Level 2 NVQ in Custodial Care (7434-02)

Standards and assessment requirements
QCA number 500/1946/6
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1 Introduction

About this document

This document contains the information that centres need to offer the following National Vocational Qualifications (NVQ):

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<th>Qualification title</th>
<th>City &amp; Guilds Qualification number</th>
<th>QCA accreditation number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 NVQ in Custodial Care</td>
<td>7434-02</td>
<td>500/1946/6</td>
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</tbody>
</table>

This document contains details and guidance on:
- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification standards and specifications
- assessment requirements
2 About the qualification
2.1 Sector Skills Council and the National Occupational Standards

**Background to the National Occupational Standards (NOS) development**
Skills for Justice in conjunction with the Custodial Care working group have undertaken an extensive review of the existing suite of Custodial Care NOS in order to ensure their continued suitability for operational/practitioner staff working in the Custodial Care sector. As part of this review existing units have been updated, completely new units have been developed and units from other occupational sectors have been imported into the suite where necessary. Skills for Justice Common Standards have also been imported into this qualification in order to contribute to unified service delivery for agencies working across the Justice sector.

**Contacting the Standards Setting Bodies**
This qualification is based on the National Occupational Standards (NOS) developed by:

<table>
<thead>
<tr>
<th>Name of SSC</th>
<th>Skills for Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>9-11 Riverside Court, Don Road, Sheffield S9 2TJ</td>
</tr>
<tr>
<td>Telephone</td>
<td>0114 261 1499</td>
</tr>
<tr>
<td>Fax</td>
<td></td>
</tr>
<tr>
<td>e-mail</td>
<td><a href="mailto:infor@skillsforjustice.com">infor@skillsforjustice.com</a></td>
</tr>
<tr>
<td>URL</td>
<td><a href="http://www.skillsforjustice.com">www.skillsforjustice.com</a></td>
</tr>
</tbody>
</table>

**Apprenticeship frameworks**
The Level 2 NVQ in Custodial Care does not form part of an Apprenticeship Framework.

**Accreditation details**
This qualification is
- accredited by the Qualifications and Curriculum Authority as part of the National Qualifications Framework. Full accreditation details for this qualification can be found on the National Qualifications Database at [www.ndaq.org.uk](http://www.ndaq.org.uk)

For further details about accreditation, national qualification frameworks and level descriptors please visit the Qualifications and Curriculum Authority (QCA) website at [www.qca.org.uk](http://www.qca.org.uk)
2 About the qualification
2.2 Publications and sources of information

This document has been designed to be used with the City & Guilds N/SVQ Guides:

<table>
<thead>
<tr>
<th>Publication</th>
<th>Content</th>
<th>Available from</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre guide</td>
<td>An overview of N/SVQ assessment, delivery and quality assurance issues.</td>
<td>EN-12-001</td>
</tr>
<tr>
<td>Candidate guide</td>
<td>An introduction to N/SVQs, candidate responsibilities and an overview of the assessment process.</td>
<td>T5-12-001</td>
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<tr>
<td>Recording forms</td>
<td>Forms both centres and candidates may use to record evidence.</td>
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Visit the City & Guilds website (www.cityandguilds.com) for the latest versions of these documents.

Other essential City & Guilds documents

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification.

- **Ensuring quality** contains updates on City & Guilds assessment and policy issues.
- **Centre toolkit** contains additional information on Providing City & Guilds qualifications, in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates. Centre toolkit is sent to centres when they receive approval centre status. It is available at an additional cost.
- **Online catalogue** contains details of general regulations, registrations and certification procedures and fees. This information is also available online.
- **Guidance Update to Community & Society centres** contains updates on centre management, records, assessment and verification.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.
3 Candidate entry requirements and progression

Candidate work role requirements
This NVQ is suitable for operational staff working in prisons, youth offender institutions, juvenile detention, court cells, immigration detention, secure escorting, and electronic monitoring.

Candidate entry requirements
Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

Age restrictions
This NVQ is not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

Legal considerations
Candidates entering the Custodial Care workforce may be legally required to undergo criminal record checks prior to taking up employment / workplacement. Centres, employers and placement providers will need to liaise closely with one another to ensure that any requirements for the particular area of work are fully met.

As the requirements vary between sectors and countries, checks should be made with the appropriate regulatory body and / or government department in the case of any uncertainty.

Progression routes
There are a wide range of qualifications available to candidates who have completed this NVQ. For further information on progression routes please visit the City & Guilds website at www.cityandguilds.com
4 Centre resource requirements
4.1 Centre, qualification and fast track approval

Centres not yet approved by City & Guilds
To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the Centre guide and Providing City & Guilds Qualifications for further information.

Existing City & Guilds centres
To offer this qualification, centres already approved to deliver City & Guilds qualifications will need to gain qualification approval. Please refer the Centre guide and Providing City & Guilds Qualifications for further information.

Centres already offering City & Guilds qualifications in this subject area
Centres approved to offer the existing qualification Level 2 in Custodial Care (7495-02) may apply for approval for the new Level 2 in Custodial Care (7434-02) using the fast track form, available from the regional/national office or City & Guilds website.

Centres may apply to offer the new qualification using the fast track form
• providing there have been no changes to the way the qualifications are delivered, and
• if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the standard Qualification Approval Process. It is the centre’s responsibility to check that fast track approval is still current at the time of application.
4 Centre resource requirements

4.2 Centre resources

Site agreements

The NVQ Code of Practice QCA Appendix 2, Approved Centre Criteria 1.13 makes it explicit that centres must ensure that all sites clearly understand their roles, responsibilities, authorities and accountabilities. It would therefore be advisable for centres to have documented and signed (partnership) agreements with all assessment sites. The content of such agreements must be devised on an individual centre basis but consideration should be given to the inclusion of the following areas:

- centre membership requirements/criteria. By implication this might mean the rejection of some applicants where they cannot or will not meet the centre membership requirements. eg participating in assessment activities including attending standardisation meetings
- commitment to centre policies and practices eg policy for candidate appeals/complaints and access to fair assessment
- access to the workplace and protocols for peripatetic assessors
- responsibilities for establishing and communicating any issues concerning ‘fit person’ checks are required by the relevant regulator eg criminal records/POVA clearance checks. These are usually the responsibility of the employer but where centres are placing students in work places they will need to liaise closely with placement providers about this area. (The appropriate service regulator identifies and ‘fit person’ criteria, not the Awarding Body)
- responsibilities for ensuring that candidates are operating in a work place where the standards of practice fully support candidates to demonstrate their competence.

This list is not exhaustive but may assist centres in identifying areas which need an explicit statement of commitment for member assessment sites/satellites in order to avoid future problems.
4 Centre resource requirements

4.3 Registration and Certification

Registration and certification period
Centres should be aware of time constraints regarding the registration and certification periods for this NVQ, as specified in the City & Guilds Online Catalogue.

Please check the Online Catalogue for the latest information on length of registration and the last registration and certification dates.

Where the period of access to assessment offered by a centre is less than the period covered by the candidates' registration with City & Guilds, centres must ensure that this is understood by the candidates.
5 Assessment method requirements

This guidance is based on and amplifies the assessment strategy developed by Skills for Justice for the assessment of N/SVQs within the Justice Sector.

External quality control
External quality control is provided by the usual City & Guilds external verification process which includes the use of the electronically scannable report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

City & Guilds external verifiers will identify a sample of evidence based on the CAMERA model
Candidates
Assessors
Methods of assessment
Elements within the NVQ
Records
Assessment locations

City & Guilds also attend an awarding body forum hosted by Skills for Justice at which relevant issues surrounding the assessment and quality control of this qualification are discussed. Where necessary, feedback from this forum will be cascaded to participating City & Guilds centres.

Accreditation of Prior Experience and Learning (APEL)
Some candidates for this qualification may have undertaken training in the past and will be experienced in Custodial Care. Therefore all centres delivering the qualification should provide the opportunity for candidates’ prior experience and learning to be assessed and accredited. This should form part of the candidates’ initial assessment.

Should any opportunities for APEL be identified it is important that a complete process of accreditation of prior experience and learning is undertaken by ensuring that:

• it covers relevant or appropriate experience for previous activities as well as accredited learning and qualifications.
• it is incorporated into the assessment planning with details of how this will take place.
• mapping of prior learning to the National Occupational Standards to identify gaps is documented and auditable.
• assessment methods or processes for accreditation of prior experience and learning are documented and made available to the external verifier.
• the audit trail covers the whole process and methodology of Accreditation of Prior Experience and Learning.
• the authenticity and currency of presented evidence is established by the assessor.
• where observation or expert witness testimony is a unit assessment method requirement, this activity is undertaken after candidate registration for the qualification.

In considering the appropriateness of any single piece of evidence the following should be considered:

• Content – the degree to which the content of any previous accredited learning meets the requirements of the National Occupational Standards against which it is being presented as evidence.
• **Comprehensiveness of Assessment** – ensure that all leaning derived for the content has been assessed. If only a proportion has been assessed, then the learning for the ‘non-tested’ areas cannot be assumed.

• **Level** – the degree to which the level of learning offered and tested, related to that required by the Custodial Care NVQ.

• **Performance ad Knowledge** – the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case the Accreditation of Prior Learning can only cover this aspect. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.

• **Model of Learning** – difficulties can arise in mapping learning gained form non-competence based learning programmes into competence based models.

• **Relevance of Context** – the degree to which the context of the learning gained and assessed relates to the current context of candidates’ work roles. If the context was different, assessors will need to satisfy themselves of candidates’ ability to transfer the learning gained into their current setting.

• **Currency** – how recently the learning was gained. Candidates would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc, which may have changes since the previous learning programmes was undertaken.

• **Authenticity** – how the ownership of the evidence is established to ensure it was generated by the candidate.

**Performance evidence requirements**
Direct observation by a competent assessor (as outlined in Section 6.1 of Skills for Justice Assessment Strategy) or testimony from an Expert Witness (as outlined in Section 6.2 of Skills for Justice Assessment Strategy) 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.

Assessments of candidates’ performance must take place in a work based situation, except for those units for which simulation has been deemed acceptable (guidance regarding the use of simulation is given in the Simulation Section and also in the Unit Evidence Requirements at the end of each unit).

It is recognised that there are alternative evidence sources which may be used where direct observation is not possible or practical eg. work products, records, reflective accounts, professional discussion etc (guidance on alternative evidence sources is given in the Unit Evidence Requirements at the end of each unit).

**Knowledge evidence requirements**
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.

Candidates must be able to apply the specified knowledge and understanding to their work practice and therefore, most usually knowledge and understanding will be apparent in candidates’ performance evidence. If the assessor cannot positively infer the knowledge and understanding for candidates’ work practice they should question candidates’ or, if appropriate, use professional discussion to elicit the required knowledge. Assessors must retain records of questions and answers or the focus and outcomes of professional discussion.

Professional discussion, where used, must be conducted by candidates’ assessors and is most appropriately used in the N/SVQs to elicit underpinning knowledge, explain how to deal with
contingencies and clarify or expand on evidence presented in portfolios. Professional discussion must be included in candidates' assessment plans and thereby agreed in advance with candidates. The assessor should not use professional discussion merely to ask a set of prescribed knowledge questions.

A summary of the areas covered and the outcomes of the discussion must be recorded. If audiovisual recording is used it must be of a good enough quality to be clearly heard/seen. Tapes must be referenced and marked to allow verifiers quick access to the evidence they have planned to sample. The evidence must be trackable and accessible.

**Simulation**

The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where:

- there is a high risk to the security or safety of the candidate, individuals, key people in their lives and others
- the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that candidates wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of de-motivating candidates
- there would otherwise be a breach of confidentiality or privacy.

In addition, the use of simulation must adhere to the following guidelines and basic principles:

- a centre's overall strategy for simulation must be examined and approved by the external verifier
- the nature of the contingency and the physical environment for the simulation must be realistic and candidates should be given no indication as to exactly what contingencies they may come across
- where simulations are used they must reflect the requirements of the National Occupational Standards
- the location and environment of simulation must be agreed with the internal verifier prior to taking place and be checked by the external verifier
- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the National Occupational Standard seeks to assess and all simulations should follow these documented plans
- there should be a range of simulations to cover the same aspect of the unit so that the risk of candidates successfully colluding is reduced.
6 Roles and occupational expertise requirements

Assessors
All assessors must:

- be occupationally competent. This means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. They will have gained their occupational competence working within the justice sector or within an appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the candidate they are assessing. However, centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal verification process to minimise the possibility of collusion between candidates and assessors
- have current experience within their occupational roles. Current experience is defined here as having held a relevant post for a minimum of one year within the past two years in a role directly related to the National Occupational Standards they are assessing as an experienced practitioner, manager or trainer
- be familiar with the National Occupational Standards; and must be able to interpret and make judgements on current working practices and technologies within the area of work
- 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 City & Guilds, Skills for Justice or other relevant providers in the sector
- hold or be working towards the assessor qualification as approved, and specified by the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. Approved centres will be required to provide City & Guilds with current evidence of how each assessor meets this requirement; for example, certificates of achievement, testimonials, references or any other relevant records.

Where an assessor is working towards the qualification for assessing NVQs, City & Guilds requires that assessment decisions are countersigned by another assessor who holds the qualification for assessing NVQs. The assessor holding the qualification for assessing NVQs must meet the criteria laid out in the first and second points above.

Where a new NVQ/SVQ is being introduced and there are not sufficient occupationally competent assessors to meet the countersignatory requirements as above, centres may use qualified NVQ/SVQ assessors who are not occupationally competent for up to 18 months from introduction of the NVQ/SVQ.

Any such arrangements should be agreed with the City & Guilds external verifier and be monitored through the external verification process.

