditions to be taken into account during the discharge of individuals' from the custodial environment			
		1.7	Discharge Grants and Travel Warrants			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to receive individuals into the custodial environment	2.1	confirm the identity and security classification of individuals being received into the custodial environment			
		2.2	ensure the documentation for receiving individuals into the custodial environment is complete, correct and stored in accordance with organisational procedures			
		2.3	carry out searches of individuals in accordance with organisational procedures			
		2.4	confirm the needs of individuals in relation to future events that will affect them			
		2.5	treat the individual courteously and respect their rights throughout the process			
3	Be able to receive, store and release property	3.1	identify and record the property that is to be stored while the individual is in custody			
		3.2	ensure that any medications in the possession of the individual are processed according to organisational procedures			
		3.3	deal with any unauthorised items or substances that you find according to organisational procedures			
		3.4	return permitted property to individuals on request according to organisational procedures			
		3.5	ensure individuals' property is placed in secure storage according to organisational procedures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to discharge individuals from the custodial environment	4.1	confirm the identity and security needs of individuals being released from the custodial environment			
		4.2	confirm the reason for, and terms of, individuals' release			
		4.3	return stored property to individuals on release			
		4.4	issue to individuals on release the correct documentation and any warrants and grants to which they are entitled			
		4.5	ensure any conditions for individuals' release are met and are explained to individuals			
		4.6	show respect for individuals and their property throughout the release process			
		4.7	complete the release process according to organisational procedures			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 11: Search individuals, accommodation and areas in a custodial context

Unit reference number: J/601/3670

Level: 3

Credit value: 3

Guided learning hours: 20

Unit aim

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.

Unit assessment requirements/evidence requirements

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the requirements for searching individuals, accommodation and areas	1.1	identify the legal and organisational requirements for carrying out searches of individuals, accommodation and areas			
		1.2	explain the purpose of searching individuals, accommodation and areas			
		1.3	explain the importance of respecting individuals and their property during searches			
		1.4	explain the conditions and facilities required for searching individuals in relation to their gender and age			
		1.5	explain the purpose of obtaining a declaration for individuals about any unauthorised items			
		1.6	describe methods that can be used to hide items about the body and in clothing and footwear			
		1.7	describe the methods and limitations of different search procedures for individuals, accommodation and areas			
		1.8	explain the planning process for accommodation and area searches			
		1.9	describe methods that can be used to hide individuals and items in premises and surrounding areas			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to search individuals in a custodial context	2.1	ensure the conditions for searches meet legal and organisational requirements			
		2.2	inform individuals about the search procedure			
		2.3	obtain declarations of unauthorised items from individuals to be searched			
		2.4	search individuals according to organisational procedures			
		2.5	ensure own health and safety throughout searches			
		2.6	locate and identify any unauthorised items			
		2.7	deal with unauthorised items according to organisational procedures			
		2.8	complete and process documentation relating to complete searches			
3	Be able to search custodial accommodations	3.1	prepare individuals for accommodation searches in accordance with search procedures			
		3.2	search any correspondence and written materials that remain with individuals according to organisational procedures			
		3.3	search accommodation and personal property to identify unauthorised items			
		3.4	deal with unidentifiable and unauthorised items according to organisational procedures			
		3.5	complete and process documentation relating to complete searches			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to search other custodial areas	4.1	ensure the conditions for searches meet legal and organisational requirements			
		4.2	define search areas and plan the search sequence			
		4.3	search areas using suitable methods and equipment			
		4.4	deal with unidentified and unauthorised items and individuals according to organisational procedures			
		4.5	complete and process documentation relating to complete searches			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 12: Search vehicles in a custodial context

Unit reference number: L/601/3668

Level: 2

Credit value: 2

Guided learning hours: 10

Unit aim

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

Unit assessment requirements/evidence requirements

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the requirements for searching vehicles	1.1	identify the legal and organisational requirements relating to carrying out vehicle searches			
		1.2	explain the procedures for recording and checking information about the vehicle, driver, passengers, contents, origin, destination and purpose			
		1.3	identify the signs of suspicious behaviour by drivers or passengers that could be suspicious			
		1.4	explain how to assess risks to security and safety posed by different kinds of vehicles and contents			
		1.5	describe the range of search methods and equipment that could be used to search a vehicle			
		1.6	describe the operation and maintenance of equipment used in vehicle searches			
		1.7	explain the procedures for dealing with unauthorised items and people discovered during searches			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to prepare to search vehicles	2.1	confirm and record the vehicle, its driver, passengers, contents, origin, destination and purpose			
		2.2	carry out a preliminary check of the vehicle and the conduct of the people inside			
		2.3	assess the risks presented by the vehicle			
		2.4	select the most effective and efficient method of searching the vehicle			
3	Be able to search vehicles for unauthorised items and people	3.1	ensure the vehicle is parked in a designated search area			
		3.2	select and use equipment and techniques appropriate to the type of vehicle and the assessed level of risk			
		3.3	search the vehicle and its contents thoroughly in accordance with organisational procedures			
		3.4	deal with unauthorised items and people according to legal and organisational requirements			
		3.5	complete and process documentation relating to completed searches			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 13: Contribute to the control of incidents and emergencies

Unit reference number: J/601/3975

Level: 3

Credit value: 3

Guided learning hours: 20

Unit aim

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

Unit assessment requirements/evidence requirements

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the requirements for controlling incidents and emergencies	1.1	define the types of incidents and emergencies that may occur in the custodial environment			
		1.2	identify common trigger indicators of incidents or emergencies			
		1.3	identify the organisational procedures relating to making an initial response to incidents or emergencies			
		1.4	describe methods of assessing risk factors associated with incidents and emergencies			
		1.5	identify the indicators of escalation in incidents or emergencies			
		1.6	describe the organisational procedures and command structures for responding to and controlling incidents and emergencies			
		1.7	describe the role and responsibilities for first on scene in controlling incidents or emergencies			
		1.8	explain the procedures for preserving and collecting evidence from the scene of incidents or emergencies			
		1.9	explain the procedures for evaluating and recording incidents and emergencies			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to identify and assess incidents and emergencies	2.1	obtain and verify available information and intelligence about the nature and location of the incident or emergency			
		2.2	assess the levels of risk associated with the incident or emergency			
		2.3	establish communication with the individuals involved in the incident or emergency, in line with organisational procedures			
		2.4	identify roles of individuals' involvement in the incident or emergency			
		2.5	report and hand over control of the incident or emergency in accordance with the applicable command procedures			
3	Be able to contribute to controlling incidents and emergencies	3.1	ensure individuals who are not involved in the incident or emergency are secured from becoming involved			
		3.2	prioritise actions that will prevent escalation and control the risks involved			
		3.3	use reasonable intervention and/or force to control the incident or emergency			
		3.4	control the scene in a way that will preserve evidence relating to the incident or emergency			
4	Be able to carry out procedures following incidents and emergencies	4.1	confirm that information gathered about the incident or emergency is accurate and complete			
		4.2	preserve evidence relating to the incident or emergency			
		4.3	provide clear, accurate and complete reports of the incident or emergency to others			
		4.4	help to identify the key factors that contributed to the incident or emergency			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 14: Control and restrain individuals

Unit reference number: Y/601/3978

Level: 3

Credit value: 4

Guided learning hours: 40

Unit aim

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

Unit assessment requirements/evidence requirements

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the procedures and requirements for controlling and restraining individuals	1.1	identify legislation and organisational policies and procedures that relate to the use of physical restraint			
		1.2	describe methods of assessing the need for physical restraint			
		1.3	explain the process of warning individuals that physical restraint may be used			
		1.4	describe restraint techniques and their use			
		1.5	define what constitutes reasonable force to restrain an individual			
		1.6	identify indicators of unacceptable danger to the individual caused by the use of force to restrain			
		1.7	identify appropriate places to hold a restrained person			
		1.8	describe the procedures for monitoring the individual following the use of control and restraint			
		1.9	describe the requirements for recording and communicating information relating to instances of using restraint on individuals			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to assess the need for control and restraint	2.1	explain to individuals how their behaviour could lead to the use of force to restrain them			
		2.2	give the individual sufficient warning and opportunity to adopt acceptable behaviour			
		2.3	assess the risk of harm to themselves, other people and property caused by their behaviour			
		2.4	obtain authorisation, resources and support to carry out restraint actions			
3	Be able to restrain and remove individuals	3.1	communicate with those involved in a way that promotes understanding, cooperation and maintains safety			
		3.2	communicate throughout with the individual to be restrained, seeking to minimise their unacceptable behaviour			
		3.3	use reasonable force to restrain the individual while minimising the risk of injury to them and others present			
		3.4	monitor the restraint process to avoid causing an unacceptable level of danger to the individual and the control team			
		3.5	remove the individual to an appropriate place in line with organisational procedures			
		3.6	liaise with and advise medical and other specialist staff about the situation and the action taken			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 15: Contribute to the adjudication process

Unit reference number: F/602/5722

Level: 2

Credit value: 3

Guided learning hours: 10

Unit aim

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

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

Unit assessment requirements/evidence requirements

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

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles of adjudication	1.1	describe the adjudication process and your role and responsibilities in relation to it			
		1.2	explain the importance of the adjudication process being fair and impartial			
		1.3	explain the principles of natural justice			
		1.4	explain the conventions of the adjudication process			
2	Understand the legal and organisational requirements and priorities in regard to adjudication	2.1	describe the different types of offences that require adjudication			
		2.2	describe the relevant parts of the adjudication process that the people involved must understand			
		2.3	describe the procedures for collecting and dealing with evidence			
		2.4	describe the correct way to deal with witnesses			
		2.5	describe procedures for handling evidence			
		2.6	select the records you must complete for the adjudication process			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to contribute to the adjudication process	3.1	describe the appropriate way to inform people about charges against them			
		3.2	describe how to make sure the charges are justified			
		3.3	describe how to ensure that the people involved understand the relevant parts of the adjudication process			
4	Be able to prepare for adjudication	4.1	identify correctly offences that require adjudication			
		4.2	establish that the charges are justifiable and verified			
		4.3	collate and deal with all the available evidence relevant to the offence			
		4.4	act in a way that is objective and impartial and upholds the individual's rights throughout the process			
		4.5	complete required documentation clearly and accurately, and forward it to the responsible colleague within agreed timescales			
5	Be able to take part in the adjudication process	5.1	provide evidence that is clear, truthful and meets the needs of the adjudication process			
		5.2	follow agreed procedures when handling physical evidence			
		5.3	follow the agreed conventions of the adjudication process			
		5.4	answer questions accurately and in a way that will assist the adjudication process to reach a fair decision			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 16: Maintain security whilst escorting individuals to courts and other environments

Unit reference number: T/601/3972

Level: 3

Credit value: 3

Guided learning hours: 12

Unit aim

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

Assessment requirements/evidence requirements

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the procedures and requirements for escorting individuals to courts and other environments	1.1	explain the procedures for confirming the suitability of the vehicle and route used in transfers			
		1.2	explain the security and restraint procedures that should be used during transfers			
		1.3	identify the risk factors associated with security when transferring individuals to courts and other environments			
		1.4	explain the importance of clear communication with colleagues during the transfer			
		1.5	identify the particular needs of women and young people when being transferred			
		1.6	explain the organisation's procedures for escorting individuals			
		1.7	identify circumstance which contribute to actual or potential breaches of security			
		1.8	identify the type of guidance and support that individuals may need in court and in other environments			
		1.9	explain the procedures for exchanging information with authorised representatives of other organisations			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to maintain the security of individuals during transfer	2.1	confirm the suitability of the vehicle and route to be used in transfers			
		2.2	apply approved security and restraint procedures			
		2.3	monitor individuals' behaviour for potential breaches of security			
		2.4	monitor the route for potential risk of breaches of security			
		2.5	identify and deal with incidents and events during the journey according to organisational procedures			
		2.6	record and report incidents and events according to organisational procedures			
3	Be able to maintain the security of individuals in courts and other environments	3.1	confirm the security and safety of the environment where individuals will be held			
		3.2	escort individuals securely to the correct location, in line with organisational procedures			
		3.3	store and return individuals' property in line with organisational procedures			
		3.4	monitor the environment and the area carefully for potential breaches in security			
		3.5	deal with actual and potential breaches of security in line with organisational procedures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to liaise with staff in courts and other organisations	4.1	exchange information and documentation with authorised representatives of other organisations			
		4.2	give guidance and advice to individuals on the procedures they must follow			
		4.3	liaise with representatives of the court and other organisations			
		4.4	respond to instructions for dealing with individuals in the required manner			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 17: Prepare and drive secure vehicles to and from custodial and other environments

Unit reference number: A/601/3973

Level: 2

Credit value: 2

Guided learning hours: 7

Unit aim

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

Assessment requirements/evidence requirements

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the requirements for preparing and driving secure vehicles to and from custodial and other environments	1.1	identify the vehicle safety requirements that are the responsibility of the driver			
		1.2	explain the procedures for routine vehicle maintenance checking and reporting			
		1.3	describe the range and use of equipment fitted to the vehicle			
		1.4	explain the functions and location of emergency and security alarms fitted to the vehicle			
		1.5	explain organisational procedures for loading and securing individuals in transit			
		1.6	explain the procedures for carrying out security and safety checks on vehicles			
		1.7	explain the principles of route planning			
		1.8	explain the driver's responsibilities as a road user in the context of driving a secure vehicle			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to check the vehicle and its equipment	2.1	confirm authorisation to use the vehicle			
		2.2	ensure the vehicle meets required standards of operation and maintenance			
		2.3	ensure sufficient fuel load for the planned journey			
		2.4	load and stow required tools and equipment			
		2.5	maintain required vehicle records in accordance with organisational procedures			
3	Be able to ensure the security of the vehicle	3.1	verify that the vehicle and associated equipment is appropriate for the purpose for which it will be used			
		3.2	assess the vehicle for potential security risks			
		3.3	follow organisational procedures to deal with suspected faults or omissions			
		3.4	complete and transfer required documentation in accordance with organisational procedures			
4	Be able to drive the vehicle to and from custodial and other environments	4.1	plan and verify the optimum route to the destination			
		4.2	load and secure the vehicle, its contents and its occupants in accordance with organisational procedures			
		4.3	follow the planned route showing consideration for passengers and other road users			
		4.4	advise others of and verify any unscheduled breaks or route changes in accordance with organisational procedures			
		4.5	drive the vehicle within the law, responding correctly to actual or potential road hazards			
		4.6	park the vehicle safely and legally, and leave it secure			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 18: Contribute to planning and reviewing how to meet individuals' needs and rights in the custodial environment

Unit reference number: H/601/3966

Level: 3

Credit value: 3

Guided learning hours: 20

Unit aim

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

Assessment requirements/evidence requirements

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles of meeting individuals' needs and rights in the custodial environment	1.1	explain the rights of individuals in the custodial environment conferred by law and by the organisation			
		1.2	describe methods of communication which encourage individuals to participate in identifying their needs and reviewing their own progress			
		1.3	identify the types of needs individuals in the custodial environment may have			
		1.4	describe methods for identifying the special needs and learning difficulties individuals in the custodial environment may have			
		1.5	identify the organisation's systems and procedures used when assessing individuals' needs			
		1.6	describe methods for setting, agreeing and reviewing objectives and action plans with individuals in the custodial environment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to help to identify individuals' needs and rights	2.1	ensure individuals understand their rights within the custodial environment			
		2.2	encourage individuals in the custodial environment to identify their own needs			
		2.3	establish whether individuals have special needs or learning difficulties			
		2.4	confirm and agree the needs identified with individuals in the custodial environment			
3	Be able to contribute to developing plans to meet individuals' needs and rights	3.1	agree objectives for plans to meet their needs with the individuals concerned			
		3.2	identify, agree and record opportunities which match the agreed objectives			
		3.3	inform the relevant people where no appropriate opportunities are available to meet the agreed objectives			
		3.4	confirm that plans fully respect the rights of individuals			
		3.5	agree with individuals a process and timescale for monitoring and reviewing their plan			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to contribute to reviewing plans to meet individuals' needs and rights	4.1	review individuals' progress against their plans in the ways and at the times agreed			
		4.2	encourage individuals to evaluate their own progress and discuss ways it can be improved			
		4.3	confirm the accuracy of information about individuals' progress			
		4.4	agree revisions to plans with individuals to improve progress towards objectives			
		4.5	record individuals' progress and any changes to plans			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature:_____   Date: _____
(*if sampled*)

Unit 19: Encourage individuals to look after their own health and hygiene

Unit reference number: D/602/5050

Level: 3

Credit value: 3

Guided learning hours: 7

Unit aim

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

This unit applies to those working in a custodial environment who are directly involved working with individuals on issues to do with health and hygiene.

Assessment requirements/evidence requirements

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

Individuals must demonstrate they have encouraged individuals to look after their own health and hygiene within their organisational guidelines.

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles of encouraging individuals to look after their own health and hygiene	1.1	explain the potential consequences of failure to adopt and maintain healthy and hygienic practices			
		1.2	explain the importance of providing a level of privacy consistent with the level of risk			
		1.3	explain the importance of giving assistance in ways which promotes individuals' dignity and minimises discomfort			
2	To look after their own health and hygiene	2.1	identify accepted good practice in personal health and hygiene			
		2.2	explain the facilities available for personal health and hygiene			
		2.3	give examples of different methods of monitoring personal health and hygiene			
		2.4	explain the steps to take if individuals: • fail to maintain healthy and hygienic practices • require assistance which is beyond own role or competence			
		2.5	give examples of the types of assistance individuals may need to maintain their personal cleanliness			
		2.6	explain the relevant organisation policies and procedures			
		2.7	explain the precautions to take to protect own health and hygiene			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to encourage individuals to look after their own health and hygiene	3.1	describe how to identify the information individuals need to support their understanding of health and hygiene issues			
		3.2	explain the ways to monitor personal health and hygiene			
		3.3	explain the ways to identify and agree with individuals the type and degree of assistance they need			
		3.4	explain how individuals' conditions may limit the range of personal hygiene facilities and materials which may be used			
4	Be able to encourage individuals to adopt and maintain healthy and hygienic practices	4.1	provide individuals with access to suitable facilities and opportunities to maintain their own health and hygiene			
		4.2	provide individuals with appropriate information to support their health and hygiene needs			
		4.3	check that individuals are aware of the potential consequences of any failure to adopt and maintain healthy and hygienic practices			
		4.4	monitor individuals at appropriate intervals to ensure that they are maintaining healthy and hygienic practices in accordance with organisational procedures			
		4.5	refer individuals to relevant people when they consistently fail to maintain healthy and hygienic practices			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to assist individuals to maintain their health and personal cleanliness	5.1	agree with individuals the type and degree of assistance they need to maintain their health and hygiene			
		5.2	encourage individuals to choose the health and hygiene facilities and materials they prefer, consistent with their conditions and available resources			
		5.3	arrange precautions to protect own health and hygiene			
		5.4	provide individuals with a level of privacy consistent with the level of risk involved			
		5.5	assist individuals in ways which: • promotes their dignity • causes as little discomfort as possible			
		5.6	refer individuals who require assistance which is beyond own role or competence, to relevant people			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 20: Support individuals in custody to take part in purposeful activities

Unit reference number: T/602/5054

Level: 3

Credit value: 3

Guided learning hours: 12

Unit aim

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

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

Assessment requirements/evidence requirements

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

Individuals must demonstrate they have supported individuals in custody to take part in purposeful activities within their organisational guidelines.

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance and principles of supporting individuals in custody to take part in purposeful activities	1.1	explain the importance of promoting the value of purposeful activities			
		1.2	explain the principles and processes of effective communication			
		1.3	explain the importance of individuals taking responsibility for their own choices and decisions			
		1.4	explain the importance of honouring commitments within timescales agreed			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the organisational requirements and standards with regard to supporting individuals in custody to take part in purposeful activities	2.1	provide examples of the benefits for individuals of taking part in purposeful activities			
		2.2	describe the opportunities for purposeful activities within the organisation in terms of: • availability • timing • modes • resources available			
		2.3	describe potential obstacles to accessing purposeful activities			
		2.4	describe actions to take to minimise obstacles to accessing purposeful activities			
		2.5	describe the standards of behaviour expected of individuals during purposeful activities			
		2.6	identify the range of support individuals may need to help them commit to purposeful activities			
		2.7	identify sources of assistance if they are unable to provide sufficient help to allow individuals to participate in purposeful activities			
		2.8	describe methods for encouraging individuals to participate in purposeful activities			
		2.9	describe different approaches to take with individuals who are: • cooperative • un-cooperative • with special needs			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to promote the value of purposeful activities	3.1	promote the value of purposeful activities in an appropriate manner: • in custody • after release			
		3.2	encourage individuals to take part in purposeful activities			
		3.3	give individuals accurate information about purposeful activities in relation to: • availability • timing • access			
		3.4	communicate with individuals in a manner and at a level and pace which is appropriate to their needs			
		3.5	encourage individuals to take responsibility for their own choices and decisions			
4	Be able to help individuals take part in purposeful activities	4.1	identify and minimise any potential obstacles to individuals' access to purposeful activities			
		4.2	give individuals sufficient support to allow them to commit to purposeful activities which meet their needs			
		4.3	give individuals clear and accurate information about the standards of behaviour expected of them during purposeful activities			
		4.4	identify difficulties individuals have in continuing to participate in purposeful activities			
		4.5	offer appropriate support to overcome these difficulties			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	4.6	seek assistance from relevant people if they are unable to give individuals sufficient help to allow them to take part in purposeful activities			
	4.7	carry out commitments to provide support to individuals within the timescales agreed			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 21: Support individuals experiencing difficulties

Unit reference number: K/602/5455

Level: 3

Credit value: 2

Guided learning hours: 7

Unit aim

This unit is about identifying and making a response to individuals experiencing difficulties. Learners need to make an initial response appropriate to the individual and find out what is causing the individual's difficulties, and then provide the kind of support required by the individual

in line with what is known about their needs and circumstances. The learner needs to deal with the potentially volatile nature of such situations and seek help if it is required.

Assessment requirements/evidence requirements

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know and understand the principles that underpin the support of individuals experiencing difficulties	1.1	outline the ways in which the physical, social, psychological and emotional functioning of individuals affects their behaviour			
		1.2	explain how personal beliefs, preferences and cultural background affect behaviour			
		1.3	identify the range of difficulties that individuals may typically experience, and the factors which may be relevant to each			
		1.4	outline strategies for dealing with difficult situations which have a strong emotional impact			
2	Be able to identify factors contributing to individuals' difficulties	2.1	encourage individuals to talk about the difficulties they are experiencing			
		2.2	encourage individuals to identify the factors which contribute to their difficulties			
		2.3	review available information on individuals' difficulties and discuss this with them			
		2.4	take constructive action to address any abusive, aggressive and discriminatory behaviour			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to assist individuals experiencing difficulties	3.1	agree respective roles and responsibilities for resolving difficulties with individuals			
		3.2	explain to individuals the types of support that are available to them			
		3.3	identify with individuals the support required to help them address their difficulties			
		3.4	provide appropriate support to individuals consistent with their needs and agency policy			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature:_____   Date: _____
(*if sampled*)

Unit 22: Contribute to the protection of individuals from abuse

Unit reference number: Y/601/1163

Level: 3

Credit value: 3

Guided learning hours: 15

Unit aim

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

Assessment requirements/evidence requirements

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know and understand legal and organisational requirements in relation to the protection of individuals from abuse	1.1	identify legislation, policy and good practice guidelines for the protection of individuals from abuse			
		1.2	explain policies on the recording and communicating information related to possible or actual incidents of abuse			
		1.3	summarise methods of handling abusive situations and incidents			
2	Be able to contribute to the monitoring of individuals who are at risk of abuse	2.1	describe the forms and possible causes of abusive behaviour			
		2.2	identify individuals who are deemed at risk of abuse			
		2.3	make detailed reports on the circumstances and effects of incidents of abuse or potential abuse			
		2.4	use the correct forms of communication with parties involved in incidents of abuse			
		2.5	inform colleagues who need to be involved in protection of individuals			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to minimise the effects of abusive behaviour	3.1	explain factors which influence actions to be taken to minimise effects of abusive behaviour			
		3.2	provide advice and support to those associated with the individual on how to minimise the possibility of abuse			
		3.3	assist individuals who behave in an inappropriate manner to examine ways in which their behaviour may be seen as abusive			
		3.4	take action to divert any abusive behaviour whilst being supportive to the individual			
		3.5	minimise the effect of an abusive incident on others who have witnessed it			
4	Be able to contribute to reducing the risk of abusive behaviour	4.1	identify situations where abuse can occur			
		4.2	suggest methods of preventing abuse to the responsible person			
		4.3	make reports on instances of abuse in accordance with required procedure			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 23: Support individuals where abuse has been disclosed

Unit reference number: H/602/5048

Level: 3

Credit value: 3

Guided learning hours: 12

Unit aim

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

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

Assessment requirements/evidence requirements

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

Individuals must demonstrate they have supported individuals where abuse has been disclosed within their organisational guidelines.

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the support needs of individuals where abuse has been disclosed	1.1	describe different communication methods suitable to use when individuals are unable or unwilling to discuss their situation			
		1.2	explain the principles of using a suitable environment for communication to take place			
		1.3	identify the factors which affect decisions to maintain or discontinue communication			
		1.4	explain why it is important to explain clearly about this onward referral to individuals disclosing abuse			
		1.5	explain the importance of acknowledging the rights of individuals who have been abused			
		1.6	explain why methods of receiving and recording disclosure details should not prejudice the individual's right to pursue legal action			
		1.7	explain why it is important to let the individual speak and disclose at their own pace			
		1.8	give examples of why individuals may be reluctant or choose not to disclose abuse			
		1.9	explain the impact of own feelings in relation to supporting individuals where abuse is concerned			
		1.10	describe how methods of supporting and counselling are used with individuals in stressful and distressing situations			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the policies and procedures for supporting individuals where abuse has been disclosed	2.1	summarise organisational policies and legal requirements in relation to the disclosure of abuse and support of those who have been abused			
		2.2	summarise the policies and procedures of the employing organisation in relation to onward referral of suspicions of abuse			
		2.3	identify circumstances in which organisational policy and/or law dictates that confidentiality has to be overruled			
		2.4	describe the impact which organisational policies and procedures have on the relationship between the individual who has been abused and the organisation			
		2.5	outline own role in the environment in relation to working with those who have disclosed abuse or have been abused			
		2.6	explain the purpose of accurate recording in cases of disclosure of abuse			
		2.7	describe how legislation and guidelines particular to specific groups (e.g. the Children's Act) and relevant to all (including the Community Care Act) affect own role and responsibilities			
		2.8	describe the implications of the individual exercising their rights to take legal action against another in case of abuse			
		2.9	give examples of sources of support from other organisations which may be available in order to deal with own feelings aroused by the abuse concerned			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the characteristics and effect of abuse	3.1	give different examples of possible causes of abuse			
		3.2	describe different methods of preventing the occurrence of abuse			
		3.3	describe possible emotional effects on the individual of abuse and contact with the abuser			
		3.4	describe the ways in which disclosure of abuse can be used by the individual (e.g. to draw attention to themselves when no abuse has in fact taken place)			
		3.5	give examples of methods used to disclose abuse other than through speech			
		3.6	describe how views of abuse may differ in individuals dependant on their relationship to the case			
		3.7	give examples of the problems which arise when the individual has: • been abused themselves or abused others			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support individuals who disclose abuse	4.1	take actions that are consistent with own agreed role and level of competence and have been discussed with the individual			
		4.2	explain clearly and appropriately that the information the individual wishes to communicate in private may need to be shared with other people			
		4.3	provide sufficient time and support to the individual to complete their disclosure in a manner consistent with their rights and without pressure			
		4.4	pass accurate and complete information on the disclosure to the appropriate people without delay			
		4.5	offer support to the individual from other designated people			
		4.6	arrange appropriate further support without delay as agreed with the individual			
		4.7	seek support personally from a professional colleague where they feel the effect of the disclosure and surrounding circumstances is adversely influencing own judgement			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	supply complete information, as far as it is known, to an appropriate person without delay	5.1	take actions that are consistent with: • own agreed role • the individual's plan of care • organisation policies and procedures			
		5.2	ensure that own presence and availability are made obvious to the individual in a manner appropriate to the situation			
		5.3	communicate with the individual in a manner and style that recognises their individual needs and rights			
		5.4	respond to feelings, needs and problems expressed by the individual in a manner that is supportive of the individual			
		5.5	offer constructive support in a manner that is likely to make the individual feel valued			
		5.6	offer sufficient time and opportunity for support within the limits of own authority			
		5.7	seek advice without delay from an appropriate person where the individual's behaviour and condition gives cause for concern			
		5.8	ensure that individuals are given support and assistance to contact people who can help when they ask for advice and support which is beyond own role			
		5.9	supply complete information, as far as it is known, to an appropriate person without delay			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 24: Help individuals in custody to maintain and develop relationships

Unit reference number: L/602/5044

Level: 3

Credit value: 2

Guided learning hours: 7

Unit aim

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

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

Assessment requirements/evidence requirements

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

Individuals must demonstrate they have helped individuals in custody to maintain and develop relationships within their organisational guidelines.