Expert witnesses
All Expert Witnesses must:

- 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
- 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 City & Guilds, Skills for Justice or other relevant providers in the sector
• have current experience within their occupational roles. Current experience is defined here as having held a relevant post for a minimum of one year within the past two years in a role directly related to the National Occupational Standards they are witnessing as an experienced practitioner, manager or trainer
• be familiar with the National Occupational Standards; and must be able to interpret current working practices and technologies within the area of work
• have had an appropriate induction to Skills for Justice NVQs/SVQs, the assessment centre and City & Guilds requirements, and have access to ongoing training and updating on current issues relevant to these NVQs/SVQs and NOS.

Witnesses
There are no specific occupational expertise requirements for witnesses. Witness testimony can provide evidence to establish consistency in a candidate's practice and/or to evidence events which are difficult to plan to observe. In order that the assessor may make an informed judgement about the contribution of the witness' testimony to the overall evidence presented for a unit or qualification, a statement of the witness' status should be included in the candidate's portfolio of evidence. This can be done by using the Witness Status list (form N/SVQ5) or including it as part of the witness testimony itself. The statement should indicate the relationship between the candidate and the witness and should enable the assessor, by defining the role that the witness has played in the gathering of evidence (ie as colleague, worker from another organisation) to judge the extent of the witness' knowledge of the National Occupational Standards and understanding of the work roles involved.

NB: The use of witness testimony from relatives or those with whom the candidate has a significant personal relationship is not acceptable.

Internal verifier
All internal verifiers must:
• be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk critical nature of the work and the legal implications of the assessment process, internal verifiers must understand the nature and context of the assessors' work and that of their candidates. This means that they must have worked closely with staff who carry out the functions covered by the national occupational standards, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the standards. Internal verifiers must also sample the assessment process and resolve differences and conflicts on assessment decisions
• understand the content, structure and assessment requirements for the NVQs/SVQs they are verifying
• 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 City & Guilds, Skills for Justice or other relevant providers in the sector
• hold or be working towards the internal verifier qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities
• occupy a position in the organisation that gives them the authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessment practice, and carry out all the other important roles of an internal verifier
• have an appropriate induction to Skills for Justice NVQs or SVQs and the standards that they are verifying provided to them by the Centre, and have access to ongoing training and updating on current issues relevant to these NVQs, SVQs and standards. Information on the induction and continuing professional development of internal verifiers must be made available to the external verifier.
• in England, Wales and Northern Ireland, hold or be working towards the internal verifier qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. Where an internal verifier is working towards their internal verifier qualification, City & Guilds must require that their internal verification decisions are counter-signed by an internal verifier who holds the qualification for internally verifying NVQs. The internal verifier holding the qualification for internally verifying NVQs may or may not meet the criteria laid down in the first point above. Such arrangements should be agreed with City and Guilds and be monitored through the external verification process.

Continuous professional development requirements

City & Guilds expects all those with formal roles in the assessment or verification process to participate in minimum of two CPD activities per annum. This can be to update either vocational skills/knowledge or assessment/verification skills and knowledge.

This may be achieved in a variety of ways such as attendance at conferences; City & Guilds Care Health and Community Quality Improvement Workshops; Centre updating and standardisation events; reading etc. The centre should maintain records of CPD activity on an individual assessor/internal verifier basis, thereby providing evidence for the external verifier.
7 Recording assessment and evidence
7.1 Data protection and confidentiality

Data protection and confidentiality
Data protection and confidentiality must not be overlooked when assessing candidates.

Centres offering this NVQ may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in Providing City & Guilds qualifications.

Protecting Identity
It is extremely important to protect the Identity of individuals (adults or children) encountered by candidates in the work setting.

Confidential information must not be included in the candidates’ portfolios or assessment records.

Confidential information should remain in its usual location and reference should be made to it in the portfolio or assessment records.

Under no circumstances should confidential personal records or photographs, whether anonymous or not, be put in candidates portfolios of evidence.

Further guidance on related issues can be found in the Guidance updates for City & Guilds Community and Society Centres.
7 Recording assessment and evidence
7.2 Recording forms to use

City & Guilds has developed a set of Recording forms including examples of completed forms, for new and existing centres to use as appropriate (see NVQ Guide for centres and candidates - Recording forms, available on the City & Guilds website.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by N/SVQ candidates and assessors at the centre. City & Guilds also endorses the electronic recording systems Quick Step and Paper Free.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.
# The qualification structure

## Qualification structure

To achieve the level 2 NVQ in Custodial Care candidates must complete 4 mandatory units and 4 optional units.

### Candidates must complete the following 4 mandatory units

<table>
<thead>
<tr>
<th>QCA unit reference</th>
<th>City &amp; Guilds unit no</th>
<th>Skills for Justice unit number</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>D/103/9138</td>
<td>001</td>
<td>AA1</td>
<td>Promote equality and value diversity</td>
</tr>
<tr>
<td>J/103/9747</td>
<td>002</td>
<td>GC8</td>
<td>Minimise and deal with disruptive and obstructive behaviour</td>
</tr>
<tr>
<td>L/103/9734</td>
<td>003</td>
<td>AC1</td>
<td>Contribute to the quality of team working</td>
</tr>
<tr>
<td>Y/104/0028</td>
<td>004</td>
<td>AF1</td>
<td>Ensure your own actions reduce risks to health and safety</td>
</tr>
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### And any 4 optional units from the following

<table>
<thead>
<tr>
<th>Unit reference</th>
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<td>Establish and maintain voice verification monitoring in the field</td>
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9 Relationships to other qualifications
9.1 Relationship to previous versions of the qualification

This qualification replaces the existing Level 2 Custodial Care (7495-02) qualification. There are no opportunities for direct transfer of units from the existing to the new award. Centres must use the APEL assessment method to confirm the transferability of any existing evidence to units in the new award.
9 Relationships to other qualifications

9.2 Key skills

This qualification includes opportunities to develop and practise many of the underlying skills and techniques described in Part A of the standard for each key skills qualification in England, Northern Ireland and Wales.

Where candidates are working towards any key skills alongside this qualification they will need to be registered with City & Guilds for the key skills qualifications.

Skills for Justice have prepared a Key/Core Skills mapping document which covers the entire suite of Custodial Care/Community Justice National Occupational Standards. This can be found in Appendix 3.

The ‘signposts’ in Appendix 3 identify the potential for key skills portfolio evidence gathering that can be naturally incorporated into the completion of each unit. Any key skills evidence needs to be separately assessed and must meet the relevant standard defined in the QCA document ‘Key skills qualifications standards and guidance’.
10 About the National Occupational Standards (NOS)

10.1 Availability of the NOS

Availability of standards
The units for the qualification follow.

They may also be obtained from the centre resources section of the City & Guilds website, at www.cityandguilds.com
11 The units and unit evidence requirements
Summary
This unit is about promoting equality and valuing the diversity of people. This is an essential aspect of all jobs in the justice sector and is appropriate to people working at all levels and in all posts. It should form the basis of everything that any worker in the sector does.

The term ‘people’ is used broadly to cover any child, adult, group, community or agency that workers come into contact with, either directly or indirectly. It includes members of the public, individuals who are clients of the justice sector, and colleagues in the workplace.

There is one element
AA1.1 Promote equality and value diversity

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

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

Place in qualifications
It is proposed that this unit should be an integral part of all qualifications in the justice sector.
Unit AA1         Promote equality and value diversity
Element AA1.1   Promote equality and value diversity

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

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

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

In performance criterion 1, legislation, employment regulations and policies, and codes of practice will include:
• age
• employment
• dependents – people who have caring responsibilities and those who do not
• disability
• gender and transgender
• human rights (including those of children)
• language
• learning disabilities
• marital status / civil partnership
• mental health / illness
• political opinion
• racial group
• religious belief and non-belief
• sexual orientation
• Welsh language.

In performance criterion 2, this would include:
• how you interact with people
• when you interact
• why you interact
• what is the nature of the interaction
• what information you record and how you record it.

In performance criterion 9, an appropriate source for support might be:
• colleagues
• external agencies, associations and groups with a focus on equality and diversity
• learning and development opportunities
• line manager
• specific support services arranged within the organisation
• staff association / trade union
• written/electronic materials.
Unit AA1  Promote equality and value diversity
Knowledge and understanding

To meet the standard, you need to know and understand:
1. the relevant legislation, employment regulations and policies, and codes of practice that apply to the promotion of equality and diversity and how you need to apply these
2. the benefits of diversity and the promotion of equality
3. the wide variety of forms that discrimination may take and how these manifest themselves
4. how inequality and discrimination affects individuals, groups and communities and society as a whole
5. why the promotion of equality and valuing of diversity is of vital importance if you are to work effectively in the justice sector
6. what the promotion of equality and valuing of diversity means for you in your day-to-day work
7. how you can promote equality and diversity whilst protecting people from the risk of harm
8. your own areas for personal growth in relation to promoting equality and valuing diversity and how this will benefit you as an individual
9. the effect of cultural differences on verbal and non-verbal communication
10. how to behave and communicate in ways that:
   a. support equality and diversity
   b. do not exclude or offend people
   c. challenge discrimination effectively
   d. respect individuals’ differences
   e. do not abuse the status and power that you have
   f. recognise the difficulties in communication and language in your area of work
11. how your behaviour contributes to your organisation’s culture and your responsibility for developing a positive culture for all
12. how joint working with other agencies and workers can help in the promotion of diversity
13. how to provide the information that individuals are entitled to receive and ensure it is clear and helpful
14. the actions (yours and others) that undermine equality and diversity and what to do about this (including when these people are senior to you)
15. what to do about systems and structures when they do not promote equality and value diversity
16. the actions you can take to help other people promote equality and value diversity and how to do this effectively
17. the actions you can take to value the people you are interacting with and enable them to interact with you
18. why you should seek support when you are having difficulty promoting equality and valuing diversity, where this support can be gained and how to use it effectively.
Unit AA1 Promote equality and value diversity
Unit evidence requirements

You must provide your assessor with evidence for all of the performance criteria, range and knowledge and understanding.

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

Special considerations:

Simulation is permitted for this unit.

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

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

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

Preferred sources of performance and knowledge evidence:

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

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

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

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

- 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 assessment records eg. case records, court reports.
• **Work products**: These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

• **Questioning/professional discussion**: Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion 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.

• **Original certificates**: Certificates of training, qualifications and records of attendance must be authentic, current and valid eg. diversity training. Your assessor will also want to check the content of such training so that this can be matched to the standards and 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 those aspects of the knowledge requirements which have not been evidenced through observation eg. the benefits of diversity and the promotion of equality. Assignments could include academic assignments or for this unit development material such as *Valuing Diversity*. 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 performance evidence for this unit eg. how you have taken account of how your own behaviour affects individuals and their experience of your organisation’s culture and approach.
Unit GC8 Minimise and deal with disruptive and obstructive behaviour

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

There are two elements:

GC8.1 Help to prevent disruptive and obstructive behaviour
GC8.2 Deal with disruptive and obstructive behaviour

Target group
This unit applies to operational staff working with individuals who may become disruptive or obstructive.
Unit GC8  Minimise and deal with disruptive and obstructive behaviour
Element GC8.1  Help to prevent disruptive and obstructive behaviour

Performance criteria
To meet the standard, you
1. communicate with people in a way that
   • shows respect for them, their property and their rights
   • is appropriate to them
   • is free from discrimination and oppressive behaviour
2. explain clearly what is expected of them
3. explain clearly what your role is and what you have to do
4. remain alert to, and minimise, actions or words that could trigger disruptive and obstructive behaviour.
Unit GC8  
Minimise and deal with disruptive and obstructive behaviour

Element GC8.2  Deal with disruptive and obstructive behaviour

Performance criteria

To meet the standard, you

1. recognise when a situation is leading to disruptive and obstructive behaviour

2. establish as far as possible the cause of the behaviour and assess whether there are immediate actions that can be taken that are likely to reduce the risk of disruptive and obstructive behaviour

3. take action that
   • is unlikely to make the situation worse
   • is consistent with your organisation’s policies and procedures, and your legal responsibilities

4. take the appropriate action to deal with a situation if there is a risk of disruptive and obstructive behaviour

5. take action in a way that minimises the risk of injury to yourself and others

6. report action and account for your intervention.
Unit GC8  Minimise and deal with disruptive and obstructive behaviour

Knowledge and understanding

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

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

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

**Special considerations:**

Simulation is permitted for this unit.

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

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

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the preferred assessment method to be used to evidence some part of each element in this unit.

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

**Other sources of performance and knowledge evidence:**

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

- **Witness testimony:** Colleagues, allied professionals and official visitors may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.
- **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 assessment records/portfolio index eg. adjudication records.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion 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.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid, eg. control and restraint training. Your assessor will also want to check the content of such training so that this can be matched to the standards and 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 those aspects of the knowledge requirements which have not been evidenced through observation. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/reflective account to provide some of the performance evidence for this unit, eg. how you have dealt with disruptive and obstructive behaviour with individuals or other key people and why this was necessary. You should consider what went well, what did not go so well and evaluate what you would do differently if similar issues occurred.
Unit AC1  Contribute to the quality of team working

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

There are two elements
AC1.1 Contribute to effective team working
AC1.2 Contribute to the development of team working

Target group
The unit is designed to be applicable to everyone who works in the justice sector.

Linked units
This unit is designed to underpin all other units as effective team working is an essential component of all actions in the sector.

Place in qualifications
It is proposed that this unit should be an integral part of all qualifications in the justice sector.
Unit AC1  Contribute to the quality of team working
Element AC1.1  Contribute to effective team working

Performance criteria

To meet the standard, you

1  act in accordance with relevant legislation, policies, procedures and other quality approaches

2  work
   • within your own competence
   • within levels of responsibility and accountability in the work team and organisation
   • as agreed with the team
   • in a way that promotes the equality and values the diversity of everyone in the work team

3  organise your own work to meet work priorities

4  use and maintain resources efficiently and effectively

5  act in a way that enables other team members to undertake their work effectively

6  monitor the quality of work and alert others to quality issues

7  work with other team members to evaluate and review the team’s work.

Range

1  Enable other team members through
   a  communicating effectively
   b  maintaining good work relationships
   c  offering support
   d  acting constructively when there are any issues in the team.