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles of helping individuals in custody to maintain and develop relationships	1.1	explain the principles and processes of effective verbal and non-verbal communication			
		1.2	explain the importance of getting individuals to express their personal feelings and needs			
		1.3	explain the importance of keeping individuals informed of developments and honouring undertakings			
		1.4	explain the reasons why certain problems and requests cannot be addressed within the organisation			
		1.5	explain the importance of encouraging individuals to develop and maintain positive relationships with others both inside and outside the custodial environment			
		1.6	explain the importance of encouraging individuals to maintain their interest in areas outside their immediate environment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the factors that influence the ways that help can be given to individuals in custody to maintain and develop relationships	2.1	describe typical requests individuals are likely to make in your working context in relation to developing and maintaining relationships			
		2.2	define the organisation's policies and procedures in relation to developing and maintaining relationships			
		2.3	explain own role and responsibility in relation to supporting individuals in custody to develop and maintain relationships			
		2.4	explain how to apply the principles and standards of confidentiality			
		2.5	describe the procedures for dealing with communication for individuals from outside the custodial environment			
		2.6	describe the typical support needs of individuals experiencing problems in their relationships			
		2.7	describe methods of providing support to those who have problems in communicating and developing relationships in ways which maintain their dignity			
		2.8	give examples of how to ensure own actions and behaviour are consistent with good anti- discriminatory practice			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support individuals in their relationships with those outside the custodial environment	3.1	encourage individuals to maintain positive relationships with those outside the custodial environment			
		3.2	ensure that communications from outside the custodial environment are: • dealt with courteously • relayed to individuals clearly, accurately and promptly			
		3.3	offer appropriate support to individuals to deal with problems in relationships with those outside the custodial environment			
		3.4	maintain agreed standards of confidentiality at all times			
		3.5	refer to relevant people when individuals' needs are outside own area of competence and responsibility			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support individuals in their relationships with others inside the custodial environment	4.1	encourage individuals to develop appropriate relationships with others within the custodial environment			
		4.2	offer appropriate support in ways which maintain their dignity where individuals have problems in communicating and developing relationships with others			
		4.3	encourage individuals to discuss areas of interest and refer to relevant people, where they appear to be losing interest in areas outside their immediate environment			
		4.4	provide specific assistance in ways which are appropriate to individuals' needs and consistent with own role and responsibilities			
		4.5	demonstrate own actions and behaviour are consistent with recognised good anti-discriminatory practice to support the organisation's values and goals at all times			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 25: Assess individuals' offending behaviour and plan provision

Unit reference number: T/601/2434

Level: 3

Credit value: 4

Guided learning hours: 20

Unit aim

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

Assessment requirements/evidence requirements

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know and understand the principles that underpin the assessment of risk associated with offending behaviour	1.1	identify the legislation, organisational requirements and guides relevant to risk-led assessment			
		1.2	identify the range of approaches to risk assessment, and outline their relative advantages and disadvantages			
		1.3	identify the different types and indicators of vulnerability and harm, and the ways in which they can be determined			
		1.4	identify key risk factors for serious offending			
		1.5	describe the circumstances requiring additional assessments and explain how to arrange these			
		1.6	describe the circumstances requiring the development of plan to manage high-risk cases			
		1.7	identify circumstances where assistance would be needed in planning and managing risk			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	behaviour and circumstances of individuals, and identify	2.1	use appropriate assessment tools and professional judgement to process information about the offending behaviour and circumstances of individuals			
		2.2	identify potential risk factors that may lead to the individual offending/re-offending and/or causing harm to themselves or others			
		2.3	assess the significance of risk factors and their possible outcome(s) in order to identify priority areas for intervention			
		2.4	identify the factors that might help reduce or prevent the individual's offending behaviour			
		2.5	keep clear and accurate records of your assessment and its outcomes			
3	Be able to agree the individual's needs for appropriate interventions	3.1	explain clearly to the individual the risk assessment process and the outcomes of the assessment			
		3.2	identify, and agree with the individual, interventions which are in line with the outcomes of the risk assessment			
		3.3	provide full and accurate reports promptly to the relevant person(s), highlighting any specific benefits or concerns			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 26: Help individuals address their offending behaviour

Unit reference number: L/601/2424

Level: 3

Credit value: 3

Guided learning hours: 15

Unit aim

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

Assessment requirements/evidence requirements

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know and understand factors which can cause/impact on offending behaviour	1.1	identify factors which contribute to offending behaviour			
		1.2	explain the importance of considering the impact of crime on victims in relation to helping someone address their offending behaviour			
		1.3	outline ways of addressing offending behaviour			
2	Be able to support individuals in understanding their offending behaviour	2.1	identify ways to support individuals in understanding the impact of their offending behaviour on themselves and others			
		2.2	encourage individuals to identify and explore opportunities to change their behaviour			
		2.3	explore the benefits of changing their behaviour with individuals			
3	Be able to support individuals in addressing their offending behaviour	3.1	identify sources of assistance which can be used to support individuals in addressing their offending behaviour			
		3.2	identify positive changes in individuals' behaviour			
		3.3	provide feedback to individuals on the progress they have made in addressing their offending behaviour			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to record and report details of working with individuals to address offending behaviour	4.1	record details of individual cases in accordance with policies and procedures which apply to working with offending behaviour			
		4.2	communicate case requirements and outcomes to authorised colleagues and agencies			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 27: Prepare, implement and evaluate group activities

Unit reference number: T/601/4863

Level: 3

Credit value: 4

Guided learning hours: 25

Unit aim

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

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

Assessment requirements/evidence requirements

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles of using group activities	1.1	explain the importance of learning taking place in a context that is meaningful to the individual			
		1.2	explain the significance of establishing clear links between the individual's needs and the level and intensity of activities planned			
		1.3	explain the importance of setting and regularly reviewing clear, prioritised development objectives			
		1.4	summarise the principles of evaluating and sharing good practice on programme implementation			
		1.5	describe the procedures for seeking advice and support where particular programmes for individuals cause concern			
		1.6	describe the typical patterns of development and the indicators of progress of individuals in relation to the achievement of goals			
		1.7	differentiate between positive and constructive feedback and how this can assist the individual's development			
		1.8	explain the importance of acting as a role model for the individual			
		1.9	reactions to the development activity			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the needs of individuals participating in group activities	2.1	explain the benefits for the individual of participating in the planning and review of the effectiveness of the activity			
		2.2	explain the principles of promoting the individual's rights in relation to gaining their consent to participation in activities			
		2.3	explain the purpose and methods of encouraging the individual and their families, relatives and friends to become involved in activities			
		2.4	outline the benefits of giving individuals opportunities to develop their skills and evaluate their own progress			
		2.5	describe the process for matching the type and form of activities to the specific needs of the individual to increase potential and effectiveness, self- development and personal responsibility			
		2.6	describe the ways in which environments can be best adapted to meet the specific needs of different groups of individuals			
		2.7	describe methods of providing feedback to individuals in a manner which will assist their development			
		2.8	describe methods of providing support to individuals when they experience difficulties or react adversely			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to plan and prepare agreed group activities	3.1	select group activities that address the factors contributing to the individual's problematic behaviour and are consistent with their identified abilities, learning styles and needs			
		3.2	plan the activity taking accounts of any constraints and opportunities which are consistent with the individuals' interests, preferences and beliefs			
		3.3	suggest and agree new activities and different approaches with the team			
		3.4	encourage individuals to participate at a level appropriate to their abilities			
		3.5	communicate in a manner, level and pace, appropriate to the individual			
		3.6	specify clearly how the success of the activity is to be evaluated, in terms of addressing the individual's identified needs			
		3.7	arrange the environment in a way which is appropriate for, and encourages the full participation of those involved			
		3.8	ensure equipment and materials are sufficient, safe, ready for use, and accessible to individuals prior to the start of the activity			
		3.9	encourage individuals to participate in the development activity at a sufficient intensity and duration to achieve their aims			
		3.10	minimise distractions and disturbances			
		3.11	ensure that the environment is safe and address any hazards promptly and correctly			
		3.12	make accurate, legible and complete records of agreements reached with individuals			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support individuals through group activities	4.1	encourage the individual and all involved to participate in assisting the individual's development			
		4.2	provide individuals with sufficient information and guidance, at an appropriate level and pace, to enable them to exercise their skills			
		4.3	treat individuals in a manner that is likely to promote their wellbeing, dignity and self-esteem			
		4.4	encourage and assist individuals to comment constructively on their experiences using an appropriate means of communication			
		4.5	give constructive feedback to individuals in a manner, and at a level and pace, appropriate to them and in a way which encourages their development and participation			
		4.6	behave in a manner which provides a role model likely to promote the individual's development			
		4.7	minimise the effects of any disruptive influence on the group			
		4.8	give the appropriate support and seek advice from an appropriate person when the individual experiences difficulty or reacts negatively to the programme			
		4.9	make accurate, legible and complete records of the activity			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to evaluate agreed group activities with other members of the team	5.1	discuss with the individual and other members of the team the progress that the individual has made towards the goals set and any problems encountered			
		5.2	review the effectiveness of the development activity with other members of the team			
		5.3	recommend appropriate modifications to the development activity in relation to the outcomes of evaluation			
		5.4	clarify the individual's views and concerns about the activities			
		5.5	encourage the individual to take responsibility and ownership of their success			
		5.6	explore and agree with the team alternative strategies and methods for promoting individual development where there are difficulties in achieving the agreed goals			
		5.7	seek advice from the appropriate members of the team where there are continuing problems with the implementation of the development activities			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 28: Test for substance use

Unit reference number: T/601/0666

Level: 3

Credit value: 5

Guided learning hours: 30

Unit aim

This unit is about testing individuals to see if they have been using substances, including alcohol and controlled drugs.

Assessment requirements/evidence requirements

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Evidence requirements for this unit

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. 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 the sector.

Required sources of performance and knowledge evidence

Observation and/or expert witness testimony is the required assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities.

Not applicable to this unit.

Your assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence gathering methods from the list below.

This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- Work Products: these are non-confidential records made, or contributed to, by you, e.g. information leaflets which advise drug, alcohol and substance users of their rights in relation to testing.

- Confidential Records: these may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio, e.g. test result records.

- Questioning: questions may be oral or written. In each case the question and your answer will need to be, e.g. how you follow the suppliers/manufactures instructions for the use of equipment.

- Professional discussion: this should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice; policies, procedures and legislation, and that you can critically evaluate their application, eg how you test samples in accordance with clinical and organisational policies and procedures.

- Original certificates: certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.

- Case Studies, projects, assignments and candidate/reflective accounts of your work: these methods are most appropriately used to cover any outstanding areas of your qualification.

- Witness testimony: Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The evidence for this unit is likely to come from:

a) the observation of the candidate carrying out a test with an individual.

b) test result records, and

c) the candidate's explanation of their work with an individual recorded either through professional discussion or a reflective account.

Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/reflective account to provide some of the evidence for this, e.g. how you have identified those individuals to be tested for substance misuse and where required made arrangements for tests to be witnessed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Prepare to test individuals for substance use	1.1	identify those individuals to be tested for substance misuse and make arrangements for tests to be witnessed, where required			
		1.2	demonstrate that the environment in which the tests are to be carried out, and the procedures to be used comply with health, safety and security policies, and afford privacy and dignity			
		1.3	confirm that individuals being tested understand the purpose of the tests, their rights, and any consequences of not submitting to the testing procedures			
		1.4	provide opportunities for individuals to describe their substance use and explain possible false positives before they are tested			
		1.5	obtain the individuals consent for testing procedures			
		1.6	explain clearly and precisely to individuals what they have to do to provide their samples			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Test for substances	2.1	take samples (eg breath, urine, blood, hair, saliva) according to clinical and organisational policies and procedures			
		2.2	test samples, or refer them for testing, in accordance with clinical and organisational policies and procedures			
		2.3	follow supplier's/manufacturer's instructions for use of equipment, where appropriate			
		2.4	dispose of samples and equipment safely, in accordance with clinical and organisational policies and procedures			
		2.5	explain possible causes of false readings in the types of tests carried out.			
3	Communicate outcomes of testing for substances	3.1	communicate the outcomes of the tests to individuals, and their carers or guardians where required, and ensure they understand the consequences			
		3.2	obtain individual's informed consent when test results are to be shared with other practitioners			
		3.3	complete accurate records of tests and associated reports in accordance with organisational policy and procedures			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 29: Support individuals who are substance users

Unit reference number: A/601/0670

Level: 3

Credit value: 7

Guided learning hours: 42

Unit aim

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

Assessment requirements/evidence requirements

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand about different substances, their effects and how they might be used	1.1	identify the different substances which individuals might use, how they are used and their likely effects			
		1.2	identify the risks involved with substance use both in the short and the long term (eg overdose, dependence and associated health risks)			
		1.3	explain legislation, policies and guidelines on the use and storage of substances			
2	Enable individuals to adopt safe practices associated with substance use	2.1	explain factors that influence individuals to use substances and reasons why individuals decide to reduce or cease substance use			
		2.2	communicate with individuals in manner that maximise the individuals' understanding			
		2.3	support individuals to discuss their circumstances and history of substance use			
		2.4	advise individuals on ways in which methods of substance use and activities affected by it can be practised more safely			
		2.5	support individuals to dispose of hazardous materials and equipment safely			
		2.6	describe harm reduction strategies, how and why these may differ from individual to individual			
		2.7	identify the potential effects and difficulties that are likely to arise in attempting to cease or reduce substance use and the strategies/methods for alleviating them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Support individuals when they have used substances	3.1	explain relevant policies and procedures for the support of individuals who have used substances			
		3.2	support individuals in a manner appropriate to the substance used, the effect which the substance has had and the condition of the individual			
		3.3	demonstrate how to make the environment as safe as possible, including how and when to move individuals for their own safety			
		3.4	support individuals to meet their own needs and requirements after the effects of the substance have worn off			
		3.5	show when and how to request further support and assistance			
		3.6	to an appropriate person and record it in the required format			
4	Support individuals in reducing substance use	4.1	assist individuals who have made a commitment to reduce substance use to review their reasons for doing so			
		4.2	offer support to individuals which respects their individual rights, and is appropriate to their needs			
		4.3	assist individuals to review their progress in reducing substance use			
		4.4	describe how to manage your own feelings about the individual's progress or lack of this in such a way as to minimise their impact on the support provided			
		4.5	identify the specialist agencies and support networks involved in supporting substance users			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 30: Enable individuals to access services and facilities

Unit reference number: Y/601/2426

Level: 3

Credit value: 3

Guided learning hours: 15

Unit aim

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

Assessment requirements/evidence requirements

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know and understand the principles that underpin enabling individuals to access services and facilities	1.1	explain the importance and purpose of enabling individuals to access services and facilities			
		1.2	identify the characteristics of typical individuals needing to access services and facilities			
		1.3	identify the range of services and facilities available to individuals, and the means by which they can be accessed			
		1.4	identify ways of overcoming the barriers to access that individuals may encounter			
		1.5	describe techniques of developing individuals' independence and confidence in accessing services and facilities			
2	Be able to help individuals find out about services and facilities	2.1	create an environment that encourages individuals to express their needs and find out about relevant services and facilities			
		2.2	provide help and support to individuals who need to find out about services and facilities			
		2.3	provide information to individuals about services and facilities relevant to them			
		2.4	ensure individuals have understood information provided and clarify any further needs			
		2.5	take appropriate action in response to aggressive or distressed reactions from individuals			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to help individuals to use services and facilities	3.1	discuss and agree with individuals the types of assistance they require in order to use services and facilities			
		3.2	provide support to individuals to overcome any barriers in their use of services and facilities			
		3.3	encourage individuals to develop their independence and self-management skills			
		3.4	arrange appropriate support from others when individuals need it			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 31: Assist in the transfer of individuals between agencies and services

Unit reference number: M/601/4084

Level: 3

Credit value: 2

Guided learning hours: 10

Unit aim

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

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence.

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know and understand relevant legal and organisational requirements	1.1	identify the legislation (national and European), and organisational policies and procedures, which relate to the transfer of individuals between agencies and services			
		1.2	explain how relevant legislation, organisational policies and procedures affect what they need to do			
2	Understand the principles that underpin the transfer of individuals between agencies and services	2.1	describe the ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies			
		2.2	identify the range of different views, feelings and concerns that individuals and other people may have about the individual's transfer			
		2.3	identify the different ways in which people react to change			
		2.4	explain the ways of providing guidance and support to individuals, including situations when they are distressed, anxious or angry			
		2.5	describe how to deal with abusive, aggressive and discriminatory behaviour, and give examples of situations when they have done this			
		2.6	describe the ways in which individual's culture and gender influences their (ie the learner's) practice			
		2.7	identify methods of evaluating their own competence and for determining when further support and expertise is needed			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support individuals as they prepare for transfer	3.1	identify accurately the following people with whom they will need to liaise regarding transfer preparations: • the individual(s) to be transferred • others relevant and significant to the individual(s) • staff in their own agency • staff in other agencies			
		3.2	explain the following clearly to individuals and other relevant people, encouraging them to seek information and express their views: • the reasons for transfer • what is likely to happen and when • roles and responsibilities in the transfer • any statutory or agency conditions attached to the transfer			
		3.3	identify the support and assistance which individuals will need to help them make the transfer			
		3.4	provide clear and accurate information about the support that will be provided and how people should seek further assistance if they need it			
		3.5	take appropriate action to address any disagreements that arise			
		3.6	seek advice and support promptly when team discussion and supervision are appropriate			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to make agency preparations for individuals' transfer	4.1	identify transfer requirements by gathering the following information from relevant people: individuals' needs, statutory demands, agency policy and practice guidelines			
		4.2	make arrangements and preparations for individuals' transfer which are consistent with transfer requirements			
		4.3	provide clear and accurate information to everyone who needs to know about transfer arrangements			
		4.4	make accurate and clear records and store them appropriately			
		4.5	make any necessary arrangements to monitor and review the individual's adjustment to change			
5	Be able to supervise individuals during transfer	5.1	provide the following to meet the needs of individuals and other relevant people within the resources available: • agreed information • practical assistance • support			
		5.2	supervise individuals during transfer in accordance with agency policies and practice guidelines			
		5.3	make accurate and clear records and store them appropriately			
		5.4	communicate information to people who are authorised to have it			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 32: Prepare individuals for resettlement in the community

Unit reference number: D/601/3979

Level: 3

Credit value: 3

Guided learning hours: 10

Unit aim

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

Assessment requirements/evidence requirements

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles underpinning the preparation of individuals for resettlement in the community	1.1	identify the range of activities available to help individuals prepare for resettlement, taking into account any implications for security			
		1.2	describe the forms of appropriate action that may be taken in the event of abuse of activities or unacceptable behaviour			
		1.3	explain how to monitor an individual's progress and select appropriate action where this is not satisfactory			
		1.4	outline the legal basis for individuals to receive payment for activities undertaken outside of the custodial environment			
		1.5	identify the policies and procedures of the organisation, including licence requirements and health and safety requirements			
2	Be able to plan activities to prepare individuals for resettlement	2.1	identify individuals' needs in preparation for resettlement			
		2.2	prepare a risk assessment for resettlement-related activities			
		2.3	agree with individuals which of the available activities best suits their needs, without compromising security			
		2.4	agree realistic aims and objectives for the activities			
		2.5	report to the relevant people where no appropriate activities are available to meet individuals' needs			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to manage activities outside the custodial environment	3.1	confirm with individuals that they understand their requirements and the consequences of breaching them			
		3.2	confirm with all parties the aims and objectives, outcomes and standards of behaviour expected			
		3.3	identify any abuse of activities or unacceptable behaviour and take appropriate action promptly			
		3.4	make any payments due to individuals			
		3.5	take steps to ensure that security and health and safety requirements are complied with			
		3.6	evaluate with all relevant parties how the aims and objectives have been met			
4	Be able to support individuals preparing for resettlement	4.1	provide individuals with information, advice and encouragement to enable them to benefit from resettlement activities			
		4.2	monitor individuals' progress in preparing for resettlement			
		4.3	take appropriate action where individuals' progress is not satisfactory			
		4.4	complete records and reports			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 33: Develop and sustain effective working with staff in other agencies

Unit reference number: T/601/2420

Level: 3

Credit value: 3

Guided learning hours: 15

Unit aim

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

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence.

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know and understand relevant legal and organisational requirements	1.1	identify the legislation, organisational policies and procedures that relate to joint working			
		1.2	explain how relevant legislation, organisational policies and procedures affect working with other agencies			
2	Understand the principles of effective working relationships with other agencies	2.1	identify the roles and functions of the main agencies within the sector			
		2.2	describe the broad structures, methods of communication and decision-making processes of main agencies within the sector			
		2.3	explain the principles of joint working arrangements between agencies			
3	Be able to develop and sustain effective working relationships with staff in other agencies	3.1	agree and implement the processes for management and sharing of information with other agencies			
		3.2	interact with people in other agencies in ways which are consistent with the policies and procedures of the organisation			
		3.3	seek appropriate support when problems arise in working effectively with staff in other agencies			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 34: Provide and obtain information at courts and formal hearings

Unit reference number: R/501/0597

Level: 3

Credit value: 3

Guided learning hours: 18

Unit aim

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

Assessment requirements/evidence requirements

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Provide written information at courts and formal hearings	1.1	identify the specific legislation (national and European) that they have taken into account in their work			
		1.2	identify the possible hearing outcomes and associated statutory requirements of different courts and formal hearings			
		1.3	select the appropriate forms of report required for the different courts and formal hearings			
		1.4	provide concise written information consistent with agency policy and statutory requirements and time constraints			
		1.5	apply the principles of equality, diversity and anti- discriminatory practice to working in courts and formal hearings			
2	Obtain written information at courts and formal hearings	2.1	explain their own role and responsibility to the people from whom information is requested			
		2.2	seek information in a manner which is sensitive to the situation			
		2.3	confirm the accuracy of the information gathered			
		2.4	record the information accurately and clearly and store according to agency requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Make verbal contributions to courts and formal hearings	3.1	present the information accurately and succinctly, consistent with the conventions of the hearing			
		3.2	make oral contributions consistent with their own role, agency policy and statutory requirements			
		3.3	complete accurate records of the verbal contribution and store them according to agency requirements			
		3.4	analyse and reflect on their own personal learning and development and seek further information, advice and support promptly as required			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 35: Manage physical resources

Unit reference number: K/600/9711

Level: 4

Credit value: 3

Guided learning hours: 25

Unit aim

This unit will ensure that learners are able to identify, obtain, manage and review the use of physical resources. The unit also ensures learners are able to take the environmental impact of resource use into consideration.

Assessment requirements/evidence requirements

Assessment must be carried out in way that is consistent with the requirements outlined in Annexe D: Assessment Requirements Strategy.

To pass the unit, learners must meet all of the assessment criteria.

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of sustainability when using physical resources	1.1	explain the importance of using sustainable resources			
		1.2	explain the potential impact of resource use on the environment			
		1.3	explain how to use resources effectively and efficiently			
		1.4	describe actions one can take to minimise any adverse environmental impact of using physical resources			
2	Be able to identify resource requirements for own area of responsibility	2.1	consult with colleagues to identify their planned activities and corresponding resource needs			
		2.2	evaluate past resource use to inform expected future demand			
		2.3	identify resource requirements for own area of responsibility			
3	Be able to obtain required resources for own area of responsibility	3.1	submit a business case to procure required resources			
		3.2	review and agree required resources with relevant individuals			
		3.3	explain an organisation's processes for procuring agreed resources			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to monitor and review the quality and usage of resources in own area of responsibility	4.1	monitor the quality of resources against required specifications			
		4.2	identify differences between actual and planned use of resources and take corrective action			
		4.3	analyse the effectiveness and efficiency of resource use in own area of responsibility			
		4.4	make recommendations to improve the effectiveness and efficiency of resource use			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 36: Manage information for action in the Justice sector

Unit reference number: J/602/5057

Level: 3

Credit value: 3

Guided learning hours: 25

Unit aim

This unit is about managing the quantitative and qualitative information you need in your area of responsibility. It covers obtaining the information you need, providing others with information and advice and holding informal meetings.

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

Assessment requirements/evidence requirements

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

Individuals must demonstrate they have managed information for action within their organisational guidelines.

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance and principles of gathering and providing information for action	1.1	explain the importance of gathering, validating and analysing information for team and organisational effectiveness			
		1.2	explain the importance of confirming the recipient's understanding of the information and advice provided			
		1.3	explain the benefits and purpose of seeking feedback on the quality and relevance of the advice and information provided			
		1.4	explain the importance of providing valid and accurate information and advice to others			
		1.5	explain the principles of confidentiality when handling information and advice			
		1.6	identify the types of information and advice that may be provided to different people			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the policies, procedures and processes for managing information for action	2.1	describe own role and responsibilities in relation to managing information			
		2.2	describe the types of qualitative and quantitative information that are essential to own role and responsibilities			
		2.3	give examples of typical problems that may occur when gathering information			
		2.4	identify the procedures for making recommendations for improvements to systems and procedures			
		2.5	identify the types of information and advice that other people may require			
		2.6	identify organisational policies, procedures and resource constraints that may affect the advice and information given to others			
		2.7	explain the methods and procedures for gathering and storing information			
		2.8	explain the value and limitations of meetings as a method of exchanging information and making decisions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to gather required information	3.1	gather information that is accurate, sufficient and relevant to the purpose for which it is needed			
		3.2	take action promptly and effectively to overcome problems in gathering relevant information			
		3.3	record and store the information gathered in accordance with organisational policy and procedure			
		3.4	recommend possible improvements to systems and procedures to the relevant people			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to inform and advise others	4.1	provide information and advice at a time and place, and in a form and manner appropriate to the needs of recipients			
		4.2	provide advice that is consistent with the organisation's policy, procedures and resource constraints			
		4.3	use reasoned arguments and appropriate evidence to support your advice			
		4.4	confirm recipients' understanding of the information and advice given to them			
		4.5	maintain confidentiality according to the organisation's requirements			
		4.6	seek feedback from recipients about the information and advice provided			
		4.7	use feedback to improve the ways in which information and advice is given			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to hold meetings	5.1	provide sufficient notice of the meeting to allow the necessary people to attend			
		5.2	discuss clearly the purpose and objectives of the meeting at the start			
		5.3	lead meetings in a manner that helps people to make useful contributions			
		5.4	discourage unhelpful arguments and digressions			
		5.5	make sure the meeting achieves its objectives within the allocated time			
		5.6	provide information about outcomes of the meeting promptly to those who need it			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 37: Maintain security using screening equipment

Unit reference number: H/602/5731

Level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

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

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

Assessment requirements/evidence requirements

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

Individuals must demonstrate they have maintained security using screening equipment within their organisational guidelines.