Explanatory notes

In performance criterion 1, relevant legislation, policies and procedures may relate to a number of different aspects such as:

• accident / incident reporting
• equality and diversity
• employment
• harassment and bullying
• the management of risk.

In performance criterion 4, resources will include: your own and others time, equipment, materials, facilities, and finance.

In performance criterion 6, quality issues might relate to: complaints, gaps, incidents, lack of knowledge and skills, mistakes and errors, poor communication, resourcing, team working, workload (individual and team).
In performance criterion 7, evaluation and review of the team's work might include: auditing, appraising own and team's practice in the light of research exercises, benchmarking, surveys – staff and user.
Unit AC1  Contribute to the quality of team working
Element AC1.2  Contribute to the development of team working

Performance criteria

To meet the standard, you
1  make constructive suggestions as to how your own work and the work of the team can be improved
2  alert the relevant people to any issues in policies and procedures which are affecting the effectiveness of services and team working
3  discuss and agree with the work team any changes that need to be made and how these will be done
4  make agreed changes to own work in a constructive manner and within the agreed timescales
5  seek support when you are unsure how to change your own practice.

Range

1  Changes
   a  to your own work
   b  to the work of the team.
Unit AC1  Contribute to the quality of team working
Element AC1.1  Knowledge and understanding

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

1. the legislation, policies and procedures that apply to the work of your team, the overall purpose of your work and the services that you offer
2. how the legislation, policies and procedures that apply to your work are changing and how this will affect your own work
3. the nature and limits of your own job and how it relates to the work of others in the team and the wider organisation
4. your own knowledge, skills and competence and the limits of these
5. the contributions that others make to the overall work of the team and how to value and respect this
6. how to organise your own work so that you can do your own work effectively
7. how to use the resources for which you have responsibility efficiently and effectively
8. the reasons why efficient and effective resource use is important for the effective delivery of services
9. the different ways in which you can help other team members to work effectively and make changes in their practice, and why different methods might be appropriate at different times and with different people
10. the issues in team working and team practice that are likely to affect the quality of work and how to address these
11. the reasons for you taking an active part in evaluating and reviewing the team's work, and contributing to the changes that need to be made
12. how to think about and identify the implications for team practice due to changes in legislation, policies, procedures and structures
13. the reasons for seeking support when you are unsure of how to change your practice
14. why it is important for you to offer suggestions on how services can be improved and alert people to issues in policies, procedures and structures.
Unit AC1  Contribute to the quality of team working
Unit evidence requirements

You must provide your assessor with evidence for all of the performance criteria, range and knowledge and understanding.

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

Special considerations:

Simulation is not permitted for this unit.

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

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

Preferred sources of performance and knowledge evidence:

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

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

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

• **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

• **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 assessment records.
• **Work products:** These are non-confidential records made, or contributed to, by you eg. minutes of team meetings.

• **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion 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.

• **Original certificates:** Certificates of training, qualifications 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 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 those aspects of the knowledge requirements which have not been evidenced through observation eg. the relevant legislation, organisational policies and procedures that apply to the work of your team. Assignments could include academic assignments. 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 performance evidence for this unit eg. how you have used and maintained resources efficiently and effectively.
Summary
This unit is about the basis requirements of the Health and Safety at Work Act. Meeting these requirements is an essential aspect of all jobs in the justice sector.

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

- employers must safeguard so far as is reasonably practicable, the health safety and welfare at work of all the people who work for them and ‘other persons’. This applies in particular to the provision and maintenance of safe plant and systems of work, and covers all machinery, equipment and substances used

- people at work (whether paid or unpaid, full or part time) have a duty under the Act to take reasonable care to avoid harm to themselves or to others by their working practices, and to co-operate with employers and others in meeting statutory requirements. The Act also requires employees not to interfere with or misuse anything provided to protect their health, safety or welfare in compliance with the Act.

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

There are two elements

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

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

Target group
The unit is designed to be applicable to everyone who works in the justice sector.

Linked units
This unit is designed to underpin all other units as health and safety at work is essential for all employees.

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

Origins of this unit
This standard is taken from the Employment National Training Organisation where it appears as unit E relating to health and safety.
Unit AF1 Ensure your own actions reduce risks to health and safety

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

Performance criteria

To meet the standard, you

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

Range

1. Risks resulting from
   a. the use and maintenance of machinery or equipment
   b. the use of materials or substances
   c. working practices which do not conform to laid down policies
   d. unsafe behaviour
   e. accidental breakages and spillages
   f. environmental factors.
Unit AF1  Ensure your own actions reduce risks to health and safety
Element AF1.2  Reduce the risks to health and safety in the workplace

Performance criteria

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

Range
1  Workplace policies covering
   a the use of safe working methods and equipment
   b the safe use of hazardous substances
   c smoking, eating, drinking and drugs
   d what to do in the event of an emergency
   e accidental breakages and spillages
   f personal presentation.
Unit AF1  Ensure your own actions reduce risks to health and safety
Knowledge and understanding

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

1. your legal duties for health and safety in the workplace as required by the Health and Safety at Work Act 1974
2. your duties for health and safety as defined by any specific legislation covering your job role
3. what hazards may exist in your place of work
4. the particular health and safety risks which may be present in your own job role and the precautions you must take
5. the importance of remaining alert to the presence of hazards in the whole workplace
6. the importance of dealing with or promptly reporting risks
7. the requirements and guidance on the precautions
8. agreed workplace policies relating to controlling risks to health and safety
9. responsibilities for health and safety in your job description
10. the responsible persons to whom to report health and safety matters
11. the specific workplace policies covering your job role
12. suppliers’ and manufacturers’ instructions for the safe use of equipment, materials and products
13. safe working practices for your own job role
14. the importance of personal presentation in maintaining health and safety in the workplace
15. the importance of personal conduct in maintaining your own health and safety and the health and safety of others
16. your scope and responsibility for rectifying risks
17. workplace procedures for handling risks which you are unable to deal with.
Unit AF1 Ensure your own actions reduce risks to health and safety

Unit evidence requirements

You must provide your assessor with evidence for all of the performance criteria, range and knowledge and understanding.

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

Special considerations:

Simulation is not permitted for this unit.

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

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

Preferred sources of performance and knowledge evidence:

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

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

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

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

- **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 assessment records.
• **Work products:** These are non-confidential records made, or contributed to by you eg. completed Health and Safety Documentation.

• Questioning/professional discussion: Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion 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.

• **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid eg. accredited health and safety qualifications. Your assessor will also want to check the content of such training so that this can be matched to the standards and 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 those aspects of the knowledge requirements which have not been evidenced through observation eg. your legal duties for health and safety in the workplace. 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 performance evidence for this unit eg. how you have reported any differences between workplace policies and suppliers’ or manufacturers’ instructions.
Summary
This unit is about following security procedures when controlling the entry and exit of visitors, other people and vehicles.

There are two elements:
FC2.1 Maintain security while people are entering and leaving
FC2.2 Maintain security while vehicles are entering and leaving

Target group
This unit applies to operational staff who work on access points to any secure area, including gate lodge, immigration control and custodial environments.
Unit FC2 Maintain security at entry and exit points
Element FC2.1 Maintain security while people are entering and leaving

Performance criteria

To meet the standard, you
1. identify people wishing to enter or leave the premises and verify that they have the correct authorisation
2. issue the correct passes and retrieve them when visitors leave
3. advise visitors on the relevant security procedures and any conditions and restrictions relevant to their visit
4. request escorts for visitors as appropriate
5. use security and communications equipment appropriately and within laid down protocols
6. maintain security in a way that is sensitive to individuals’ needs and rights
7. deal with visitors’ requests for information and objections effectively and courteously in accordance with your organisation’s procedures
8. monitor the area outside the entry point
9. deal with unauthorised and uncooperative visitors in a way that respects their individual rights and your organisation’s procedures
10. maintain security in a way that is consistent with the current state of alert
11. complete all relevant records accurately and legibly.
Unit FC2  Maintain security at entry and exit points
Element FC2.2  Maintain security while vehicles are entering and leaving

Performance criteria

To meet the standard, you

1. check the authorisation of the vehicle and any conditions applying to passengers and items
2. ensure that people and items not authorised to enter the secure area are transferred to an appropriate area
3. carry out searches of vehicles in a manner consistent with laid down procedures and current state of alert
4. deal with any unauthorised vehicles, people and items in line with organisational procedures
5. complete all relevant records accurately and legibly.
Unit FC2 Maintain security at entry and exit points
Knowledge and understanding

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

1. your organisation’s security procedures for controlling entry points
2. different states of alert and their effect on how you control security
3. the records concerning the entry and exit of people and vehicles and how to complete them
4. your organisation’s contingency plans for security alerts
5. facilities available for people with special needs and who provides these
6. the types of requests you receive from visitors and how to deal with these correctly and courteously
7. the types of information that are restricted and the procedures you must follow before you provide such information
8. your organisation’s procedures for taking and relaying messages
9. your organisation’s procedures for escorting individuals
10. the types of communications and security equipment available, and how to use such equipment correctly
11. how to be sensitive to individual needs while at the same time maintaining security
12. your organisation’s procedures for monitoring the area outside
13. your organisation’s procedures for dealing with unauthorised and abusive visitors
14. your organisation’s procedures for searching vehicles
15. the types of methods that may be used to conceal people, items and substances in vehicles
16. methods and the use of equipment for detecting concealed people, items and substances.
Unit FC2 Maintain security at entry and exit points

Unit evidence requirements

You must provide your assessor with evidence for all of the performance criteria and knowledge and understanding.

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

Special considerations:

Simulation is not permitted for this unit.

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

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

Preferred sources of performance and knowledge evidence:

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

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

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

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

- **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 assessment records eg. plans and records.
• **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

• **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion 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.

• **Original certificates:** Certificates of training, qualifications 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 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 those aspects of the knowledge requirements which have not been evidenced through observation. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/reflective account to provide some of the performance evidence for this unit.
Unit CK4  Search individuals, premises and surrounding areas

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

There are two elements:
CK4.1  Carry out rub-down and electronic searches
CK4.2  Search premises and surrounding areas

Target group
This applies to operational staff who have to carry out straightforward searches as part of their duties.
Unit CK4  Search individuals, premises and surrounding area
Element CK4.1  Carry out rub-down and electronic searches

Performance criteria

To meet the standard, you
1. make sure the conditions for the search meet legal and organisational requirements
2. ensure that any equipment being used is operational and correctly calibrated
3. identify and take appropriate action if there are communication difficulties
4. clearly inform individuals about the search procedure
5. ask individuals to declare any unauthorised items that they may have
6. search thoroughly and efficiently, applying the appropriate techniques
7. respect individuals’ rights, dignity and comfort throughout the search
8. deal with unauthorised items according to legal and organisational requirements.
Unit CK4  Search individuals, premises and surrounding areas

Element CK4.2  Search premises and surrounding areas

Performance criteria

To meet the standard, you

1. follow organisational procedures before and during searches
2. clearly define the search areas
3. move or organise the transfer of individuals to a secure place for the duration of the search
4. identify and search areas and spaces with the potential for hiding unauthorised people, items and substances
5. obtain and use expert assistance as required to access potential hiding places
6. select and use search equipment appropriate to the areas being searched
7. deal with unauthorised items and substances according to organisational procedures
8. complete all relevant records and documentation accurately, in accordance with organisational procedures
9. maintain confidentiality regarding the search and the location.
Unit CK4  
Search individuals, premises and surrounding areas

Knowledge and understanding

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

1. the legal and organisational requirements for carrying out searches of people, areas and property
2. the types of unidentified and unauthorised items that you may find during searches, how to recognise these and the organisational procedures for dealing with them
3. the documentation that needs to be completed, and how to do so correctly
4. the correct conditions for searching individuals, for example same sex searching, when authorisation may be needed, having other personnel present, distance from other individuals etc
5. why you should inform the individual about the search procedure and how to do this
6. how to carry out a rub-down search correctly and what its limitations are
7. how to use an electronic search equipment correctly and what its limitations are
8. how to deal with unauthorised individuals according to organisational procedures and with respect for their rights
9. how to deal with correspondence and written materials claimed to be confidential
10. why you should ask the individual to declare any unauthorised items
11. methods that can be used to hide items about the body and in clothing and footwear
12. how to carry out a rub-down search correctly and with due respect for the individual’s rights, dignity and comfort
13. your organisation’s health and safety procedures for searching premises and surrounding areas
14. your organisation’s health and safety procedures for searching individuals
15. why it is important to define the search area, and how to do so
16. why it is important to move individuals to a secure area for the duration of searches, and how to do so
17. the types of search equipment you may need to search premises and surrounding areas, and how to obtain suitable equipment
18. the types of areas and spaces that may be used to conceal people, items and substances, and how to identify and search these effectively
19. types of expert assistance you may require for access and organisational procedures for obtaining this
20. how to identify what problems individuals have with language and communication.
Unit CK4  Search individuals, premises and surrounding areas

Unit evidence requirements

You must provide your assessor with evidence for **all** of the performance criteria and knowledge and understanding.

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

**Special considerations:**

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

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

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

**Preferred sources of performance and knowledge evidence:**

**Observation and/or expert witness testimony** is the preferred assessment method to be used to evidence some part of each element in this unit.

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

**Other sources of performance and knowledge evidence:**

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

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

- **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 assessment records/portfolio index eg. unauthorised item reports.
• **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

• **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion 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.