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles and procedures of maintaining security using screening equipment	1.1	identify relevant legislation and organisational policies and procedures covering the use of electronic and x-ray screening equipment			
		1.2	describe the procedures for managing the main hazards and risks associated with electronic and x-ray screening equipment			
		1.3	explain the capabilities and limitations of electronic and x-ray screening equipment			
		1.4	give examples of the techniques that people may use to prevent electronic screening equipment detecting unauthorised items			
		1.5	may occur with screening equipment and how to deal with these			
		1.6	explain how to recognise suspicious behaviour during the screening process			
		1.7	explain the procedures to use when an individual refuses to cooperate			
		1.8	give examples of cultural and religious issues that may influence cooperation and how to deal with these			
		1.9	describe the procedures for isolating x-ray equipment in an emergency			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to screen individuals using electronic equipment	2.1	check the electronic screening equipment is calibrated and operating correctly			
		2.2	ensure that all those people requiring screening, and whom it is safe to screen, pass through the screening equipment in the correct manner			
		2.3	arrange for individuals who should not be screened to be checked by other means			
		2.4	respond correctly to signals from the screening equipment			
		2.5	conduct searches, where required, thoroughly and efficiently			
		2.6	deal correctly with unauthorised items, and the people carrying them			
		2.7	report any equipment faults and maintain security using alternative means			
		2.8	complete all records correctly			
3	Be able to screen items using scanning equipment	3.1	check the scanning equipment is set up and operating correctly			
		3.2	ensure that all those items requiring screening, and which are safe to screen, pass through the scanning equipment as directed			
		3. 3	arrange for items that should not be screened to be checked by other means			
		3.4	load and positioned all items correctly			
		3.5	use image processing controls correctly			
		3.6	investigate any suspicious items identified			
		3.7	report any scanning equipment faults, and maintain security using alternative means			
		3.8	complete all records correctly			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 38: Develop control for people who are a risk to themselves or others

Unit reference number: T/601/4085

Level: 3

Credit value: 4

Guided learning hours: 20

Unit aim

This unit is about working effectively with people who have behavioural problems that may arise from mental illness. Behaviours may be emotional or racially, physically or sexually abusive. They may in other ways be inappropriate including criminal.

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

Assessment requirements/evidence requirements

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

Individuals must demonstrate they have developed control for people who are a risk to themselves or others within their organisational guidelines.

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the theories and research of developing control for people who are a risk to themselves or others	1.1	explain theories on the causes and origins of violence and aggression			
		1.2	explain theories of behaviour and learning			
		1.3	explain non-conforming behaviour and outcomes of research into different forms of intervention or non- intervention, relating to: • criminal behaviour and re-offending • sexual, physical and racial abuse • self-harm and suicide • anti-social behaviour • mental health			
		1.4	define statistics on the incidence of violence, aggression, depression and social isolation among different client groups			
		1.5	describe the impact of adverse behaviour on self and others			
		1.6	explain the impact of individual and structural discrimination on identity, and approaches to increase options and promote positive identity			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know and understand the factors affecting the development of control for people who are a risk to themselves or others	2.1	describe how different factors contribute to behaviour, including: • past history stress factors • lack of understanding of information • dysfunctional coping mechanisms • prejudice and stereotyping			
		2.2	give examples of conflict situations and skills in conciliation			
		2.3	define reporting and recording systems for courts and allied organisations			
		2.4	give examples of common support needs of workers			
		2.5	identify the range of support and advocacy services available to individuals whose behaviour causes concern			
		2.6	describe research and outcomes of intervention and support aimed to reduce risk, and the need to enhance coping skills in different contexts			
		2.7	identify current policies on types of behaviour and groups that present a social risk			
		2.8	identify the rights and responsibilities of individuals and groups			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to develop control for people who are a risk to themselves or others	3.1	describe different approaches to engaging reluctant, aggressive and withdrawn individuals			
		3.2	describe how to apply group processes and peer support and development			
		3.3	describe different techniques for group work, peer learning and self-help			
		3.4	describe different methods of planning and providing feedback			
		3.5	describe different techniques and resources to: • promote learning and alternative behaviour • monitor change and the participation of individuals and carers in planning and evaluation			
4	Be able to challenge behaviour which creates risk and establish agreed boundaries and expectations	4.1	explore and assess aspects of behaviour that create risk to the individual or others			
		4.2	take full account of cultural, religious or other factors that may influence the individual's behaviour			
		4.3	identify correctly any boundaries and expectations that will minimise unwanted behaviour and encourage positive behaviour			
		4.4	identify boundaries and expectations of behaviour that are realistic and contribute to safeguarding the individual and others			
		4.5	discuss fully the boundaries and expectations and their significance with the individual, and encourage their support and agreement			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to maintain and review agreed boundaries and expectations of behaviour	5.1	identify and explain clearly to the individual, examples of positive aspects of behaviour that correspond to agreed expectations as they occur			
		5.2	provide positive reinforcement in such a way as to encourage the repetition of positive behaviour			
		5.3	identify correctly behaviour that exceeds agreed boundaries and take constructive action to minimise it			
		5.4	request an appropriate level of support when maintaining boundaries becomes difficult			
		5.5	make interventions that are consistent with the assessment of individual needs and risks involved, in line with agreed procedures and policies			
		5.6	take prompt action when necessary to protect yourself and others, and you summon further assistance as soon as practicable			
		5.7	take constructive action to defuse behaviour that threatens others			
		5.8	record accurately incidents of behaviour exceeding agreed boundaries			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to assist people to develop greater control over their behaviour	6.1	produce possible explanations about the individual's behaviour and the risk which this causes and test these against research, theory and practice			
		6.2	encourage the individual to: • accept responsibility for their behaviour • acknowledge the impact it has on others • face up to the consequences			
		6.3	assist the individual to explore and adopt positive alternatives			
		6.4	encourage the individual to identify factors contributing to their behaviour patterns			
		6.5	review these factors and identify appropriate sources of support			
		6.6	accurately assess the needs of victims of difficult, dangerous or criminal behaviour and make realistic plans as to how they will be met			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 39: Promote and reinforce positive behavioural goals during relationships with individuals

Unit reference number: R/601/2425

Level: 3

Credit value: 3

Guided learning hours: 15

Unit aim

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

Assessment requirements/evidence requirements

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know and understand factors which contribute to anti- social behaviour	1.1	identify legislation, policies and procedures which apply when working with individuals who behave in an anti-social manner			
		1.2	identify factors which trigger anti-social behaviour in individuals			
		1.3	describe the characteristics of anti-social behaviour			
		1.4	describe techniques for communicating with individuals who behave in an anti-social manner			
		1.5	explain how pro-social modelling is used to counter anti-social behaviour			
2	Be able to facilitate behavioural change using pro-social modelling	2.1	encourage individuals to explore and discuss the effects of their behaviour on themselves and others			
		2.2	demonstrate pro-social behaviour when working with individuals who behave in an anti-social manner			
		2.3	encourage individual to practise positive behaviour			
		2.4	encourage individuals to set goals on displaying positive behaviour			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to review the effectiveness of behaviour change with individuals	3.1	review goals and achievements on displaying positive behaviour with individuals at agreed intervals			
		3.2	use feedback to encourage individuals to sustain the changes in their behaviour			
		3.3	encourage individuals to identify options for overcoming barriers to their progress			
		3.4	conclude the relationship in a manner which encourages individuals to sustain their behaviour change			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 40: Assess individuals' needs and plan agreed activities

Unit reference number: K/601/2432

Level: 3

Credit value: 4

Guided learning hours: 20

Unit aim

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

Assessment requirements/evidence requirements

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know and understand the principles that underpin the assessment of individuals' needs and the planning of activities	1.1	explain the purpose of assessing individuals' needs and planning activities to meet these needs			
		1.2	describe the formal and informal methods, by which an individual's abilities and needs can be assessed			
		1.3	identify activities which may be suitable for increasing the potential and effectiveness of individuals			
		1.4	explain the factors to take account of when assessing individuals' needs and planning activities			
2	Be able to contribute to the assessment of individuals' abilities and needs	2.1	obtain relevant information and the necessary resources			
		2.2	explain to individuals the purpose and processes of the assessment			
		2.3	respond to different needs and styles of individuals and facilitate their involvement			
		2.4	carry out the assessment in accordance with required procedures			
3	Be able to plan agreed development activities for individuals	3.1	identify activities which are consistent with the outcomes of the assessment and take account of the individual's interests and preferences			
		3.2	develop a plan that identifies realistic and prioritised goals, and appropriate development methods			
		3.3	specify in the plan how the success of the activity is to be evaluated			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 41: Communicate effectively with people maintaining the security of information

Unit reference number: F/601/2422

Level: 3

Credit value: 3

Guided learning hours: 15

Unit aim

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

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence.

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to communicate with people	1.1	identify the legislation, organisational policies and procedures that apply to communicating with people			
		1.2	explain the features of effective communication			
		1.3	describe techniques for overcoming barriers to effective communication, (including those that are personal, environmental and social)			
2	Understand how to maintain the security of information in communications with people	2.1	identify the legislation, organisational policies and procedures that apply to the security and management of information			
		2.2	identify types of information that might be sensitive and/or confidential			
		2.3	describe the appropriate precautions to be taken when communicating confidential and/or sensitive information			
		2.4	explain the reasons for alerting an appropriate person when issues arise about the handling of/misuse of information			
3	Be able to communicate with people	3.1	identify and use four different methods of communication which meet the different needs of people			
		3.2	identify and use different methods to reduce any barriers to effective communication			
		3.3	explain precautions necessary when communicating sensitive and/or confidential information			
		3.4	explain support available when experiencing difficulties in communicating			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 42: Assist parents in custody to develop their parenting skills

Unit reference number: M/602/5053

Level: 3

Credit value: 2

Guided learning hours: 5

Unit aim

This unit is about helping parents in custody to acknowledge their responsibilities and rights as parents and to develop their relationship with their children in a positive direction.

This unit applies to experienced operational staff 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.

Assessment requirements/evidence requirements

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

Individuals must demonstrate they have assisted parents in custody to develop their parenting skills within their organisational guidelines.

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles that underpin helping parents in custody to develop their parenting skills	1.1	explain the importance of child protection			
		1.2	explain the importance of being non-judgemental in regard to negative feelings that parents may have about their children			
		1.3	explain the importance of encouraging parents to identify and talk about the positive feelings that parents have about their children			
		1.4	explain the importance of emphasising and reinforcing children's individuality and their positive characteristics			
		1.5	explain the importance of emphasising that the difficulties that parents are experiencing are not unique to them			
		1.6	explain the importance of complementing any support that parents in custody are receiving from other sources			
		1.7	explain the importance of parents taking responsibility for their own decisions and actions			
		1.8	explain why it is important to liaise with other organisations who may be involved in decisions about the children's welfare and future			
		1.9	explain the importance of taking account of the needs and wellbeing of both the child and the parent in any work you undertake			
		1.10	explain the importance of recording and reporting progress that the individual may be making in their parenting role in relation to: • their sentence plan; future release; resettlement			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the factors affecting helping parents in custody to develop their parenting skills	2.1	describe the effects of typical difficulties that parents in custody experience on both the parent and child			
		2.2	describe the basic stages of child development in relation to how the child's needs and expectations for parental contact and support changes during these stages			
		2.3	describe methods for managing typical risks that the children of individuals in custody may be exposed to			
		2.4	explain the types of contact that individuals in custody can have with their children			
		2.5	identify sources of information, advice and support on parenting that could be valuable to self and the individual in custody			
		2.6	explain the types of feelings that children may have about parents in custody and their own experience of the child/parent relationship			
		2.7	describe factors which can lead to child behaviour that seems negative to the parent			
		2.8	describe the positive contribution that other members of the individual's family can make to supporting and reinforcing the parenting role			
		2.9	identify other organisations who may be involved in decisions about the children's welfare and future			
		2.10	explain the benefits of contact that individuals in custody can have with their children			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to promote the benefits of positive parenting to parents in custody	3.1	use appropriate opportunities to discuss parental roles and responsibilities with individuals in custody			
		3.2	communicate in ways that are appropriate to the individuals and likely to maintain their interest			
		3.3	encourage individuals in custody to recognise their rights and responsibilities as parents			
		3.4	discuss the value of the parental role to children's development and the possible implications of parents not fulfilling that role			
		3.5	discuss the benefits and enjoyment both for the individual and child that can result from a strong parent/child relationship			
		3.6	discuss activities that the individual could undertake to carry out their responsibilities within the context of custody			
		3.7	provide the individual with positive role models of how effective parenting can be carried out			
		3.8	provide the individual with opportunities to access information, support and advice on parenting			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to encourage parents in custody to relate positively to their children	4.1	encourage individuals to maintain contact and undertake appropriate activities with their children within an agreed framework that protects the child from any risk			
		4.2	respond non-judgementally to individuals' negative and difficult feelings about their children			
		4.3	create and use opportunities that help individuals to express positive feelings and opinions about their children			
		4.4	emphasise the individuality of each child in discussions with individuals about the child's needs and rights			
		4.5	explore individuals' perceptions about their children's characteristics			
		4.6	encourage individuals to recognise the importance of valuing each child's characteristics			
		4.7	encourage individuals to understand the feelings that may lie behind their children's behaviour			
		4.8	encourage individuals to find positive ways of responding to and managing their children's behaviour			
		4.9	assist the individual to develop a positive action plan for their parenting role on release from custody			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to help parents in custody to overcome parenting difficulties	5.1	maintain a supportive environment in which individuals in custody can discuss their parenting role and any difficulties they are experiencing			
		5.2	establish and acknowledge with individuals the idea that most parents encounter problems in parenting			
		5.3	establish the difficulties that the individuals are experiencing with their parenting role			
		5.4	provide information and advice to support the parent with these difficulties			
		5.5	discuss the importance of the individual taking responsibility for their own decisions and actions in relation to their children			
		5.6	liaise with other members of the individual's family and relevant organisations if this will assist the individual in carrying out their parenting role			
		5.7	provide support that will balance positive outcomes both for the individual and the children involved			
		5.8	record the progress that the individual is making with their parenting role			
		5.9	report progress to the appropriate colleagues and organisations			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 43:   Develop and maintain effective working relationships with the families of individuals held in custody

Unit reference number: Y/602/5046

Level: 3

Credit value: 2

Guided learning hours: 5

Unit aim

This unit is about working with the families of individuals in custody to help to achieve positive outcomes for the individual, in particular by encouraging their personal and social development and by reducing their offending behaviour.