• **Original certificates:** Certificates of training, qualifications 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 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 those aspects of the knowledge requirements which have not been evidenced through observation. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/reflective account to provide some of the performance evidence for this unit, eg. how you have conducted searches of both premises and persons, why this was necessary. You should consider what went well, what did not go so well and evaluate what you would do if problems occurred during the search.
Unit FD1  Contribute to the security of the custodial environment

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

There are four elements:
FD1.1  Maintain the physical security of the custodial environment
FD1.2  Monitor and maintain the security of individuals during normal activities
FD1.3  Maintain security during the movement of individuals within the custodial environment
FD1.4  Maintain security during visits

Target group
This unit applies to operational staff working in custodial environments that have limited responsibilities for security and control.
Unit FD1  Contribute to the security of the custodial environment

Element FD1.1  Maintain the physical security of the custodial environment

Performance criteria

To meet the standard, you

1. carry out security checks following organisational procedures and instructions
2. remain constantly alert to possible security risks
3. check that all security areas are clear of unauthorised individuals and items
4. identify and check all security risks and take action appropriate to the level of risk, in accordance with organisational procedures if you identify or suspect a breach in security
5. respond to emergency situations in accordance with organisational procedures
6. minimise disruption to normal operations while an emergency or security risk is dealt with
7. complete required documentation clearly and accurately and forward it to the responsible colleague within agreed timescales.
Unit FD1  Contribute to the security of the custodial environment
Element FD1.2  Monitor and maintain the security of individuals during normal activities

Performance criteria

To meet the standard, you
1. verify that monitoring systems are operating correctly, report faults and take action in accordance with organisational procedures
2. directly and through the correct use of surveillance systems monitor the activity of individuals and the movement of vehicles in the custodial environment
3. identify suspicious events, investigate and assess their level of risk, and take action in line with organisational procedures
4. monitor and report individuals’ communications in line with organisational procedures, as long as this does not affect individuals’ rights
5. identify changes in individuals’ behaviour, routines and circumstances and report these promptly to the responsible colleague
6. treat individuals courteously and uphold their rights at all times
7. maintain and store accurate, complete and legible records in line with organisational procedures.
Unit FD1 Contribute to the security of the custodial environment

Element FD1.3 Maintain security during the movement of individuals within the custodial environment

Performance criteria

To meet the standard, you

1. obtain the required authorisation for the movement of individuals
2. check you have the sufficient resources available for the movement of individuals and seek advice from senior management where you have concerns
3. suggest improvements clearly, constructively and at an appropriate time and place
4. maintain order and discipline in line with organisational procedures, while upholding the rights of individuals
5. maintain the safety and security of the individuals, yourself and other staff during the movement of individuals
6. confirm all individuals are present at each key stage of the movement and take appropriate corrective action if they are not
7. identify and report any notifiable incidents and events to the responsible colleague promptly
8. complete required documentation clearly and accurately and forward it to the responsible colleague within agreed timescales.
Unit FD1  Contribute to the security of the custodial environment
Element FD1.4  Maintain security during visits

Performance criteria

To meet the standard, you

1. identify individuals and confirm your information about the purpose of their visit is complete and accurate
2. search individuals and visiting areas following organisational procedures and instructions
3. provide individuals with accurate and complete information and guidance about the procedures they must follow
4. identify behaviour that is unacceptable or presents a security risk, and deal with it in line with organisational procedures
5. identify and deal with any attempts to exchange unauthorised items in line with organisational procedures
6. take action in accordance with organisational procedures where visits exceed the agreed period
7. treat individuals courteously and uphold their rights at all times
8. complete required documentation clearly and accurately, and forward it to the responsible colleague within agreed timescales.
Unit FD1  Contribute to the security of the custodial environment

Knowledge and understanding

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

1. the importance of physical security in the custodial environment
2. parts of the environment that could present a security risk, the condition they should be in and how to check them
3. your organisation’s procedures for ensuring the physical security of the custodial environment
4. the routine and non-routine security checks that need to be carried out and how to carry them out correctly
5. who is authorised and not authorised to be in the security areas in which you work
6. how temporary structures can present a particular security risk and how to monitor them effectively
7. likely security risks, how to assess them and how to respond to them correctly
8. the importance of minimising disruption while dealing with security risks, and how to do so
9. your organisation’s contingency plans for dealing with security risks and breaches
10. the importance of monitoring the activities of people in the custodial environment, and how to do so
11. how to identify suspicious events, investigate them and assess their security risks
12. the correct procedures to follow when you identify that events present a security risk
13. situations in which you may and may not monitor communications, and how to do so
14. how to identify changes in individuals’ behaviour, routines and circumstances, why these must be reported and to whom the report should be made
15. how to use CCTV and other types of technology to monitor individuals
16. the types of faults that may occur with equipment and the importance of reporting faults immediately
17. the records, charts and other types of documentation that need to be completed, and how to do so
18. the authorisation required to move people within the custodial environment(s) in which you work, when it is necessary, and how to obtain it
19. the required documentation
20. your organisation’s procedures to use during routine and emergency movements of individuals
21. the importance of maintaining order and discipline, especially during an emergency
22. how to check the individuals are present at all stages of the procedure and what to do if they are not
23. your organisation’s reporting procedures during the movement of individuals, and for incidents and emergencies
24. your organisation’s procedures for identifying visitors and confirming the nature and purpose of their visit
your organisation’s procedures for searching individuals and visitors

when it may be necessary to search visitors and the procedures to follow for each type of visitor

the procedures that individuals and visitors must follow during visits, and how to provide them with the necessary information and guidance

the types of behaviour that would be unacceptable or present a security risk, and how to deal with this correctly

items that people should not exchange during visits, methods they could use to do so and how to identify and deal with these

the rights of individuals and visitors and how to uphold these

your organisation’s procedures for keeping records.
Unit FD1                  Contribute to the security of the custodial environment

Unit evidence requirements

You must provide your assessor with evidence for all of the performance criteria and knowledge and understanding.

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

Special considerations:

Simulation is not permitted for this unit.

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

• Witness testimony: Colleagues, allied professionals and official visitors may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

• 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 assessment records/portfolio index, eg. incident reports/unauthorised item reports/breaches in security reports.
• **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

• **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion 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.

• **Original certificates:** Certificates of training, qualifications 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 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 those aspects of the knowledge requirements which have not been evidenced through observation. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/reflective account to provide some of the performance evidence for this unit, eg. how you monitored individuals and visitors in the custodial environment and how you monitored the physical security of the custodial environment. You should evaluate any breaches in security issues that you came across and say how you might deal with these if they were to present themselves in similar circumstances.
Unit FF1  Assist in the control of incidents and emergencies

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

There are two elements:
FF1.1  Make an initial response to incidents and emergencies
FF1.2  Help to control incidents and emergencies

Target group
This unit applies to all operational staff in custodial environments who have limited responsibilities for dealing with incidents and emergencies.
Unit FF1  Assist in the control of incidents and emergencies
Element FF1.1  Make an initial response to incidents and emergencies

Performance criteria

To meet the standard, you
1  make an initial response to incidents and emergencies
2  obtain and check all the available information about the incident or emergency
3  communicate with all those involved in a way that is appropriate to the situation and follows organisational procedures
4  take appropriate and prompt action to prevent the situation escalating
5  identify individuals' involvement in the incident or emergency
6  report the situation clearly and accurately to the responsible colleague and hand over control at an appropriate point.
Unit FF1 Assist in the control of incidents and emergencies
Element FF1.2 Help to control incidents and emergencies

Performance criteria

To meet the standard, you
1. identify the roles of yourself and other staff involved, and carry out your own responsibilities safely, effectively and efficiently
2. deal appropriately with individuals who are not involved
3. take action to prevent escalation of the incident or emergency following organisational procedures
4. maintain the rights of the individuals involved
5. implement contingency plans correctly and hand over control to others as required
6. record and report information relevant to the incident or emergency that could be used for future action
7. ensure instructions and requests to others are in line with organisational procedures.
Unit FF1  Assist in the control of incidents and emergencies
Knowledge and understanding

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

1. the types of incidents and emergencies that may occur, and organisational procedures you should follow when making an initial response
2. how to identify when an incident or emergency is happening or about to happen
3. the importance of communicating clearly and accurately, and of following organisational procedures when responding to an incident or emergency
4. how to judge when a situation may be about to escalate and the action you can take to limit this
5. organisational procedures for reporting the incident or emergency at an early stage
6. organisational procedures for controlling different types of incidents and emergencies
7. the importance of effective teamwork in an emergency situation
8. your role and responsibilities in controlling an incident or emergency, and what roles other staff will play
9. procedures for using force in an incident or emergency and the importance of only using reasonable force
10. agreed contingency plans for a range of incidents and emergencies and your role in these.
Unit FF1  Assist in the control of incidents and emergencies

Unit evidence requirements

You must provide your assessor with evidence for all of the performance criteria and knowledge and understanding.

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

Special considerations:

Simulation is permitted for this unit.

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

• Witness testimony: Colleagues, allied professionals and official visitors may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.
• **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 assessment records/portfolio index, eg. incident reports and debriefs.

• **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

• **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion 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.

• **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid, eg. emergency incident training. Your assessor will also want to check the content of such training so that this can be matched to the standards and 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 those aspects of the knowledge requirements which have not been evidenced through observation. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/reflective account to provide some of the performance evidence for this unit, eg. how you have helped in the control of an emergency or incident, and why this was necessary. You should consider what went well, what did not go so well and evaluate what you would do differently if involved with a similar emergency or incident.
Unit FG1  Contribute to planning the installation and decommissioning of electronic monitoring equipment

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

There are two elements:
FG1.1  Receive, enter and store notifications
FG1.2  Prepare and communicate information for implementing notifications

Target group
This unit applies to administrative and other staff working in electronic monitoring control centres.
Unit FG1  Contribute to planning the installation and decommissioning of electronic monitoring equipment

Element FG1.1  Receive, enter and store notifications

**Performance criteria**

To meet the standard, you

1. check the notification promptly when it arrives
2. make sure that the information on the notification is clear and legible
3. make sure all the required information is on the notification, and that it is correctly authorised
4. make sure the information appears to be correct
5. follow your organisation's procedures if any of the information is unclear, missing or possibly incorrect
6. enter the information accurately on the system, in line with organisational procedures
7. store the notification correctly and securely for future action and archiving.
Unit FG1  Contribute to planning the installation and decommissioning of electronic monitoring equipment

Element FG1.2  Prepare and communicate information for implementing notifications

Performance criteria

To meet the standard, you

1. compile all the information necessary to assist the implementation of the order
2. communicate the information to the correct people, in line with organisational procedures
3. communicate information about the notification within specified timescales
4. provide all the necessary information clearly, accurately and in the required format
5. complete all necessary administrative arrangements for installing and de-installing communication systems within agreed timescales
6. deal with any queries about the notification efficiently and effectively.
Unit FG1  Contribute to planning the installation and decommissioning of electronic monitoring equipment

Knowledge and understanding

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

1. the legal requirements that apply to the range and types of notifications implemented by your organisation
2. the types of communication system covered by the notification
3. how each type of notification must be dealt with and within what timescales
4. the information that must be present on a notification
5. your organisation’s procedures for inputting information about notifications, and how to follow these
6. your organisation’s procedures for storing the notification, and why these are important
7. the information that needs to be compiled to implement an order, and how to do this
8. the person(s) in your organisation that you must pass information on to concerning notifications
9. the information you must pass on and the format in which it should be provided
10. why you must check information about notifications and make sure it is correct, clear and complete
11. the types of problems you may have with information on notifications, and what to do in each of these cases
12. the types of queries you may get about notifications, and how you should deal with these.
Unit FG1 Contribute to planning the installation and decommissioning of electronic monitoring equipment

Unit evidence requirements

You must provide your assessor with evidence for all of the performance criteria and knowledge and understanding.

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

**Special considerations:**

Simulation is not permitted for this unit.

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

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

**Preferred sources of performance and knowledge evidence:**

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

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

**Other sources of performance and knowledge evidence:**

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

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

- **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 assessment records/portfolio index, eg. notifications.
• **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

• **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion 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.

• **Original certificates:** Certificates of training, qualifications 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 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 those aspects of the knowledge requirements which have not been evidenced through observation. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/reflective account to provide some of the performance evidence for this unit, eg. how you have helped to plan the installation, (court order, area parameters, curfew timings) and the decommissioning why this was necessary (end of sentence, breach of curfew, faulty equipment). You should consider what went well, what did not go so well and evaluate what you would do if any problems encountered presented themselves in similar circumstances.
Unit FG4  Identify electronic monitoring incidents and initiate a response

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

There are two elements:
FG4.1  Identify electronic monitoring incidents
FG4.2  Provide an initial response to electronic monitoring incidents

Target group
This unit applies to control centre staff working for an electronic monitoring organisation.
Unit FG4 Identify electronic monitoring incidents and initiate a response
Element FG4.1 Identify electronic monitoring incidents

Performance criteria

To meet the standard, you
1. continuously monitor for reports of possible incidents
2. identify incidents that require a response and prioritise them correctly
3. seek additional information from other sources that may confirm the reported incident
4. evaluate all available information and choose an appropriate method of dealing with the incident.
Unit FG4 Identify electronic monitoring incidents and initiate a response

Element FG4.2 Provide an initial response to electronic monitoring incidents

Performance criteria

To meet the standard, you
1 contact the individual being monitored within the agreed timescales, and establish their identity
2 request information from the individual being monitored about the incident and its causes
3 where necessary, you contact other people to seek confirmation of the incident and its causes
4 record and evaluate all available information
5 based on this evaluation, take action consistent with your organisation’s procedures and contractual requirements for incident response.
Unit FG4  Identify electronic monitoring incidents and initiate a response
Knowledge and understanding

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

1. your responsibilities for implementing the legal requirements relevant to the type of electronic monitoring carried out by your organisation
2. the actions you should take for the main types of incident that may occur, how each must be dealt with and within what timescales
3. how electronic monitoring equipment operates and the data it can generate
4. the different sources of reports about incidents
5. incidents that require a response and how to prioritise these
6. situations in which you should seek additional information about an incident
7. how to evaluate the available information and choose an appropriate response
8. the importance of contacting the individual being monitored when there is a reported incident
9. the importance of establishing the identity of the individual being monitored, and how to do so
10. how to question people about incidents and possible causes
11. situations in which you need to seek additional information, the organisations appropriate to each of these and the procedures and protocols for contacting them
12. the importance of recording the information, and how to do so
13. how to evaluate the information you have collected.
Unit FG4 Identify electronic monitoring incidents and initiate a response

Unit evidence requirements

You must provide your assessor with evidence for all of the performance criteria and knowledge and understanding.