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

Assessment requirements/evidence requirements

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

Individuals must demonstrate they have developed and maintained effective working relationships with the families of individuals held in custody within their organisational guidelines.

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance and principles of developing and maintaining effective working relationships with the families of individuals held in custody	1.1	explain the importance of establishing an effective working relationship with family members of individuals in custody			
		1.2	give examples of the roles that family members can play in helping to achieve positive outcomes for the individual			
		1.3	explain why it is important to agree aims, objectives and respective roles with family members			
		1.4	explain why it is important to review progress with family members and colleagues			
		1.5	explain why it is important to evaluate the effectiveness of the various roles undertaken by all those supporting the individual in custody			
		1.6	explain why it is important to acknowledge the contributions that family members are making			
		1.7	explain the importance of keeping a record of work with family members			
		1.8	describe methods for identifying lessons for the future			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know the factors affecting working relationships with the families of individuals held in custody	2.1	give examples of positive goals to which family members can contribute			
		2.2	identify the types of information that should be obtained from family members			
		2.3	describe aspects of a family member's relationship with the individual that may: • help the achievement of positive goals • hinder the achievement of positive goals			
		2.4	identify the types of information that family members will need in order to contribute to the process			
		2.5	give examples of the types of support that family members may need in helping to achieve positive goals			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to establish and maintain effective working relationships with the families of individuals in custody	3.1	introduce self to family members, providing them with full information about self and own responsibilities for the individual			
		3.2	treat family members with respect and consideration			
		3.3	establish the willingness of family members to work with self			
		3.4	obtain information from family members about their relationship with the individual and its effectiveness			
		3.5	establish key aspects of their relationship with the individual that might assist or hinder the achievement of positive goals			
		3.6	verify key information about the individual's history that is relevant to their offending behaviour			
		3.7	provide family members with information that could assist the achievement of positive goals			
		3.8	establish how contact will be maintained with the family			
		3.9	challenge constructively any attitudes or behaviour that may not assist the achievement of positive goals			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to work with family members to achieve positive outcomes for individuals in custody	4.1	establish with family members the contribution they can make to achieving positive outcomes for the individual			
		4.2	provide family members with the information and support they need to work towards positive outcomes			
		4.3	exchange information with family members and colleagues on progress that the individual is making towards positive outcomes			
		4.4	evaluate the effectiveness of the roles undertaken by all those working with individuals in custody			
		4.5	acknowledge the contribution that family members are making towards the achievement of positive outcomes in a way that will reinforce their commitment			
		4.6	maintain a record of what has been achieved			
		4.7	establish any lessons for future work with family members			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 44: Monitor and maintain the health, wellbeing and safety of dogs

Unit reference number: M/601/4103

Level: 3

Credit value: 3

Guided learning hours: 10

Unit aim

This unit is about looking after the health, wellbeing 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.

Assessment requirements/evidence requirements

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles behind monitoring and	1.1	identify safe, hygienic cleaning routines for the dog and its accommodation			
		1.2	specify the ways of monitoring a dog's health and welfare, including the symptoms of illness, injury and distress and outline the actions to take			
		1.3	identify the common types of treatments and medication and how to store, handle and administer these			
		1.4	describe the different types of feed for dogs, the general nutrition requirements of dogs, including the importance of fresh water, and the safe preparation and serving of their food			
		1.5	identify how to maintain the health and wellbeing of dogs during transportation			
		1.6	describe how to ensure a dog's accommodation is safe and secure			
		1.7	outline safe and suitable dog handling and grooming routines and how to maintain the equipment in good working order			
		1.8	identify the legal and organisational requirements in relation to the health, wellbeing and safety of dogs			
		1.9	describe the records required for monitoring the health, well-being and safety of dogs			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to monitor and maintain the health and well-being of dogs	2.1	monitor the dog's health and welfare, identifying signs of illness, injury and distress and take the appropriate action			
		2.2	administer prescribed treatments following veterinary instructions and report any changes in the dog's condition that might indicate side effects			
		2.3	prepare, provide and monitor food and drink following nutritional and hygiene requirements			
		2.4	bathe, clean and groom the dog at the required times using the correct techniques and equipment			
		2.5	dispose of the dog's bodily waste safely with due regard to hygiene considerations			
3	Be able to monitor and maintain the safety of dogs	3.1	safely transport and monitor the condition of the dog according to legislation and organisational procedures			
		3.2	monitor and identify any potential hazards to the dog and take any appropriate action			
		3.3	clean and maintain the dog's accommodation safely, following approved routines			
		3.4	identify any concerns with the safety and security of the dog and take appropriate action			
		3.5	maintain dog handling equipment in good working order and use in accordance with organisational procedures			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 45: Maintain and develop the performance of dogs

Unit reference number: T/601/4104

Level: 3

Credit value: 4

Guided learning hours: 10

Unit aim

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

Assessment requirements/evidence requirements

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles of maintaining and developing the performance of dogs	1.1	describe how to handle and control the dog during operational duties and training, maintaining its health, safety and welfare			
		1.2	explain how to use dog handling equipment, including leads, collars and check chains			
		1.3	describe how training can be used to improve fitness, responsiveness and operational performance			
		1.4	specify the types of roles of dogs in the organisation and how to train for different roles			
		1.5	outline health and safety requirements and animal welfare legislation and their responsibilities with regard to these			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to maintain the performance of dogs	2.1	prepare the dog for work			
		2.2	handle and control the dog in way that maintains its performance and safety			
		2.3	give clear commands to the dog, monitoring its responses and taking appropriate action			
		2.4	use equipment correctly and effectively			
		2.5	encourage the dog to perform well and offer appropriate reward and praise			
		2.6	provide the dog with the necessary care to maintain its performance			
		2.7	maintain the health and safety of themselves and others during the work			
3	Be able to maintain and develop the performance of dogs through training exercises	3.1	develop the dog's performance through approved training exercises			
		3.2	develop the dog appropriately for its role in the organisation			
		3.3	monitor the dog's obedience by its response to commands and take the appropriate action if the dog does not respond appropriately			
		3.4	maintain a relationship with the dog that encourages best performance			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 46: Contribute to the security of the custodial environment using a dog

Unit reference number: A/601/4105

Level: 3

Credit value: 4

Guided learning hours: 10

Unit aim

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

Assessment requirements/evidence requirements

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles behind contributing to the security of the custodial environment using a dog	1.1	describe how to patrol various custodial environments and how to handle the dog during patrols			
		1.2	explain the threats that exist to themselves and the dog during patrol, and how to maintain the safety of themselves, others and the dog			
		1.3	outline the relevant legislation and organisational procedures, including health and safety requirements			
		1.4	explain the methods and procedures for maintaining radio contact with the control room and why they are important			
		1.5	identify the risks to security and the procedures for dealing with breaches of security, including contingency plans			
		1.6	describe the full range of reports they are responsible for keeping and their purpose			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to use a dog during patrols to contribute to the maintenance of security	2.1	conduct the patrol of the custodial environment making full use of the dog's natural senses			
		2.2	conduct the patrol in line with security procedures, maintaining the safety of themselves, others, and the dog			
		2.3	maintain radio contact with the control room according to specified instructions			
		2.4	report promptly any risks to security identified during the patrol			
		2.5	keep the dog at the required safe distance from staff and visitors encountered			
		2.6	take the appropriate action in response to the dog's indications and reactions during handling			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to use a dog to control the movement of individuals who are in breach of security	3.1	inform the appropriate authority regarding the breach of security and the deployment of the dog			
		3.2	give appropriate warnings to individuals in breach of security prior to the release of the dog			
		3.3	calling off the dog as soon as possible when individuals can be controlled by other means			
		3.4	take precautions to minimise the risk of danger to others			
		3.5	identify the need for assistance when required and take the appropriate action			
		3.6	communicate and work effectively with staff to manage and control the situation			
		3.7	hand over individuals in breach of security in line with agreed procedure and the law			
		3.8	provide the dog with the appropriate care after the event			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 47: Prepare for and carry out searches using a dog

Unit reference number: F/601/4106

Level: 3

Credit value: 3

Guided learning hours: 10

Unit aim

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

Assessment requirements/evidence requirements

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the requirements for preparing for and carrying out searches using a dog	1.1	describe how to prepare for and carry out searches using a dog, including different search conditions and dealing with potential hazards			
		1.2	outline why the area must be cleared of people not involved in the search, and why items which may be damaged by the dog must be removed and searched			
		1.3	describe how to handle the dog, taking into consideration its character and nature			
		1.4	describe the methods and procedures for maintaining communications with others during the search			
		1.5	identify the relevant legislation, organisational procedures and health and safety policies			
		1.6	describe the ways unauthorised items can be concealed and the ways in which people can hide, outlining the actions to take if any are found			
		1.7	identify the different reports they are responsible for and the use of these reports inside and outside of the custodial establishment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to prepare for a search using a dog	2.1	obtain the necessary information to carry out the search, identifying the area to be searched according to agreed procedures			
		2.2	take appropriate action with regard to search conditions and any hazards present			
		2.3	prepare the dog for the search			
		2.4	clear the area of people not involved in the search and make the area accessible to the dog			
		2.5	remove any items and equipment that might be damaged by the dog and search these for unauthorised items and substances			
		2.6	give any missing or unauthorised person the opportunity to declare their position, taking appropriate action			
3	Be able to carry out a search using a dog	3.1	handle and control the dog in a way that maintains its performance			
		3.2	promote the health and safety of the dog, yourself and others through a cautious approach			
		3.3	direct the dog to carry out a methodical and thorough search of the area in line with organisational procedures, giving the dog appropriate access and time			
		3.4	take the appropriate action when the presence of unauthorised items, substances or people are indicated by the dog			
		3.5	respect the rights of individuals throughout the search			
		3.6	maintain the required communication with others during the search			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 48: Contribute to plans for the release and resettlement of offenders

Unit reference number: M/601/3985

Level: 3

Credit value: 5

Guided learning hours: 10

Unit aim

This unit focuses on planning the release and resettlement of offenders into the community.

You will need to take account of individual's personal circumstances, including personal domestic relationships, accommodation, money, physical, mental and emotional health, use of alcohol and drugs where these are an issue and available support structures and contacts.

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

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

Assessment requirements/evidence requirements

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

Individuals must demonstrate they have contributed to plans for the release and resettlement of offenders within their organisational guidelines.

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles and requirements of planning the release and resettlement of offenders	1.1	explain the needs of victims, survivors and witnesses in relation to the release and resettlement of offenders			
		1.2	give examples of the factors associated with an individual's offending behaviours and options for mitigating these on release and resettlement			
		1.3	give examples of the sources of information and advice available to support planning the release and resettlement of offenders			
		1.4	describe methods of engaging the offender and others involved in the assessment process for planning their release and resettlement			
		1.5	explain the procedures and protocols applicable to release of offenders from different secure establishments			
		1.6	describe the methods for: • assessing the needs of the offender being released and resettled • assessing and managing risk associated with planning the release and resettlement of offenders			
		1.7	explain different strategies for communicating with those in the community who are concerned about the release and resettlement of offenders who pose significant risk			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	1.8	give examples of the tensions and concerns that are likely to exist for those involved in, or affected by the release and resettlement of offenders for: • victims and their families • offenders and their families • communities • own organisation			
	1.9	identify the specific legislation, guidelines of good practice, charters and service standards that relate to the release and resettlement of offenders			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to obtain information from offenders	2.1	explain to offenders, the purpose and use of the information gathered			
		2.2	establish the roles and responsibilities of all those involved in planning the release and resettlement			
		2.3	encourage offenders to explore: • the factors contributing to their offending behaviour • issues relating to their release such as the impact on victims and the community			
		2.4	discuss with offenders their concerns about plans for their release and resettlement			
		2.5	clarify and agree with offenders the content and accuracy of the information received from offenders			
		2.6	evaluate offenders' behaviour throughout the process for any further insights it may offer			
		2.7	encourage offenders to explore and explain extreme views and attitudes that appear to influence their offending behaviour			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to obtain information from colleagues and evaluate and record the information gathered	3.1	explain clearly own role and responsibility, and the purpose of the information gathering to colleagues involved			
		3.2	communicate with colleagues clearly and effectively and in line with organisational policy			
		3.3	seek information from colleagues on the offender's: • behaviour while in custody • views of their offending behaviour • plans for their release • perceived risks associated with their release and resettlement • attendance at and participation in programmes while in custody and with what results			
		3.4	take appropriate action immediately when the information indicates that there is immediate risk of harm or the offender discloses further offences			
		3.5	obtain advice and support when the needs of the offender and the complexity of the case are beyond own role and capability			
		3.6	record the information accurately and clearly and store it safely			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to assess the risks of release and resettlement of offenders	4.1	summarise and structure the available information about the offender in a way that aids analysis			
		4.2	confirm whether there is sufficient information from the necessary range of sources to be able to make a valid assessment			
		4.3	obtain further information and specialist assessment when the information available is insufficient to make valid judgements			
		4.4	compile case notes which identify: • the offender's plans for living in the community • the views of people in the community who will • be affected by the release and resettlement of • the offender • other factors in the community that may have a bearing on the case			
		4.5	make an assessment of the risks of harm and likelihood of re-offending associated with the offender's offending behaviour			

Specification – Pearson Edexcel Level 3 Diploma qualification in Custodial Care –
Issue 5 – May 2017 © Pearson Education Limited 2017

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	4.6	make a valid assessment of: • the effects of the offender's offending behaviour on victims and others • the causes of the offender's offending behaviour • the offender's attitudes to their offending • behaviour and their motivation to change • the progress the offender has made in changing their behaviour and potential obstacles to sustaining change • the potential impact of the offender on the community • the nature of the community itself and whether it is the most appropriate community in which to release and resettle the offender • the resources required to sustain the offender in the community, minimise the risk of harm and reduce the likelihood of re-offending			
	4.7	collaborate with workers in other organisations to assess the risks of harm and likelihood of re- offending posed by the offender			
	4.8	seek advice and support when the complexity of the case, the needs of the offender or the level of risk of harm that they pose are beyond own role and capability			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to identify and assess the options for release and resettlement of offenders	5.1	collaborate with workers in other organisations to identify ways of managing the risks of harm posed by the offender and identify realistic options for release and resettlement			
		5.2	establish and explore ways to challenge any professional, organisation and community barriers that stand in the way of effective solutions to release and resettlement			
		5.3	establish options for releasing the offender into the community based on: • an evaluation of the level of risk inherent in each option • the assessment of the nature and causes of the offenders' offending behaviour • the impact of the offending behaviour and the offender's release on the people significant to the offender, their victims and the community as a whole • an assessment of the progress offenders have made in changing their behaviour and the programmes and further support they will need to sustain change in the community • the views of the community on the offender's release and resettlement • the capacity of the relevant organisations to sustain the release and resettlement programme			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	5.4	alert relevant organisations to the implications of the different options			
	5.5	obtain advice and support when the complexity of the case, the needs of the offender or the level of risk of harm that they pose are beyond own role and capability			
	5.6	complete records accurately and clearly and store them safely			
	5.7	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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 49: Safeguard and promote welfare whilst engaging with children, young people, and their families and carers

Unit reference number: D/506/0211

Level: 3

Credit value: 7

Guided learning hours: 38

Unit aim

To develop understanding of the safeguard and welfare of children, young people and their families of carers.

Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion.

Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the legislative and own organisational requirements for communicating and engaging with children, young people, and their families and carers	1.1	explain the impact of relevant legislation and guidelines for engaging with children, young people, and their families and carers			
		1.2	Explain the roles and responsibilities of other agencies involved in child protection			
		1.3	Explain the use of Assessment Frameworks for children and young people			
		1.4	Summarise own role in engaging with children and young people in relation to own organisational requirements			
		1.5	describe own organisation's process for discussing concerns with children, young people and their families and carers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the importance of effective communication when engaging with children, young people, and their families and carers	2.1	explain methods of communication which are suitable for use with children, young people and their families, and carers, in line with own organisations policy			
		2.2	explain the role of non-verbal communication when engaging with children, young people, families and carers			
		2.3	analyse possible barriers to communication and engagement			
		2.4	explain ways of dealing with barriers to communication			
		2.5	explain how the personal experience of children and young people influences how they communicate			
		2.6	explain the importance of building own understanding whilst remaining impartial			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the principles and importance of building trust and empathy with children, young people, their families and carers	3.1	explain methods of building trust and empathy with the children, young people and their families and carers			
		3.2	explain the importance of building trust and empathy with children, young people and their families and carers			
		3.3	explain the role and value of families and carers as partners in supporting children and young people to achieve positive outcomes			
		3.4	describe how to involve the child, young person and their families and carers in order to build trust process			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to safeguard and promote the welfare of children and young people	4.1	explain what is meant by safeguarding in relation to the welfare of children and young people			
		4.2	explain ways in which children and young people might be harmed			
		4.3	analyse the signs of different forms of abuse			
		4.4	explain the impact of abuse upon children and young people's development			
		4.5	explain the role of parents and carers in safeguarding and promoting the welfare of children and young people			
		4.6	explain how factors affecting parenting increase the risk of abuse			
		4.7	explain the impact of personal values and beliefs on own safeguarding practice			
5	Understand confidentiality requirements when communicating and engaging with children, young people, and their families and carers	5.1	Explain own organisation procedures relating to confidentiality			
		5.2	explain confidentiality limits applying to own job role			
		5.3	explain circumstances when it is necessary to go against a child/young person's expressed wishes			
		5.4	explain the importance of checking that children and young people understand the reasons for acting against expressed wishes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand the principles and procedures for sharing information about children, young people, and their families and carers	6.1	describe the different sources for information about children and young people			
		6.2	explain own organisations policy regarding consent when sharing information on children and young people			
		6.3	identify third parties who need, and those who are entitled to information about children and young people			
		6.4	distinguish between information sharing: • within own organisation • with other organisations and individuals			
		6.5	explain the importance of information sharing in the context of children and young people's well-being and safety			
		6.6	analyse the differences between permissive and mandatory statutory gateways in relation to information sharing			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to communicate effectively with children, young people, their families and carers	7.1	use methods of communication in line with own organisational requirements that are appropriate to the needs of children and young people, and their families and carers			
		7.2	hold conversations at the appropriate time and place for children, young people, families and careers			
		7.3	explain situations fully and accurately, in accordance with own organisational requirements			
		7.4	encourage questions from children, young people and their families and carers			
		7.5	check that the information communicated has been understood			
		7.6	respond constructively to concerns			
8	Be able to build empathy with children, young people, their families and carers	8.1	provide support, advice and guidance for the child or young person, and their families and carers			
		8.2	identify what the child or young person, and their family or carers, hopes to achieve			
		8.3	respond with empathy to concerns of children, young people and families			
		8.4	explain clearly to the child or young person, and their family and carers why information may have to be shared with others			
		8.5	summarise situations in a manner which promotes understanding for children, young people and their families and carers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
9	Be able to safeguard and promote the welfare of children and young people	9.1	raise concern where the welfare and wellbeing of children and young people is negatively affected			
		9.2	verify concerns and information gained from others			
		9.3	consult with the child, young person, their parent or carer, over factors affecting their welfare and wellbeing			
		9.4	involve the child or young person in decisions affecting them			
		9.5	evaluate options to safeguard and promote a child or young person's welfare			
		9.6	implement actions to safeguard and protect the welfare of children and young people			
10	Be able to share information with those that need it in relation to the safeguarding and welfare of children and young people	10.1	agree with the appropriate people mechanisms for sharing information			
		10.2	share and communicate information with authorised recipients following own organisational requirements and procedures			
		10.3	obtain consent for the sharing of information from the child or young person, and their family or carer			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
11	Be able to maintain accurate records when engaging with children, young people, and their families and carers	11.1	maintain accurate and up to date records in line with own organisational requirements			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 50: Address the challenging behaviour of individuals

Unit reference number: K/506/0213

Level: 3

Credit value: 4

Guided learning hours: 22

Unit aim

This unit is about knowing when to challenge the behaviour of an individuals, and to negotiate and agree boundaries of acceptable behaviour.

Unit assessment requirements/evidence requirements

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles of addressing challenging behaviour	1.1	explain the impact of legislation, policies and procedures which apply when addressing challenging behaviour of individuals			
		1.2	summarise roles in relation to addressing the challenging behaviour of individuals including: • self • own organisation • other agencies			
		1.3	define what is meant by challenging behaviour			
		1.4	define what is meant by assertiveness			
		1.5	evaluate the significance of factors which contribute to challenging behaviour by individuals			
		1.6	describe factors that can influence the perception of challenging behaviour			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the process of addressing challenging behaviour	2.1	explain factors to consider when responding to challenging behaviour			
		2.2	describe strategies for responding to challenging behaviour			
		2.3	explain the importance of encouraging individuals to take responsibility for the impact of their behaviour			
		2.4	explain own organisations authorised methods of physical restraint that are used when dealing with challenging behaviour			
		2.5	explain the reasons for using only the minimum physical restraint as appropriate to the situation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to negotiate goals and boundaries for acceptable behaviour to address individuals with challenging behaviour	3.1	negotiate and agree SMART goals and boundaries with individuals in line with own organisational requirements			
		3.2	seek support from relevant colleagues when encountering difficulties in negotiating goals and boundaries			
		3.3	analyse factors which affect an individuals' ability to manage their own behaviour			
		3.4	resolve areas of conflict in an open and honest manner in line with own organisational requirements			
		3.5	report agreements with an individual in accordance with own organisational policy			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to manage the challenging behaviour of individuals	4.1	identify when an individual's behaviour is outside agreed goals and acceptable boundaries			
		4.2	implement interventions to deal with challenging behaviour in line with legal and own organisational requirements			
		4.3	use physical restraint in line with own organisational policy			
		4.4	maintain the safety and security of the individual throughout the management of the challenging behaviour			
		4.5	apply interventions for managing challenging behaviour considering the needs, feelings and responses of individuals			
		4.6	consider the individuals' needs, feelings and responses to interventions in managing challenging behaviour			
		4.7	report incidents in line with own organisational policy			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to contribute to maintaining a supportive environment for individuals with challenging behaviour	5.1	allow time for the individual and others involved to display signs of recovery following incidents and interventions before further intervention			
		5.2	encourage reflection for the individual and others involved following incidents and interventions			
		5.3	encourage individuals to make amends for their challenging behaviour			
		5.4	determine with individuals and others, factors which contributed to their challenging behaviour			
		5.5	agree a strategy, with individuals and others, for individuals to manage own challenging behaviour			
		5.6	review goals and boundaries of behaviour in a manner which promotes individuals understanding			
		5.7	resolve difficulties including seeking support from other parties			
		5.8	record changes to strategies, goals and boundaries in line with own organisational policy			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature:_____ Date: _____
(*if sampled*)

Unit 51: Model pro-social behaviour when working with individuals who have demonstrated problematic behaviour

Unit reference number: M/506/0214

Level: 3

Credit value: 4

Guided learning hours: 22

Unit aim

This unit is about modelling pro social behaviour to set an example and build working relationships with individuals

Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the practice of pro-social modelling when working with individuals who have demonstrated problematic behaviour	1.1	explain the impact of legislation and own organisational requirements, which apply to working with individuals who display problematic behaviour			
		1.2	summarise roles of: • self • own organisation • other agencies • in supporting individuals who display problematic behaviour			
		1.3	evaluate the significance of factors which contribute to problematic behaviour by individuals, including: • physical, social, psychological emotional and intellectual development • parenting and family background • peer group influence • local social environment • impact of being in care • perceptions of culture, gender and beliefs			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	define common characteristics of problematic behaviour in own area of responsibility			
		1.5	evaluate techniques used for modelling pro-social behaviour			
		1.6	evaluate communication strategies used in modelling pro-social behaviour			
		1.7	explain strategies used in modelling pro social behaviour for responding to problematic behaviour of individuals			
		1.8	explain methods for encouraging individuals to take responsibility for the impact of their behaviour			
		1.9	summarise the impact of problematic behaviour on those affected by it			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to model pro-social behaviour in establishing working relationships with individuals	2.1	evaluate information relating to the circumstances, behaviour and identified needs of individuals			
		2.2	explain how own role and responsibilities relate to that of others working with the individual			
		2.3	take action to resolve issues related to individuals personal circumstances which may create conflict in the working relationship			
		2.4	agree with individuals the nature of the relationship in terms of: • expectations • objectives • boundaries			
		2.5	model behaviour during working relationships which is free from discrimination and oppression			
		2.6	encourage individuals to engage in an open exchange of views which reflects pro-social behaviour			
		2.7	adapt own communication to meet the needs of individuals			
		2.8	respond constructively to points raised by individuals			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to maintain effective relationships which reinforce pro-social behaviour	3.1	maintain contact with individuals in accordance with: • the agreement made with them • own organisations requirements • statutory requirements			
		3.2	explore individuals interests, needs and concerns			
		3.3	identify factors known to cause problematic behaviour from individuals interests, needs and concerns			
		3.4	challenge constructively problematic behaviour of individuals when it occurs			
		3.5	promote methods of changing attitudes and behaviour which encourage pro-social behaviour			
		3.6	agree with individuals relevant and realistic goals			
		3.7	agree with individuals actions to take to achieve goals			
		3.8	carry out reviews with individuals that promote progress towards goals			
		3.9	act as a role model for pro-social behaviour in working with individuals in line with own organisational requirements			
		3.10	assist individuals in finding ways to sustain their behaviour change			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)

- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website

13 Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options and sector events, or through customised training at your centre.

The support we offer focuses on a range of issues, including:

- planning for the delivery of a new programme
- planning for assessment
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

For more information on training options and upcoming events, please visit our website. You can request customised training by completing the enquiry form on our website and we will contact you to discuss your training needs.

Support services

Face-to-face support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required. A UK map showing the Regional Quality Managers' contact details can be found at www.btec.co.uk/support.

Online support: find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available at qualifications.pearson.com

Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers are able to seek advice and clarification about any aspect of our qualifications and services, as well as share knowledge and information with others. The forums are sector specific and cover Business Administration, Customer Service, Health and Social Care, Hospitality and Catering and Retail. The online forum is available at qualifications.pearson.com.

14 Contact us

We have a dedicated Account Support team, based throughout the UK, to give you more personalised support and advice. To contact your Account Specialist you can use any of the following methods:

Email: wblcustomerservices@pearson.com
Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us at:

Email: wbl@pearson.com
Telephone: 0844 576 0045

Complaints and feedback

We are working hard to provide you with excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

Annexe A: Assessment requirements/strategy

Skills for Justice

Assessment Strategy for Justice and Community Safety Sector:

- Custodial Care

- Community Justice

- Courts Tribunals and Prosecution Services

- Legal Services

- Youth Justice

- Fire and Rescue Services

1. Background

Skills for Justice is the sector skills council for employers, employees and volunteers in the Criminal Justice and Community Safety sectors throughout the United Kingdom. This includes:

- Custodial Care including the public and private sector establishments

- Community Justice

- Courts and Tribunals Services

- Forensic Science

- Fire and Rescue Sector

- Legal Services

- Prosecution Services

- Police Forces

- Law Enforcement Agencies including SOCA, HMRC, UK Border Agency

- Youth Justice.

This assessment strategy applies to all the areas above, with the exception of the Police Service, who have a separate assessment strategy that is specific to policing.

2. Introduction

This document sets out the specifications of Skills for Justice for the assessment and quality assurance for competence-based qualifications on the QCF, CQFW and SCQF that sit within the Skills for Justice footprint.