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

Special considerations:

Simulation is not permitted for this unit.

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

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

- **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 assessment records/portfolio index, eg. curfew breach reports/debrief reports.
• **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

• **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion 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.

• **Original certificates:** Certificates of training, qualifications 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 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 those aspects of the knowledge requirements which have not been evidenced through observation. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/reflective account to provide some of the performance evidence for this unit, eg. how you monitor individuals, how you recognised a curfew breach, how you triggered a response to the breach. You should consider what went well, what did not go so well and evaluate how you handled the situation.
Unit FE3  Drive vehicles to carry out custodial duties

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

There are two elements:
FE3.1 Check the vehicle and prepare for the journey
FE3.2 Operate and control the vehicle safely and efficiently

Target group
This unit applies to custodial care staff who drive official vehicles. This includes field staff working for an electronic monitoring organisation or operational support staff.
Unit FE3  Drive vehicles to carry out custodial duties
Element E3.1  Check the vehicle and prepare for the journey

Performance criteria

To meet the standard, you
1. are in possession of a valid licence to drive the vehicle
2. have the correct authorisation to use the vehicle
3. make sure all relevant aspects of the vehicle meet legal and organisational requirements
4. correctly undertake any minor maintenance, according to your role and responsibilities
5. report any maintenance needs that you cannot deal with according to your role and responsibilities
6. load the vehicle and stow tools and equipment safely and correctly
7. identify the destination and plan, as appropriate, the most efficient route, taking account of the time of day and other circumstances
8. have sufficient fuel for the planned journey
9. complete all required records clearly and accurately.
Unit FE3  Drive vehicles to carry out custodial duties
Element E3.2  Operate and control the vehicle safely and efficiently

Performance criteria

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

1. the vehicle safety requirements that are the responsibility of the driver under the law, and according to your organisation’s procedures
2. the minor maintenance procedures that are part of your role and responsibilities, and how to carry these out
3. maintenance procedures that you are not allowed to deal with, and how to report these correctly
4. how to estimate distances and fuel requirements
5. how to lift and handle materials safely
6. how to secure loads and stow tools and equipment safely
7. how to plan your route, read maps and navigate
8. how to select alternative routes to take account of traffic and weather conditions
9. the vehicle and other records that need to be kept up-to-date, and how to do so
10. the Highway Code as it applies to the vehicles you drive
11. who to seek additional directions from when necessary
12. the principles of defensive driving
13. how to drive the vehicle in a way that is fuel efficient and minimises damage and wear, and why this is necessary
14. the main warning signs that the vehicle is not operating correctly, and what to do when you identify these
15. what your responsibilities are in the event of an accident and other types of emergencies
16. the importance of reporting significant delays
17. your responsibilities for parking, valeting and securing the vehicle when you have finished using it.
Unit FE3 Drive vehicles to carry out custodial duties
Unit evidence requirements

You must provide your assessor with evidence for all of the performance criteria and knowledge and understanding.

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

**Special considerations:**

Simulation is not permitted for this unit.

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

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

**Preferred sources of performance and knowledge evidence:**

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

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

**Other sources of performance and knowledge evidence:**

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

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

- **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 assessment records/portfolio index, eg. vehicle inspection check lists.
• **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that some relevant work product will be of a confidential nature.

• **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion 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.

• **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid, eg. defensive driving course. Your assessor will also want to check the content of such training so that this can be matched to the standards and 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 those aspects of the knowledge requirements which have not been evidenced through observation. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/reflective account to provide some of the performance evidence for this unit, eg. how you have prepared for a journey and how you undertook the journey, why it was necessary. You should consider what went well, what did not go so well and evaluate how the journey went.
Summary
This unit is about installing and decommissioning electronic monitoring equipment on a specified site for a designated individual. It will include dealing with those who have communication and language difficulties.

There are three elements:
- FG2.1 Establish contact with the individual to be monitored
- FG2.2 Set up and test electronic monitoring equipment
- FG2.3 Decommission electronic monitoring equipment

Target group
This unit applies to field staff working for electronic monitoring organisations.
Unit FG2   Install and decommission electronic monitoring equipment
Element FG2.1 Establish contact with the individual to be monitored

Performance criteria

To meet the standard, you

1. arrive at the site at the agreed time and report this in accordance with organisational procedures
2. carry out an initial assessment of the situation and take action accordingly
3. have all the necessary equipment appropriate to the job and the site, and have other personnel present where relevant to the individual being monitored and any special communications needs
4. identify the individual being monitored, using the correct procedures
5. introduce yourself to everyone present and establish an effective working relationship
6. explain the electronic monitoring agreement to the individual being monitored, and check that they understand its meaning and sign the document, if applicable.
Unit FG2  
Install and decommission electronic monitoring equipment

Element FG2.2  
Set up and test electronic monitoring equipment

Performance criteria

To meet the standard, you

1. select the equipment most suitable to the type of site and monitoring context
2. install the monitoring unit in a location that will be most convenient and efficient for the site, minimising disruption or damage
3. in accordance with organisational procedures, you fit the personal identification device to the individual being monitored, taking due care for their comfort and dignity
4. set the range in accordance with organisational procedures and verify that the equipment and set-up is functioning correctly
5. report the completion of the task and process records in compliance with organisational procedures.
Unit FG2  Install and decommission electronic monitoring equipment
Element FG2.3  Decommission electronic monitoring equipment

Performance criteria

To meet the standard, you
1  remove the personal identification device from the individual being monitored with due respect for their comfort and dignity
2  remove the monitoring unit and all other equipment from the site with a minimum of disruption and damage
3  check all equipment for damage
4  report the completion of the task and process records in compliance with organisational procedures.
Unit FG2  Install and decommission electronic monitoring equipment

Knowledge and understanding

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

1. your responsibilities for implementing the legal requirements for the range and types of electronic monitoring carried out by your organisation
2. how each must be dealt with and within what timescales
3. the information that you must have in order to carry out an installation
4. the procedures to follow if information is unclear or incomplete
5. the procedures to follow if the person is of the opposite sex or a young person
6. the procedures to follow if a person has special communications needs
7. the different types of sites in which equipment may need to be installed, and the equipment and other arrangements you must make for different sites
8. the types of hazards and risks you may face when installing equipment, and how to assess and respond correctly to these
9. why it is important to identify the person to be monitored, and how to do so
10. when you would need to make contact with other family members, and how to do so
11. how to introduce yourself, and the procedures you should follow to prove your identity
12. why is it important to check the information you have been given about the person and the site, and what to do if the information is no longer correct or if monitoring is not possible.
13. the paperwork that the person to be monitored must receive, and how to make sure it is correctly completed
14. how to choose locations for the monitoring unit that are convenient and likely to provide the most efficient monitoring
15. how to work in a way that minimises disruption or damage, and why this is important
16. how to check that the range is correct and that the equipment is functioning correctly
17. the procedures for booking on and off site
18. how the communication systems work and standard procedures for configuration and testing
19. the records and reports that need to be completed, and how to do so.
Unit FG2 Install and decommission electronic monitoring equipment

Unit evidence requirements

You must provide your assessor with evidence for all of the performance criteria and knowledge and understanding.

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

Special considerations:

Simulation is not permitted for this unit.

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

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

- 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 assessment records/portfolio index, eg. installation/decommissioning details.
• **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

• **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion 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.

• **Original certificates:** Certificates of training, qualifications 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 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 those aspects of the knowledge requirements which have not been evidenced through observation. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/reflective account to provide some of the performance evidence for this unit, eg. how you have installed, (type of notification, area parameters, curfew timings, type of equipment) and decommissioned electronic monitoring equipment, and why this was necessary (end of sentence, breach of curfew, faulty equipment). You should consider what went well, what did not go so well and evaluate what you would do if any problems encountered presented themselves in similar circumstances.
Summary
This unit is about giving the necessary advice and support to people who are being electronically monitored and to their families. It will include dealing with those who have communication and language difficulties.

There are two elements:
**FG3.1** Induct people into electronic monitoring
**FG3.2** Provide ongoing support during the monitoring period

**Target group**
This unit applies to field staff working for electronic monitoring organisations.
Unit FG3              Help people to comply with electronic monitoring requirements
Element FG3.1        Induct people into electronic monitoring

Performance criteria

To meet the standard, you
1 confirm the identity of the person to be monitored
2 provide people with clear information about
   • the hours and dates set for monitoring
   • the area being monitored
   • the operation of the monitoring equipment
   • events that will trigger reports
   • tasks the individual being monitored must undertake when requested
3 provide people with the relevant documentation
4 provide all information in a way that is appropriate to the people involved, taking account of any special communication needs
5 check that the people involved have understood the information you have given them and obtain their written confirmation
6 answer any questions they may have correctly, but with due regard to confidentiality.
Unit FG3  Help people to comply with electronic monitoring requirements
Element FG3.2  Provide ongoing support during the monitoring period

Performance criteria

To meet the standard, you
1  identify and record information about any relevant special needs of the individual being monitored
2  explore possible methods of meeting these special needs within the context of the electronic monitoring process
3  provide the individual being monitored with clear and correct advice about how their special needs might be met
4  identify any special needs that require specific authorisation and provide clear and correct information as to what they will need to do to obtain it
5  inform relevant people of your advised course of action in accordance with organisational procedures
6  follow organisational procedures in facilitating the provision of any agreed special needs support.
Unit FG3  Help people to comply with electronic monitoring requirements

Knowledge and understanding

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

1. your responsibilities for the legal requirements for the types of electronic monitoring carried out by your organisation
2. how each of your responsibilities for legal and organisational requirements must be dealt with, and within what timescales
3. the operation of electronic monitoring equipment, and how the person being monitored can live with it most effectively and comfortably
4. the documentation that must be provided to the person
5. what documentation is appropriate
6. how to establish and take account of the individual's special communication and language needs when providing information
7. the importance of checking the individual's understanding of what they have been told, and how to do so
8. the types of questions individuals are likely to have, and how to answer these
9. issues that must be treated confidentially
10. what procedures to follow where there is a wilful lack of compliance by the individual being monitored
11. the types of needs that individuals have during electronic monitoring
12. methods of meeting individuals' needs within the terms of their electronic monitoring requirements including special authorisation
13. other people who may need to be informed of any needs and actions taken.
Unit FG3  Help people to comply with electronic monitoring requirements

Unit evidence requirements

You must provide your assessor with evidence for all of the performance criteria and knowledge and understanding.

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

Special considerations:

Simulation is not permitted for this unit.

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

• Witness testimony: Colleagues, allied professionals and official visitors may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

• 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 assessment records/portfolio index, eg. curfew induction report.
• **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

• **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion 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.

• **Original certificates:** Certificates of training, qualifications 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 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 those aspects of the knowledge requirements which have not been evidenced through observation. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/reflective account to provide some of the performance evidence for this unit, eg. how you have prepared individuals and how you gave ongoing support to individuals undergoing electronic monitoring. You should consider what went well, what did not go so well and evaluate what you would do if any problems encountered presented themselves in similar circumstances.
Unit FG5  Follow up electronic monitoring incidents in the field

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

There are three elements:
FG5.1  Assess the incident and prepare to take action
FG5.2  Deal with the incident
FG5.3  Carry out random alternative monitoring

Target group
This unit applies to field staff working for electronic monitoring organisations.
Unit FG5  Follow up electronic monitoring incidents in the field
Element FG5.1  Assess the incident and prepare to take action

Performance criteria

To meet the standard, you
1  obtain the available information about the incident
2  clarify anything you are not sure about and confirm what you are to do
3  where applicable, you agree the priority of the incident in terms of your work schedule
4  verify you have the necessary equipment and, where required, access to other key personnel
5  where applicable, you identify the location, plan and follow the best route and in accordance with procedures, advise relevant people of your arrival in the area
6  carry out an initial risk assessment of the location including what you know about the individual being monitored.
Unit FG5     Follow up electronic monitoring incidents in the field
Element FG5.2    Deal with the incident

Performance criteria

To meet the standard, you
1 introduce yourself and show proof of your identity
2 correctly identify the individual being monitored
3 evaluate any further risks in the situation and take action accordingly
4 obtain information from the individual being monitored about the incident and its causes
5 correct any equipment problems, following safe and approved procedures
6 obtain a signed statement from the individual being monitored, as necessary
7 advise relevant people of actions taken and departure from site in accordance with organisational procedures
8 complete all records clearly and accurately.
Unit FG5  Follow up electronic monitoring incidents in the field
Element FG5.3  Carry out random alternative monitoring

Performance criteria

To meet the standard, you
1. establish that random alternative monitoring is needed
2. obtain the necessary information to proceed with random alternative monitoring
3. make sure you have the necessary equipment for random alternative monitoring, and that the equipment is functioning correctly
4. make sure you are within range of the required site to receive a clear signal
5. configure the monitoring equipment and verify it is functioning correctly
6. report the result as required by your organisation's procedures
7. repeat random alternative monitoring at the required intervals
8. complete all records clearly and accurately.
Unit FG5  Follow up electronic monitoring incidents in the field

Knowledge and understanding

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

1. your responsibilities for the types of electronic monitoring carried out by your organisation and the authorisation procedures
2. the common type of electronic monitoring incidents, and how to respond to them
3. the essential pieces of information that you should have when you assess an incident
4. how to prioritise an incident in terms of work schedules
5. how to select ‘best’ routes including using navigational aids
6. how to carry out risk assessments of an area, and making use of information you have been given about the individual being monitored
7. how to carry out random alternative monitoring and the equipment you require
8. how to ensure that you are within adequate range for a clear signal
9. why it is important to correctly identify the individual being monitored and how to do so
10. the importance of introducing yourself and showing proof of identity
11. how to question people about incidents and what may have led to these
12. the testing, maintenance and replacement of electronic monitoring equipment
13. where it is important to obtain signed statements from the individual being monitored
14. your organisation’s procedures for keeping records including reporting the result of random alternative monitoring.
Unit FG5  Follow up electronic monitoring incidents in the field

Unit evidence requirements

You must provide your assessor with evidence for all of the performance criteria and knowledge and understanding.

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

Special considerations:

Simulation is not permitted for this unit.

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

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

- 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 assessment records/portfolio index, eg. curfew breach reports.
• **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

• **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion 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.

• **Original certificates:** Certificates of training, qualifications 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 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 those aspects of the knowledge requirements which have not been evidenced through observation. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/reflective account to provide some of the performance evidence for this unit, eg. how you have accessed and assessed the reported incident, the action you planned to take, how you dealt with the incident, the debrief of the incident, how you determined that random alternative monitoring was required, and how this was carried out. You should consider what went well, what did not go so well and evaluate what you would do if any problems encountered presented themselves in similar circumstances.
Summary
This unit is about dealing with ‘customers’ – people for whom you, your team or your organisation provide a service that can be about providing information, taking messages or providing other forms of support. Customers can be people inside your organisation – people who are not part of your immediate team – or they can be people outside your organisation. Examples include official and personal visitors, other departments in your organisation or other organisations such as the courts, police, probation service etc. Customers are not individuals in custody. They may need information and advice or be dissatisfied with or have a complaint about a service or product you or your organisation has supplied.

There are three elements:

ZB3.1 Communicate with customers
ZB3.2 Provide services to meet customer requirements
ZB3.3 Help customers with problems and complaints

Target group
This unit applies to all staff who work with customers – individuals or organisations – from inside or outside the organisation.
Unit ZB3  Provide effective customer service
Element ZB3.1  Communicate with customers

Performance criteria

To meet the standard, you
1  follow the correct organisational procedures for greeting and addressing customers
2  present a positive image of yourself and the people you work with to your customers
3  communicate with customers clearly, politely and confidently
4  identify when there are specific problems communicating with customers and follow organisational guidelines to seek to resolve difficulties
5  refer any problems you cannot deal with yourself to the relevant person.
Unit ZB3  Provide effective customer service
Element ZB3.2  Provide services to meet customer requirements

Performance criteria

To meet the standard, you
1  obtain relevant information about the customer's needs and what services they require
2  identify and agree if there are other services that would be more appropriate to their needs
3  make sure any information you give the customer is accurate and up-to-date, within the constraints of organisational rules on confidentiality and your level of authority
4  only provide services to the customer that you are allowed to
5  provide the agreed services within the agreed timescales
6  check with the customer to make sure they are satisfied with what you have done
7  record clearly and accurately what services were requested and provided.
Unit ZB3  Provide effective customer service
Element ZB3.3  Help customers with problems and complaints

Performance criteria

To meet the standard, you
1. record clearly and accurately what services were requested and provided
2. refer matters, where required and/or outside your level of responsibility or expertise, to the appropriate authority
3. show that you understand how the customer feels
4. identify potential suitable solutions to their problems using your organisation’s procedures
5. suggest and explain these solutions to the customer and agree a way forward
6. if you cannot reach an agreement, you refer the problem to a relevant colleague and explain to the customer what is happening
7. follow through any agreed solutions with the customer and find out if they are satisfied with the result
8. follow your organisation’s procedures for recording and reporting the problem and what you have done.
Unit ZB3 Provide effective customer service
Knowledge and understanding

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

For the whole unit
1. why effective customer service (both to internal and external customers) is important
2. who are the customers to whom your team or organisation provides services
3. what your organisation’s procedures are for dealing with customers
4. the special needs that your customers may have

Why it is important to take account of customers’ special needs and how to do so
1. what is a ‘positive image’ of yourself and the people you work with, and how to present this both face-to-face and on the phone
2. why a positive image is important
3. why you should deal with customers politely and promptly, and your organisation’s standards for this
4. how to communicate clearly and confidently with customers adopting an appropriate tone of voice
5. the importance of body language when communicating with customers face-to-face
6. why it is important for both yourself and the customer to understand what is being said
7. the types of problems that may occur when you are communicating with customers
8. how to identify communication problems and deal with them effectively

Providing services to meet customer requirements
1. the types of services that your team or organisation provides to customers, and your role in supporting this
2. why it is important to be clear about what the customer requires, and how to do so
3. the importance of identifying customers’ needs and other services you could provide to meet these
4. why it is important to agree and keep a note of the customer’s requirements
5. the types of services you are able to provide within your job role
6. how to make sure information is accurate and up to date
7. the importance of providing the service within agreed timescales
8. why it is important to check that the customer is satisfied with the service, and what to do if they are not

Helping customers with problems and complaints
1. the basic legal requirements when dealing with customer problems and complaints
2. your organisation’s procedures for dealing with problems and complaints
3. why it is important to collect as much information as possible about the customer and their problem, and confirm this information with them
the relevant information that should be collected

the importance of showing empathy with the customer, and how to do so

why it is important to explain more than one possible solution and reach agreement with the customer

who the relevant person is to whom you must refer problems when you cannot reach agreement with the customer

why it is important that the customer knows what is happening

why it is important to follow through agreed solutions and to check that the customer is satisfied

how to deal with customers politely and calmly, especially when they are angry and excited

why it is important to show the customer that you are determined to solve their problem, and how to do so

your organisation’s procedures for recording and reporting problems and complaints.
You must provide your assessor with evidence for all of the performance criteria and knowledge and understanding.

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

Special considerations:

Simulation is not permitted for this unit.

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

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

- **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 assessment records/portfolio index.
- **Work products**: These are non-confidential records made, or contributed to, by you. For this unit it is likely that some relevant work products may be of a confidential nature.

- **Questioning/professional discussion**: Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion 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.

- **Original certificates**: Certificates of training, qualifications and records of attendance must be authentic, current and valid, eg. a customer service qualification. Your assessor will also want to check the content of such training so that this can be matched to the standards and 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 those aspects of the knowledge requirements which have not been evidenced through observation. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/reflective account to provide some of the performance evidence for this unit, eg. how you have dealt with customers at different times (very busy times, quiet times, when working under pressure); how you dealt with customers who have different needs/expectation, appear angry, may be confused; what form of communication was used (face to face, letter, fax, telephone, email or other method); and why this was necessary. You should consider what went well, what did not go so well and evaluate what you would do if any problems encountered presented themselves in similar circumstances.
Unit ZA3  Research, prepare and present information from a variety of sources

Summary
This unit covers researching and collating information from different sources and in different formats, on behalf of someone else, and presenting that information in a required layout and format.

There are two elements:
ZA3.1  Research, locate and select information from a variety of sources
ZA3.2  Integrate, prepare and supply information from a variety of sources

Target group
This unit applies to all custodial care staff who are responsible for researching, collating and supplying information on individuals in custody and other related issues.
Unit ZA3  

Research, prepare and present information from a variety of sources

Element ZA3.1  

Research, locate and select information from a variety of sources

Performance criteria

To meet the standard, you

1. agree and record clear requirements for the information you have been asked to research and locate
2. identify information sources that meet these requirements
3. establish any permission or conditions that might apply to searching for and using the information
4. use any specialist support that may be available
5. correctly use efficient research methods to locate the required information
6. select the information that meets the specified requirements.
Unit ZA3 Research, prepare and present information from a variety of sources

Element ZA3.2 Integrate, prepare and supply information from a variety of sources

Performance criteria

To meet the standard, you

1. agree and record how the information should be integrated and presented
2. integrate the information as agreed
3. choose a document style that is appropriate to the purpose that the information will be used for
4. acknowledge the sources of information you have used
5. meet any conditions placed on the use of the information
6. check that the final document meets with the approval of the person who requested it, or make any amendments accordingly.
Unit ZA3  

Research, prepare and present information from a variety of sources

Knowledge and understanding

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

For the whole unit

1. why it is important to agree and record requirements and make sure that they have been met
2. the basic requirements of relevant legislation covering information searches and the use of information
3. other conditions and legal requirements that may apply, in particular confidentiality, data protection and copyright

Researching, locating and selecting information from a variety of sources

4. the range of information sources commonly used by your team to locate information, and how to use these
5. any sources of specialist information support that you could draw on, and how to access these
6. how to carry out effective and efficient information searches relevant to the research area
7. the importance of maintaining the goodwill of the source of information you are using, and how not to lose this goodwill

Integrating, preparing and supplying information from a variety of sources

8. the standard document styles used in your team, and how to select a style appropriate to the document’s purpose
9. how to present documents using these styles
10. why you should acknowledge the information sources you have used, and how to do so.
Unit ZA3  Research, prepare and present information from a variety of sources

Unit evidence requirements

You must provide your assessor with evidence for all of the performance criteria and knowledge and understanding.

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

**Special considerations:**

Simulation is not permitted for this unit.

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

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

**Preferred sources of performance and knowledge evidence:**

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

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

**Other sources of performance and knowledge evidence:**

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

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

- **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 assessment records/portfolio index.
• **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that some relevant work products may be of a confidential nature.

• **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion 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.

• **Original certificates:** Certificates of training, qualifications 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 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 those aspects of the knowledge requirements which have not been evidenced through observation. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/reflective account to provide some of the performance evidence for this unit, eg. how you selected the sources of information, your research methods, your evaluation of the information you selected, the format in which you presented it, why this was necessary. You should consider what went well, what did not go so well and evaluate what you would do if any problems encountered presented themselves in similar circumstances.
Unit ZH2  Enter and find data using a computer

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

There are two elements:
ZH2.1  Enter data on a computer
ZH2.2  Find data on a computer

Target group
This unit applies to all operational staff working in custodial environments who have to make regular use of computers as part of their duties.
Unit ZH2 Enter and find data using a computer
Element ZH2.1 Enter data on a computer

Performance criteria

To meet the standard, you
1. get clear instructions about the data you have to enter and the reasons for entering it
2. input the data accurately, identifying and correcting any errors you might make
3. ask the relevant person for help if the data is unclear or incomplete
4. apply unique reference codes, as necessary
5. delete or amend existing data, as instructed
6. complete your data entry within the agreed timescales.
Unit ZH2 Enter and find data using a computer
Element ZH2.2 Find data on a computer

Performance criteria

To meet the standard, you
1. get clear instructions about the data you have to find and why
2. use search methods to identify the data efficiently and effectively
3. find the required data promptly
4. ask relevant colleagues for guidance if the data is not available
5. provide the data only to people who are allowed to see it
6. make sure the data does not get lost or misused.
Unit ZH2  Enter and find data using a computer
Knowledge and understanding

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

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

The basic legal requirements for storing data on a computer system
1 how to input data to a computer accurately
2 how to identify and correct your own mistakes
3 how to add reference codes when required
4 how to delete or amend existing data
5 how to print the data

Finding data on a computer
1 how to search for data automatically, using key data, and manually, by browsing through the information on the computer
2 how to use print routines
3 the importance of making sure that only authorised people receive the data you have found.
You must provide your assessor with evidence for all of the performance criteria and knowledge and understanding.

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

Special considerations:

Simulation is not permitted for this unit.

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

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

Preferred sources of performance and knowledge evidence:

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

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence

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

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

- **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 assessment records eg. sentence plans and records.
• **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

• **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion 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.

• **Original certificates:** Certificates of training, qualifications 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 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 those aspects of the knowledge requirements which have not been evidenced through. 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 performance evidence for this unit.
Unit CK3  Search vehicles

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

There are two elements:
CK3.1 Prepare to search vehicles
CK3.2 Search vehicles for unauthorised items and people

Target group
This unit applies to operational staff in custodial care who carry out complex searches of vehicles.
Unit CK3    Search vehicles
Element CK3.1  Prepare to search vehicles

Performance criteria

To meet the standard, you
1. identify and record the vehicle, its driver, passengers, contents, origin, destination and purpose
2. verify this information with relevant colleagues
3. carry out a preliminary check of the vehicle and the conduct of the people inside
4. assess the risks presented by the vehicle following your organisation’s procedures
5. agree the most effective and efficient method of searching the vehicle in line with identified risks and organisational procedures.
Unit CK3  Search vehicles
Element CK3.2  Search vehicles for unauthorised items and people

Performance criteria

To meet the standard, you
1  ensure the vehicle is parked in a designated search area
2  select and use equipment and techniques appropriate to the type of vehicle, the assessed level of risk and organisational procedures
3  make sure all equipment is operating correctly
4  search the vehicle and its contents thoroughly in accordance with organisational procedures
5  deal with unauthorised items and people according to legal and organisational requirements
6  take precautions to maintain the health and safety of yourself and others throughout the search
7  respect the rights of those involved and treat them with care and courtesy
8  complete relevant documentation accurately and legibly, and pass it to the responsible colleague.
Unit CK3    Search vehicles
Knowledge and understanding

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

1. the importance of identifying, recording and checking information about the vehicle, driver, passengers, contents, origin, destination and purpose
2. the types of behaviour and conduct of the driver or passengers that could be suspicious
3. the types of risks presented by different kinds of vehicles and contents – both security risks and risks to the health and safety of those searching it
4. how to assess the risks presented by the vehicle
5. the range of search methods that you could use to search a vehicle, and how to select methods appropriate to the type of vehicle and the risks it presents
6. the importance of making sure the vehicle is parked in a designated search area
7. the range of techniques and equipment available for searching vehicles, the appropriate situations in which to use them and how to use them correctly
8. how to check that manual and electronic equipment is operating correctly, and how to carry out routine maintenance to these
9. areas of vehicles that may be used to conceal items and people, and how to prioritise these
10. the correct procedures for dealing with unauthorised items and people discovered during searches
11. health and safety hazards that may be present when searching vehicles, and how to minimise these
12. the documentation that needs to be completed when you have finished a search.
Unit CK3         Search vehicles
Unit evidence requirements

Your must provide your assessor with evidence for all of the performance criteria and knowledge and understanding.

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

**Special considerations:**

Simulation is not permitted for this unit.

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

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

**Preferred sources of performance and knowledge evidence:**

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

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

**Other sources of performance and knowledge evidence:**

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

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

- **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 assessment records/portfolio index, eg., unauthorised item reports.