The following sections outline Skills for Justice's specific principles in regard to:

1. external quality control of assessment

2. workplace assessment

3. the use and characteristics of simulation

4. the required occupational expertise of assessors and verifiers

5. liaison between the SSC and the Awarding Organisations.

These principles are in addition to the generic criteria that Awarding Organisations must meet for the delivery of qualifications as required by the regulators, for example Ofqual's 'Regulatory arrangements for the Qualifications and Credit Framework'.

This Assessment Strategy does not describe these systems in detail. It only provides the overarching principles. These systems may vary from one Awarding Organisation to another and Skills for Justice accepts this, providing the overarching principles of this document are consistently put into practice.

Skills for Justice sees itself as working in partnership with Awarding Organisations in order to deliver quality assessment and will be happy to provide them with appropriate support in implementing its requirements.

This Assessment Strategy is applicable to competency-based qualifications within the Justice/Community Safety sector. For qualifications other than S/NVQs, there is no requirement for assessors or those carrying out internal quality assurance activities to achieve the qualifications as specified and approved by the regulators.

However, they must have been trained to the same criteria and level of what would be the appropriate qualification. For qualifications that use SVQ or NVQ in the title, Skills for Justice is working in compliance with the 'Additional Requirements for Qualifications that use the title NVQ within the QCF', which is an agreement between the Alliance of Sector Skills Councils, the Joint Council for Qualifications and the Federation of Awarding Bodies (see Appendix 1), therefore, assessors and those carrying out internal quality assurance must be qualified or working towards the appropriate qualification. Whilst this documents specifically relates to the QCF, the same principles can be applied in Scotland.

3. External Quality Assurance

A rigorous and robust system of internal and external verification

The monitoring and standardisation of assessment decisions will be achieved by a robust and strong external quality assurance process. The mechanisms required to achieve this are outlined by the regulators.

In addition to the Regulators' requirements Skills for Justice will require all external quality assurance reports and other data relating to a centre to be evaluated by the Awarding Organisation and any risks relating to quality control to be addressed. External quality assurance, monitoring, support and control should be put in place as appropriate to each centre's level of risk.

4. Workplace Assessment

Skills for Justice believes that direct observation by a competent assessor (as outlined in Section 6.1) or testimony from an Expert Witness (as outlined in Section 6.2) 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 e.g. work products, records, reflective accounts, professional discussion.

In order to ensure that the evidence used to assess candidates 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.

5. Simulation

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

1. Where evidence in the workplace will not be demonstrated within an acceptable time frame.

2. Where the nature of the work activity presents high risk/danger to the candidate and others, for example, personal safety.

The Awarding Organisations should issue adequate guidance to their centres as to how these simulations should be planned and organised. In general this guidance must ensure that the demands on the candidate during simulation are neither more nor less than they would be in a real work situation. This guidance should clearly state that the strategy for simulations. Simulations must be agreed between the representative from the Awarding Organisation who is responsible for external quality assurance and with the person who is responsible for internal quality assurance in the assessment centre, prior to use.

All simulations should follow these basic principles:

1. A centre's overall strategy for simulation must be examined and approved by the person from the Awarding Organisation who is responsible for external quality assurance.

2. The nature of the contingency and the physical environment for the simulation must be realistic and candidates should be given no indication as to exactly what contingencies the may come across.

3. Where simulations are used they must reflect the requirements of the qualification units.

4. The location and environment of simulation must be agreed with the person responsible for internal quality assurance, prior to taking place and be checked by the Awarding Organisations representative responsible for external quality assurance.

5. All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans.

6. There should be a range of simulations to cover the same aspect of a unit so that the risk of candidates successfully colluding is reduced.

6. Requirements of Assessors, Expert Witnesses and Verifiers

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

6.1 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/Community Safety sector or within an appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the candidate they are assessing.

   However, centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal quality assurance process to minimise the possibility of collusion between candidates and assessors.

2. be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification units they are assessing as a practitioner, trainer or manager.

3. be familiar with the qualification units; and must be able to interpret and make judgements on current working practices and technologies within the area of work

4. maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector. These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector

5. Assessors who are assessing S/NVQs should hold or be working towards the appropriate assessor qualification as approved, and specified by the Regulatory Authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. For qualifications other than S/NVQs, the assessor should be trained to the requirements of the appropriate assessor qualification. However, the decision on whether the assessor goes on to achieve a qualification lies with the assessment centre and their Awarding Organisation.

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

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

6.2 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 Organisation, Skills for Justice or other relevant providers in the sector.

3   be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification unit that they are witnessing as a practitioner, trainer or manager.

4   be familiar with the qualification unit; and must be able to interpret current working practices and technologies within the area of work

5   have had an appropriate induction to the Justice/Community Safety qualifications, the assessment centre and Awarding Organisation requirements, and have access to ongoing training and updating on current issues relevant to these qualifications or qualification units.

6.3 Internal Quality Assurance

Those responsible for the internal quality assurance must:

1.   be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk critical nature of the work and the legal implications of the assessment process, they must understand the nature and context of the assessors' work and that of their candidates. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the standards. Those conducting internal quality assurance must also sample the assessment process and resolve differences and conflicts on assessment decisions.

2.   understand the content, structure and assessment requirements for the qualification they are verifying

3.   maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up to date with developments relating to the changes taking place in the Justice/Community Safety sector. These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.

4.   for S/NVQ's, those persons responsible for internal quality assurance should hold or be working towards the appropriate qualification as approved, and specified by, the Regulatory Authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. For qualifications other than S/NVQs, those responsible for internal quality assurance should be trained to the requirements of the appropriate qualification.

However, the decision on whether the candidate goes on to achieve a qualification lies with the assessment centre and their Awarding Organisation.

5. occupy a position in the organisation that gives them the authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessment practice, and carry out all the other important roles of internal quality assurance.

6. have an appropriate induction to Justice/Community Safety qualifications that they are quality assuring, provided to them by the Centre, and have access to ongoing training and updates on current issues relevant to these qualifications. Information on the induction and continuing professional development of carrying out internal quality assurance must be made available to the Awarding Organisation through its external verification process.

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

6.4 External Quality Assurance

Those persons conducting external quality assurance must:

1. be occupationally knowledgeable and have gained their knowledge working within the sector or associated professional/occupational area.

2. have a thorough understanding of the qualifications they will be quality assuring

3. have a detailed knowledge of the Awarding Organisation's systems and documentation

4. have a thorough understanding of the qualification system and national policy and guidance documents produced by the regulatory authorities and Awarding Organisations describing assessment and quality assurance practice

5. maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector.

These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.

6. hold, or be working towards, the appropriate qualification as approved, and specified by, the Regulatory Authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities.

7. have, where appropriate, undergone relevant security checks due to the nature and confidentiality of the information that they will be exposed to. This will be arranged by Skills for Justice in conjunction with the Awarding Organisations.

The Awarding Organisation may seek clarification from Skills for Justice of the appropriateness of the specific external verifier applicant where appropriate.

Appendix 1: Additional Requirements for Qualifications that use the title NVQ within the QCF

This document has been produced by the Joint Awarding Body/SSC Working Practices Group which has been formed by the respective representative bodies to support and encourage effective working relationships between SSCs, submitting organisations and awarding organisations. The Group will update the document as necessary to make sure it is kept and to date and relevant and will consider developing additional guidance.

Purpose of document

1. The purpose of this document is to make clear what additional requirements are needed to assess and quality assure qualifications that use the title NVQ within the QCF.

2. When an SSC/SSB and awarding organisation wants to use the title NVQ in the naming of a qualification within the QCF, the awarding organisation is required to make sure this qualification is assessed and quality assured in accordance with these additional requirements and other requirements described in the SSC/SSB assessment strategy.

3. The aims of these additional requirements are to:

*   ensure that all competence based qualifications that use the title NVQ within the QCF are:
    *   assessed consistently
    *   quality assured consistently

*   maintain the integrity of qualifications that use the title NVQ within the QCF

*   establish the NVQ brand within the QCF

*   keep bureaucracy associated with assessment and quality assurance of qualifications that use the title NVQ within the QCF to a minimum.

Background

4. [1] "At the heart of an NVQ is the concept of occupational competence; the ability to perform to the standards required in employment across a range of circumstances and to meet changing demands. NVQs are first and foremost about what people can do. They go beyond technical skills to include planning, problem solving, dealing with unexpected occurrences, working with other people and applying the knowledge and understanding that underpins overall competence".

    [1] NCVQ's NVQ Criteria and Guidance 1995.

5. NVQs are based entirely on National Occupational Standards (NOS) developed by an SSC/SSB, which describe the competence needed in an occupational role.

6. Qualifications that use the title NVQ within the QCF must comply with the rules of combination determined by the SSC/SSB. Awarding organisations are not allowed to develop another qualification that does not use the title NVQ within the QCF, if it uses the same rules of combination as a qualification that does use the title NVQ within the QCF.

7. The QCF offers increased flexibility in the way occupational competence can be assessed and demonstrated. Qualifications that use the title NVQ in the title within the QCF are just one way of assessing and demonstrating occupational competence. SSCs/SSBs are free to work with their awarding organisations to agree what qualifications will be used to assess occupational competence.

   Qualifications that use the title NVQ within the QCF, are not a preferred method for assessing occupational competence and all qualifications accredited through the QCF have equal status.

8. When developing a qualification for the QCF, including qualifications that use the title NVQ within the QCF, an awarding organisation must be a recognised awarding organisation and must meet the Qualification Requirements in the Regulatory Arrangements for the Qualifications and Credit Framework, published by The Office of the Qualifications and Examinations Regulator (Ofqual) in August 2008.

9. The qualification regulators confirmed that a group of SSCs and SSBs would be free to develop specific, additional requirements about the way in which qualifications that use the title NVQ within the QCF will be assessed and quality assured. For those recognised awarding organisations that want to assess occupational competence through the use of qualifications that use the title NVQ within the QCF, it has been agreed by SSCs and SSBs that the following additional requirements must be met.

Introduction

10. Qualifications that use the title NVQ within the QCF must be assessed and quality assured in accordance with the following additional requirements.

Assessment requirements

11. When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how learners are to be assessed.

12. Assessment methodologies must meet the assessment strategy developed in partnership between the relevant SSC or SSB and awarding organisations for the qualification. The assessment strategy must be published and made available separately and will include the requirements for assessment of qualifications that use the title NVQ within the QCF. The assessment criteria for each unit will be part of the units that make up the qualification.

13. Learners must complete real work activities in order to produce evidence to demonstrate they have met the NOS and are occupationally competent.

14. When a learner cannot complete a real work activity, simulation is allowed.

15. Simulation is allowed when:

- a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise

- a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation

- the safety of a learner, other individuals and/or resources will be put at risk.

16. When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that learners will be able to fully transfer their occupational competence to the workplace and real situations.

17. Units that must not be assessed by simulation must be identified by the SSC/SSB in the assessment strategy for the qualification or family of qualifications.

18. Learners must be assessed by assessors:

    - who are occupationally competent in the occupational areas they are assessing where they have sufficient and relevant technical/occupational competence in the unit, at or above the level of the unit being assessed and as defined by the assessment strategy for that qualification

    - [2]who must hold or be working towards a suitable assessor qualification to confirm they understand assessment and how to assess learners

    - must be fully conversant with the unit(s) against which the assessments and verification are to be undertaken.

19. All assessors must carry out assessment to the standards specified in the A units.

20. All assessment decisions made by a trainee assessor must be checked by a qualified assessor or an assessor recognised by an awarding organisation.

21. Trainee assessors must have a plan, which is overseen by the recognised assessment centre, to achieve the relevant assessor qualification(s) within an agreed timescale.

    [2] Currently an assessor could hold unit A1 and/or unit A2. Or from the past unit D32 and/or unit D33.

    SSCs also identify other suitable equivalent qualifications.

    Quality assurance requirements

22. When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how the qualification will be quality assured.

23. Qualifications that use the title NVQ within the QCF, must be verified

    - internally by an internal verifier, who is accountable to the assessment centre

    - externally by an external verifier, who is accountable to the awarding organisation or an agent of the awarding organisation.

24. With reference to internal verification, internal verifiers must:

    - [3]hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments

    - have sufficient and relevant technical/occupational familiarity in the unit(s) being verified

    - be fully conversant with the standards and assessment criteria in the units to be assessed

    - understand the awarding organisation's quality assurance systems and requirements for this qualification.

25. Trainee internal verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.

26. With reference to external verification, external verifiers must:

- [4]hold or be working towards a suitable external verification qualification to confirm they understand and are able to carry out external verification

- have no connections with the assessment centre, in order to maintain objectivity

- have sufficient and relevant technical/occupational understanding in the unit(s) being verified

- be fully conversant with the standards and performance criteria in the units to be assessed

- understand the awarding organisation's quality assurance systems for this qualification.

27. Trainee external verifiers must have a plan, which is overseen by the awarding organisation, to achieve the external verifier qualification within an agreed timescale.

[3] Currently an internal verifier needs to hold unit V1. Or from the past unit D34. SSCs also identify other suitable equivalent qualifications.

[4] Currently an external verifier needs to hold unit V2. Or from the past unit D35.

28. Awarding organisations must decide the frequency of external monitoring activities. Any decision must be based on:

- the risks associated with a qualification that is designed to help a learner demonstrate occupational competence

- an evaluation of the centre's performance and past record.

29. Awarding organisations will have in place suitably constituted audit processes, which are supported by naturally occurring quality assurance and monitoring systems that already exist in workplace assessment environments.

Please go to www.ofqual.gov.uk to access the document 'Operating rules for using the term 'NVQ' in a QCF qualification title'.

Annexe B: Personal, Thinking and Learning Skills (PTLS) Mapping

PLTS / Units	1 L3	2 L3	3 L3	4 L3	5 L3
Independent Enquirers		•	•	•	•
Creative Thinkers	•		•	•	•
Reflective Learners	•	•	•	•	•
Team Workers	•		•	•	•
Self-Managers	•	•	•	•	•
Effective Participators	•		•	•	•