- **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.
• **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion 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.

• **Original certificates:** Certificates of training, qualifications 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 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 those aspects of the knowledge requirements which have not been evidenced through observation. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/reflective account to provide some of the performance evidence for this unit, eg. how you have prepared to search, conducted searches of vehicles, why this was necessary, your findings, where unauthorised items were found how you dealt with this. You should consider what went well, what did not go so well and evaluate what you would do if problems occurred during the search subsequently presented themselves in similar circumstances.
Unit FF4  Contribute to the adjudication process

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

There are two elements:
**FF4.1 Prepare for adjudication**
**FF4.2 Take part in the adjudication process**

Target group
This unit applies to operational staff working in custodial environments who are required to contribute to adjudications.
Unit FF4  Contribute to the adjudication process
Element FF4.1  Prepare for adjudication

Performance criteria

To meet the standard, you
1  correctly identify offences that require adjudication
2  make sure the charges are justifiable and verified
3  obtain and collate all the available evidence relevant to the offence, and deal with it in line with organisational procedures
4  act in a way that is objective and impartial and upholds the individual’s rights throughout the process
5  complete required documentation clearly and accurately, and forward it to the responsible colleague within agreed timescales.
Unit FF4  

Contribute to the adjudication process

Element FF4.2  
Take part in the adjudication process

Performance criteria

To meet the standard, you
1. provide evidence that is clear, truthful and meets the needs of the adjudication process
2. follow agreed procedures when handling physical evidence
3. follow the agreed conventions of the adjudication process
4. answer questions accurately and in a way that will assist the adjudication process to reach a fair decision.
Unit FF4       Contribute to the adjudication process
Knowledge and understanding

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

1. the adjudication process and your role and responsibilities in relation to it
2. the importance of the adjudication process being fair and impartial
3. the records you must complete for the adjudication process
4. the principles of natural justice
5. the offences that require adjudication
6. how to make sure the charges are justified
7. the appropriate way to inform people about charges against them
8. the relevant parts of the adjudication process that the people involved must understand, and how to make sure that they do
9. the procedures for collecting and dealing with evidence
10. the correct way to deal with witnesses
11. the conventions of the adjudication process
12. procedures for handling evidence.
Unit FF4 Contribute to the adjudication process
Unit evidence requirements

You must provide your assessor with evidence for all of the performance criteria and knowledge and understanding.

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

Special considerations:

Simulation is permitted for this unit.

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

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

Preferred sources of performance and knowledge evidence:

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

If your assessor is unable to observe you s/he will identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. Your assessor or expert witness will observe you undertaking real work activities and this is likely to provide most of the evidence for the performance criteria and range for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

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

• Witness testimony: Colleagues, allied professionals and official visitors may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

• 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 assessment records eg. case records.
• **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

• **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion 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.

• **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic, current and valid eg. accredited substance misuse training. Your assessor will also want to check the content of such training so that this can be matched to the standards and 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 those aspects of the knowledge requirements which have not been evidenced through observation eg. harm reduction strategies and how and why these may differ from individual to individual. 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 performance evidence for this unit.
Summary
This unit is about screening individuals and items including personal baggage, clothing and other containers using electronic, x-ray and other forms of scanning equipment. You will need to ensure that the equipment is set up and operating correctly, follow all the correct procedures for screening individuals and items and respond correctly when unauthorised items are discovered. These may include firearms, explosives, drugs, knives and other items considered a risk and/or a threat.

There are two elements:
FG6.1 Screen individuals using electronic equipment
FG6.2 Screen items using scanning equipment

Target group
This unit applies to operational staff who maintain security using electronic and x-ray equipment.
Unit FG6 Maintain security using screening equipment
Element FG6.1 Screen individuals using electronic equipment

Performance criteria

To meet the standard, you

1. check the electronic screening equipment and make sure it is calibrated and operating correctly
2. ensure that all those people requiring screening, and whom it is safe to screen, pass through the screening equipment in the correct manner
3. identify individuals who should not be screened and ensure they are checked by other means
4. respond correctly to signals from the screening equipment and carry out searches of the people concerned thoroughly and efficiently and in accordance with organisational procedures
5. deal with unauthorised items, and the people carrying them, following your organisation’s procedures
6. identify any equipment faults, report these and maintain security using alternative means
7. complete all records correctly in accordance with organisational procedures.
Performance criteria

To meet the standard, you
1. check the scanning equipment and make sure it is set up and operating correctly
2. ensure that all those items requiring screening, and which are safe to screen, pass through the scanning equipment as directed
3. identify items that should not be screened and make sure these are checked by other means
4. ensure that the items are loaded and positioned correctly
5. maintain vigilance throughout the screening process
6. use image processing controls correctly
7. identify suspicious items and take the correct action to investigate these further
8. maintain the health and safety of yourself and others throughout the screening process
9. identify any scanning equipment faults, report these and maintain security using alternative means
10. complete all records correctly in accordance with organisational procedures.
Unit FG6  Maintain security using screening equipment

Knowledge and understanding

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

1. relevant legislation and organisational policies and procedures covering the use of electronic screening equipment
2. relevant legislation and organisational policies and procedures covering the use of x-ray screening equipment
3. the records and reports that need to be made when carrying out electronic and x-ray screening
4. the main hazards and risks associated with electronic and x-ray screening equipment
5. how to manage the risks associated with electronic and x-ray screening equipment
6. the capabilities and limitations of electronic and x-ray screening equipment
7. how to check to ensure that screening equipment is working correctly
8. the types of faults that may occur with screening equipment, how to identify these and deal with them correctly
9. who should and should not be checked using screening equipment
10. the procedures to be followed when screening cannot be used
11. systems indicators that suspicious items may be present and how they work
12. the procedures to follow when the equipment indicates that the individual may be in possession of unauthorised items
13. the procedures for ensuring people pass through electronic portals correctly
14. the techniques that people may use to prevent electronic screening equipment detecting unauthorised items
15. how to recognise suspicious behaviour during the screening process
16. procedures to use when an individual refuses to co-operate
17. cultural and religious issues that may influence cooperation and how to deal with these
18. alternative methods to maintain security when there is a fault with screening equipment
19. the types of items that can and should not be screened using x-ray equipment
20. how to load and position items correctly for x-ray screening and why this is important
21. how to analyse x-ray images and identify images that may indicate an unauthorised item is present
22. how to use the image processing controls on the equipment you are using
23. colour identification of images on the equipment you are using
24. the procedures to follow when you suspect an unauthorised item is present
25. the procedures for isolating x-ray equipment in an emergency.
Unit FG6 Maintain security using screening equipment
Unit evidence requirements

You must provide your assessor with evidence for all of the performance criteria and knowledge and understanding.

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

Special considerations:

Simulation is not permitted for this unit.

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

• Witness testimony: Colleagues, allied professionals and official visitors may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

• 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 assessment records/portfolio index, eg. unauthorised item report.
• **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

• **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion 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.

• **Original certificates:** Certificates of training, qualifications 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 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 those aspects of the knowledge requirements which have not been evidenced through observation. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/reflective account to provide some of the performance evidence for this unit, eg. how you have screened people using electronic equipment and how you have screened items using scanning equipment. You should consider what went well, what did not go so well and evaluate what you would do if any problems encountered presented themselves in similar circumstances.
Summary
This unit is about setting up the necessary arrangements for monitoring offenders using voice verification technology, and identifying and dealing with incidents when they occur. You will need to gather information including the name, address and personal details of the individual, any special requirements for language, other approved locations from which calls may be made, approved telephone numbers and agreed times and dates for monitoring. You will have to make arrangements for the installation and de-installation of approved lines and telephones in the individual's home and in other agreed locations.

There are three elements:
FG7.1 Receive, enter and store notifications
FG7.2 Make arrangements for implementing orders
FG7.3 Identify and respond to voice verification incidents

Target group
This unit applies to control centre staff who are working on voice verification monitoring.
Unit FG7  Contribute to preparing and implementing voice verification monitoring
Element FG7.1  Receive, enter and store notifications

Performance criteria

To meet the standard, you
1. check the notification promptly when it arrives
2. make sure the information on the notification is clear, legible and correctly authorised
3. identify any possible errors or missing information and follow the approved procedures to deal with these
4. enter the information accurately on the system, following approved procedures
5. store the notification correctly and securely for future reference.
Unit FG7  Contribute to preparing and implementing voice verification monitoring
Element FG7.2  Make arrangements for implementing orders

Performance criteria

To meet the standard, you
1. compile the information necessary to implement the order
2. correctly identify the requirements of the order
3. identify any difficulties in implementing the order and negotiate a solution to these with the supervising officer, appropriate internal department or telephone service provider as appropriate
4. where necessary, seek advice and information from a responsible colleague
5. complete all the necessary arrangements for implementing the order correctly, as appropriate to the individual and within agreed timescales
6. complete all records following approved procedures.
Unit FG7 Contribute to preparing and implementing voice verification monitoring
Element FG7.3 Identify and respond to voice verification incidents

Performance criteria

To meet the standard, you
1. continuously monitor for voice verification incidents
2. identify voice verification incidents and prioritise them correctly
3. seek additional information from other sources when necessary
4. evaluate all available information and choose an appropriate method of dealing with the incident
5. provide clear and accurate reports of the incident to the appropriate organisation within agreed timescales and ensure these reports are securely stored for future reference.
Unit FG7  Contribute to preparing and implementing voice verification monitoring

Knowledge and understanding

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

1. the legal requirements that apply to the range and types of notifications implemented by your organisation
2. the basic principles of voice verification monitoring
3. how each type of notification must be dealt with and within what timescales
4. the information that must be present on a voice verification notification
5. why you must check information about notifications and make sure it is correct, clear and complete
6. the types of errors and missing information that you may come across with notifications and how to deal with these correctly
7. the other organisations with whom you liaise and their different responsibilities for voice verification monitoring
8. your organisation’s procedures for inputting information about notifications and how to follow these
9. your organisation’s procedures for storing the notification and why these are important
10. the arrangements you must make for voice verification monitoring and why each of these are important
11. the types of telephone lines and telephone equipment approved for voice verification
12. the information that needs to be compiled in order to implement an order, and how to do this
13. the types of problems that may occur when setting up voice verification monitoring, and how to respond correctly to each of these
14. who is the responsible colleague from whom you should seek advice and information when you cannot resolve a problem yourself
15. the types of voice verification incidents that may occur, and how to deal with each of these following approved procedures
16. why you must respond to voice verification incidents within agreed timescales
17. the record-keeping procedures you must follow and why.
Unit FG7  Contribute to preparing and implementing voice verification monitoring

Unit evidence requirements

You must provide your assessor with evidence for all of the performance criteria and knowledge and understanding.

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

Special considerations:

Simulation is not permitted for this unit.

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

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

- **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 assessment records/portfolio index, eg. incident report.
• **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

• **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion 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.

• **Original certificates:** Certificates of training, qualifications 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 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 those aspects of the knowledge requirements which have not been evidenced through observation. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/reflective account to provide some of the performance evidence for this unit, eg. how you received the notification, how you checked, entered and stored the information, how you arranged for the installation or decommissioning of equipment and how you responded to any untoward incidents. You should consider what went well, what did not go so well and evaluate what you would do if any problems encountered presented themselves in similar circumstances.
Unit FG8  Establish and maintain voice verification monitoring in the field

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

There are two elements:
FG8.1  Install and check telephone equipment for voice verification monitoring
FG8.2  Induct individuals for voice verification monitoring

Target group
This unit applies to field staff who are working on voice verification monitoring.
Unit FG8 Establish and maintain voice verification monitoring in the field
Element FG8.1 Install and check telephone equipment for voice verification monitoring

Performance criteria

To meet the standard, you
1 gain the approval of appropriate people for the work to be undertaken
2 locate the appropriate people, identify yourself correctly and explain the purpose of your visit
3 attend sites during designated periods with equipment and staffing appropriate to the individual being monitored
4 check that the telephone line meets requirements for voice verification and take the correct action if it does not
5 install approved telephone and tamper-detection equipment and check that it is working correctly
6 revisit the site at designated intervals to ensure that equipment has not been tampered with
7 remove all equipment at the end of the monitoring period
8 respond to any difficulties in installing and checking equipment following agreed procedures
9 complete all records correctly
10 handle all interactions with appropriate people sensitively and courteously and with due regard to confidentiality and the subject's circumstances.
Unit FG8  Establish and maintain voice verification monitoring in the field
Element FG8.2  Induct individuals for voice verification monitoring

Performance criteria

To meet the standard, you

1. attend the site within agreed timescales and with staffing appropriate to the individual
2. identify yourself correctly, explain the purpose of your visit and establish an effective working relationship with those involved
3. identify the individual, using approved procedures
4. provide clear and accurate information covering
   • the basic principles of voice verification
   • agreed times and locations for voice verification monitoring and the number the individual must call
   • the words they must speak
   • types of services and equipment that must not be used on the line
   • the consequences of the individual failing to meet monitoring conditions
5. obtain the individual’s formal consent to proceed with the process
6. supervise the individual while they provide a voice print, following approved procedures
7. identify any problems in providing a voice print and follow the correct procedures to solve these
8. handle all interactions with those involved sensitively and courteously
9. complete all records correctly and clearly.
Unit FG8  Establish and maintain voice verification monitoring in the field

Knowledge and understanding

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

1. the legal requirements that apply to the range and types of notifications implemented by your organisation
2. the basic principles of voice verification monitoring
3. the equipment you need to check lines and install appropriate telephone equipment
4. the types of lines and equipment that are approved for voice verification
5. the staffing required for different types of individuals: adult, young person, male and female
6. why it is important to gain approval for the installation and checking of equipment, and how to do so
7. the intervals at which equipment should be checked and what to look for when carrying out checks
8. your organisation’s record-keeping procedures
9. the types of problems that may occur when installing and checking equipment, and how to solve these
10. why it is important to interact with the other people involved sensitively and courteously, and how to do so
11. why confidentiality may be important in certain situations
12. why it is important to identify the individual to be monitored, and the correct procedures to follow
13. the information you must provide to the individual being monitored, and why this is important
14. why you must gain the individual’s consent to proceed with voice verification and the procedures you must follow to do so
15. the procedures the individual must follow to provide a voice print, and how to supervise these
16. the types of problems that may occur when the individual is providing a voice print, and how to solve these
17. the record-keeping procedures you must follow and why.
Unit FG8  

Establish and maintain voice verification monitoring in the field

Unit evidence requirements

You must provide your assessor with evidence for all of the performance criteria and knowledge and understanding.

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

Special considerations:

Simulation is not permitted for this unit.

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

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

Preferred sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

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

- 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 assessment records/portfolio index, eg. installation/decommissioning details, incident reports.
• **Work products:** These are non-confidential records made, or contributed to, by you. For this unit it is likely that any relevant work product will be of a confidential nature.

• **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion 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.

• **Original certificates:** Certificates of training, qualifications 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 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 those aspects of the knowledge requirements which have not been evidenced through observation. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/reflective account to provide some of the performance evidence for this unit, eg. how you installed and decommissioned voice verification monitoring equipment, how you advised the individual about the equipment, the procedures and protocols, how you responded to incidents relating to voice prints and how you solved these. You should consider what went well, what did not go so well and evaluate what you would do if any problems encountered presented themselves in similar circumstances.
# Appendix 1  Accreditation, national frameworks and qualification level descriptors

Please visit the following websites to find information on accreditation, national frameworks and qualification level descriptors in each country.

<table>
<thead>
<tr>
<th>Nation</th>
<th>Who to contact</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>The Qualifications and Curriculum Authority</td>
<td><a href="http://www.qca.org.uk">www.qca.org.uk</a></td>
</tr>
<tr>
<td>Scotland</td>
<td>The Scottish Qualifications Authority</td>
<td><a href="http://www.sqa.org.uk">www.sqa.org.uk</a></td>
</tr>
<tr>
<td>Wales</td>
<td>The Department for Education, Lifelong Learning and Skills Wales</td>
<td><a href="http://www.new.wales.gov.uk">www.new.wales.gov.uk</a></td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>The Council for Curriculum, Examinations and Assessment</td>
<td><a href="http://www.ccea.org.uk">www.ccea.org.uk</a></td>
</tr>
</tbody>
</table>
Appendix 2   Summary of City & Guilds assessment policies

**Health and safety**
The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

**Equal opportunities**
It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds qualifications*).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds qualifications*, in the Online Catalogue, and is also available from the City & Guilds Customer Relations department.

Access to qualifications on the National Qualifications Framework is open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

**Access to assessment**
Qualifications on the National Qualifications Framework are open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

City & Guilds' *Access to assessment and qualifications guidance and regulations* document is available on the City & Guilds website. It provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

Access arrangements are pre-assessment adjustments primarily based on history of need and provision, for instance the provision of a reader for a visually impaired candidate.

Special consideration refers to post-examination adjustments to reflect temporary illness, injury or indisposition at the time of the assessment.
Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.
NATIONAL OCCUPATIONAL STANDARDS FOR COMMUNITY JUSTICE AND CUSTODIAL CARE

KEY AND CORE SKILLS SIGNPOSTING

July 2007
Introduction

This document contains two tables that show the links between the revised National Occupational Standards for Community Justice and Custodial Care, and the Key and Core Skills developed by QCA and SQA respectively. The tables are intended to be of assistance to those who wish to integrate Key and Core Skills achievements into workplace practice and assessment.

This sign-posting has been completed using QCA and SQA guidance. The analysis is based on the principle that some evidence for one or more of the Key and/or Core Skills is likely to arise when the individual is carrying out the functions described by the National Occupational Standards.

These links are not necessarily automatic or prescriptive. In some cases, evidence will only apply to some aspects of the Key and Core Skill. In others, the generation of evidence for Key and Core Skills may depend on the specific processes that an individual follows to achieve the outcomes described in the National Occupational Standards. This is particularly the case with Information Technology where, in many instances, the standards do not require the individual to use Information Technology, but they may do so in order to achieve the outcomes described, depending on the resources available to them. Likewise, Application of Number and Numeracy links are not necessarily automatic. Often the opportunity arises for individuals to gather or handle numerical information related to their job or work role. This information will then have to be analysed and the results presented to gain evidence for the Key or Core Skills.
## COMMUNITY JUSTICE NOS

### KEY SKILLS SIGNPOSTING

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<th>Skills for Justice Units</th>
<th>Key Skills</th>
<th>Communication</th>
<th>Application of number</th>
<th>Information and Communication Technology</th>
<th>Working with others</th>
<th>Problem solving</th>
<th>Improving own learning and performance</th>
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<td>Maintain and develop your own knowledge, skills and competence*</td>
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<td>Provide initial support to victims, survivors and witnesses and assess their needs for further support</td>
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<td>Assist witnesses and their associates to prepare for judicial and legal processes</td>
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<td>Support vulnerable or intimidated witnesses during judicial and legal processes *</td>
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<td>Deliver programmes designed to reduce the risk of reoffending *</td>
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### Key Skills

#### Skills for Justice Units

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<td>Contribute to the implementation of group work programmes</td>
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<td>DJ9</td>
<td>Facilitate mediation and reparation processes between victims and those who have offended against them</td>
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<td>EC7</td>
<td>Reinforce positive behavioural goals during relationships with individuals</td>
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### Key Skills

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<tr>
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<th>Problem solving</th>
<th>Improving own learning and performance</th>
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<tr>
<td>EC3 Enable others to support individuals to address their offending and anti-social behaviour and develop positive alternatives</td>
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<td>ED2 Deliver externally-validated evidence-based programmes designed to reduce the likelihood of reoffending by offenders who pose a medium to low risk of harm *</td>
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<td>GG1 Promote employment, training and education opportunities for those who have offended or are likely to offend</td>
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<td>GG2 Enable individuals who have offended or who are likely to offend to maximise their employment opportunities</td>
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<td>GG3 Negotiate with employers and support them in offering opportunities to individuals who have offended or who are likely to offend</td>
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<td>GF3 Develop, manage and review packages of housing, support and protection *</td>
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<td>GA1</td>
<td>Enable individuals to find out about and use services and facilities</td>
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<td>Enable individuals to maintain contacts in potentially isolating situations</td>
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<td>Assist individuals to move from a supportive to a more independent living environment</td>
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<td>Represent individuals’ and families’ interests when they are not able to do so themselves</td>
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<td>GH1</td>
<td>Support parents in developing their parenting skills</td>
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<td>Enable individuals to understand and address their difficulties</td>
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<td>Enable individuals to administer their financial affairs</td>
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<td>AA3</td>
<td>Contribute to developing and maintaining cultures and strategies in which people are respected and valued as individuals</td>
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<td>DA1 - Provide and obtain information at courts and formal hearings</td>
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<td>DA2 - Represent the agency in courts and formal hearings</td>
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<td>AD3 - Represent one’s own agency at other agencies’ meetings</td>
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### Personal Skills (Level 5)
* These units could also provide evidence for Personal Skills (Level 5).
<table>
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<tr>
<th>Skills for Justice Units</th>
<th>Core Skills</th>
<th>Communication</th>
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<th>Problem Solving</th>
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<td>AB1 Communicate effectively with people</td>
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<td>AC1 Contribute to the quality of team working</td>
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<tr>
<td>AD1 Develop and sustain effective working with staff from other agencies</td>
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<td>AE1 Maintain and develop your own knowledge, skills and competence</td>
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<tr>
<td>AF1 Ensure your own actions reduce risks to health and safety</td>
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<tr>
<td>AA2 Develop a culture and systems that promote equality and value diversity</td>
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<td>AB2 Support individuals to communicate using interpreting and translation services</td>
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<td>AD2 Develop, sustain and evaluate joint work between agencies</td>
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<td>AF3 Promote a health and safety culture within the workplace</td>
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<td><strong>Community Justice units revised significantly</strong></td>
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<td>BA8 Contribute to the development of priorities and objectives for promoting community justice and social inclusion</td>
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<td>BA9 Contribute to strategies for promoting community justice and social inclusion</td>
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<td>BA4 Raise awareness to promote community safety and social inclusion</td>
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<td>BA12 Address problems identified with community safety and social inclusion</td>
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<td>BC1 Improve environments and practices to promote community safety and social inclusion</td>
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<tr>
<td>BE2 Provide initial support to victims, survivors and witnesses and assess their needs for further support</td>
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<td>BE3 Assist victims, survivors and witnesses to manage the effects which their experience has had on their lives</td>
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<td>BE4 Support victims, survivors and witnesses who have suffered bereavement</td>
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<td>BE5 Support people who have experienced serious personal assault or abuse</td>
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<td>DE1 Assist witnesses and their associates to prepare for judicial and legal processes</td>
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<td>DE3 Support vulnerable or intimidated witnesses during judicial and legal processes</td>
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<td>DE5 Establish and maintain contact with victims, survivors and witnesses which acknowledges the effects of their experience</td>
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<td>EA1 Assess individual’s offending behaviour and plan provision</td>
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<td>ED1 Plan, monitor and review integrated packages of interventions and support to address individuals’ offending behaviour</td>
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<td>GC3 Assess and manage high risk of harm</td>
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<td>GC4 Assess risk of harm and the need for intervention</td>
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<td>EC6 Prepare and provide agreed development activities for individuals</td>
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<td>GJ1 Provide and evaluate agreed development activities for individuals</td>
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<td>FA5 Support the detained person taking part in police investigations</td>
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<td>HF13 Identify and track trends and changes in community justice and social inclusion</td>
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<td>BA10 Develop policies to promote community justice and social inclusion in partnership</td>
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<td>BA14 Enable individuals and families to address factors which affect their safety, well-being and social inclusion</td>
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<td>BA6 Promote the needs and rights of individuals and groups in the community</td>
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<td>BC3 Monitor and evaluate changes in environments and practices to promote community safety and social inclusion</td>
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<td>BC2 Enable individuals to physically secure environments from crime and anti-social behaviour</td>
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<td>BE1 Evaluate and process referrals to provide services to victims, survivors and witnesses</td>
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<td>BE6 Enable people to support victims, survivors and witnesses in managing the effects of their experience on their lives</td>
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<td>DE2 Support witnesses and their associates during judicial and legal processes</td>
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<td>DE4 Offer, establish and maintain contact with victims to inform and update them on the progress of offenders through custodial sentences and seek their views on release plans</td>
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<td>EA2 Process information relating to individuals’ offending behaviour</td>
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<td>EA4 Assess the offending behaviour of individuals who have mental health problems and prepare proposals for their sentencing and management</td>
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<td>EB2 Plan, supervise, enforce and review sentences in the community</td>
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<td>EB3 Plan, supervise, enforce and review sentences served in the community by those who have mental health problems and who pose a significant risk</td>
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<td>FI3</td>
<td>Develop plans to manage the risk of harm of releasing and resettling offenders in the community following custodial sentences</td>
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<td>Plan with other agencies the release and resettlement in the community of offenders who pose a significant risk of harm and likelihood of re-offending following custodial sentences</td>
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<td>Help individuals address their offending behaviour</td>
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<td>EC4</td>
<td>Prepare, implement and evaluate group activities</td>
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<td>Contribute to the implementation of group work programmes</td>
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<td>DJ9</td>
<td>Facilitate mediation and reparation processes between victims and those who have offended against them</td>
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<td>EC7</td>
<td>Reinforce positive behavioural goals during relationships with individuals</td>
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<td>EC3 (19)</td>
<td>Enable others to support individuals to address their offending and anti-social behaviour and develop positive alternatives</td>
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<td>Deliver externally-validated evidence-based programmes designed to reduce the likelihood of reoffending by offenders who pose a medium to low risk of harm</td>
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<td>Assist in the delivery of externally-validated evidence-based complex programmes designed to reduce the likelihood of reoffending by offenders who pose a significant risk of harm</td>
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<td>GG1</td>
<td>Promote employment, training and education opportunities for those who have offended or are likely to offend</td>
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<td>GG2 Enable individuals who have offended or who are likely to offend to maximise their employment opportunities</td>
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<td>GG3 Negotiate with employers and support them in offering opportunities to individuals who have offended or who are likely to offend</td>
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<td>GF3 Develop, manage and review packages of housing, support and protection</td>
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<td>GC1 Contribute to the protection of individuals from abuse</td>
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<td>GC5 Develop control for people who are a risk to themselves or others</td>
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<td>GA1 Enable individuals to find out about and use services and facilities</td>
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<td>GB4 Support individuals with difficult or potentially difficult relationships</td>
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<td>GB5 Enable individuals to maintain contacts in potentially isolating situations</td>
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<td>GF1 Assist individuals to move from a supportive to a more independent living environment</td>
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<td>Contribute to developing and maintaining cultures and strategies in which people are respected and valued as individuals</td>
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<td>Commission, monitor and evaluate projects to advance knowledge and practice</td>
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<td>Support and challenge workers on specific aspects of their practice</td>
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<td>Develop teams and individuals to enhance performance</td>
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<td>Facilitate individual learning and development through mentoring</td>
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<td>Support the induction and transfer of staff on secondment</td>
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<td>Assist in the transfer of individuals between agencies and services</td>
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<td>DA1</td>
<td>Provide and obtain information at courts and formal hearings</td>
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<td>Represent the agency in courts and formal hearings</td>
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<td>Represent one’s own agency at other agencies’ meetings</td>
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### Key Skills Signposting

#### Skills for Justice Units

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<th>Working with others</th>
<th>Problem solving</th>
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<td>GC8 Minimise and deal with disruptive and obstructive behaviour</td>
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<td>ZA3 Research, prepare and present information from a variety of sources</td>
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### Key Skills

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## Custodial Care NOS

### Core Skills Signposting

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<td>Contribute to plans for the release and resettlement of offenders</td>
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