

Prisoners Assisting Other Prisoners

Buddy Support Workers Induction framework

Supervisor's Guidance

Introduction

Prisoners Assisting Other Prisoners

The purpose of the Buddy Support Worker role is to help, support and encourage other prisoners who, for whatever reason, are experiencing permanent or temporary practical difficulties in managing their day to day lives. The role has been designed to assist with, and perform basic tasks around domestic cleaning, personal care and accessing services within the regime of the Prison Service.

Prisoners are not permitted to provide other Prisoners with **intimate care**.

They may, however, provide some personal care.

The term intimate care refers to tasks concerned with personal hygiene and bodily functions and products, particularly those that require contact with or the exposure of intimate parts of the body. These must not be allocated to prisoners to undertake.

Some examples of intimate care include:

- Feeding: (as distinct from managing and maintaining nutrition which may be supported through activities such as cutting up food and transporting food)
- Oral care, including teeth cleaning
- Washing body areas that are usually clothed for privacy and dignity
- Dressing and undressing immediate body areas that are usually clothed for privacy and dignity
- Toileting support e.g. changing continence pads/nappies
- Assisting an adult with cleaning themselves, following a soiling or wetting episode.

The term personal care is a broader one that applies to tasks that do not require contact with or the exposure of intimate parts of the body.

Some examples of personal care include:

- Dressing and undressing body areas that may or may not be clothed for privacy and decency (this is often defined by cultural preference)
- Maintaining hygiene for bodily areas that are normally exposed
- Providing mental stimulus support for adults that have a permanent or temporary mental impairment or diminished mental capacity
- Support with movement or transportation
- Support with nutritional requirements which do not reach the level of regular feeding
- Applying make-up where necessary
- Maintaining personal appearance
- Skin care (of non-intimate areas)
- Providing reminders for essential activities like taking medication/going to the toilet

This information has been extracted from the PSI – Prisoners Assisting Other Prisoners

Appropriate Activities for Prisoners Providing Assistance

Some examples of the types of activities that are acceptable for prisoners to undertake when assisting other prisoners that may be contained in individual care plans are:

- Transportation – to help prisoners move from one area of a prison to another due to a physical impediment permanent or temporary;
- Transportation of food to and from the designated kitchen areas;
- Cutting up food where appropriate;
- Helping to keep a prisoners cell tidy and accessible;
- Providing reminders about the need for hygiene to be maintained;
- Helping to reorganise prisoners cells so that necessary items are accessible;
- Accessing work, training, education, volunteering or recreational activities that are available in the establishment;
- Helping prisoners to raise concerns regarding abuse and neglect where there impairment prevents them from doing so;
- Moving and handling, including manual lifting where appropriate;
- Helping prisoners to read and have an improved understanding of instructions that are labelled throughout the establishment.

The role of Buddy Support Worker is to actively support individuals (who have been assessed for social care needs) to be as independent as possible within the regime of the Prison system and to monitor and prevent wherever possible any decline in the individual's ability.

The Induction programme for the role of the Buddy Support Worker within the Devon Prison Cluster has been developed using adapted standards from the National Care Certificate. These are the occupational standards that workers across Health and Social Care services adhere to. They were introduced to provide a level of consistency across different Health and Social Care services, arising from serious investigations into poor care practices. The reason that the Induction programme has been based on these same standards is to ensure that the same level of skills, knowledge and behaviours required to provide high quality support to individuals within the prison system are implemented, in the same manner as they are in Health and Social Care settings across the community.

It is acknowledged that the Buddy Support Worker will not be undertaking the same level of responsibility as support roles in the community and that the role will be governed by Prison regimes and regulations. Therefore not all of the standards have been used and where they have, they may have been adapted to meet the requirements of this role. In addition, further occupational standards have been specifically developed for this role to meet the principles of the National Offender Management Service – Prisoners Assisting other Prisoners policy.

Although the induction is based on National Standards it is important to note that this course is only valid within the Prison setting, however the valuable experience and knowledge that Buddy Support Workers gain from this role can be transferred to other areas that they may wish to pursue.

Acknowledgements

This Induction package was developed by Devon County Council and the Devon Prison Cluster group:

- Channing's Wood Prison
- Dartmoor Prison
- Exeter Prison

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- Re-coop – resettlement and care for older ex-offenders and prisoners
- Dorset Healthcare NHS Trust
- Public Health team
- Probation Team

For further information on the Care Certificate visit the Sector Lead Council Skills for Care website. www.skillsforcare.org.uk

Induction Guidance

During the induction, the workers will need to demonstrate their ability to work effectively and safely in this role. They will need to show that they can meet the required standards within this programme and that they can demonstrate what they have learnt in their role within a Prison setting.

The standards are completed in bite-size modules and form the foundation of the role. However it is important to note that there will be further training and development areas identified and a need to refresh skills as workers develop within this role. The programme has been designed to be flexible, so that the Supervisor can decide which order and which modules they want the Buddy Support Worker to undertake - for example if the Prison will not be using a stair lift then they can remove this from the programme.

In the community an induction process normally takes 12 weeks, (this is just a guide for the Prison service) as it is important that the induction process is undertaken within the regime and requirements of the Prison service and not rushed or compromised. This role is a very trusted position within the Prison service so it is important that the worker is competent in the areas required to assist other prisoners that can be vulnerable.

In order to deliver this induction programme there are a number of resources that are available to support this. Within this booklet there are session plans and activities that can be completed with the workers in small groups. For each standard there is also a guidance booklet for the worker which they can keep to refer to.

To prove the workers ability to work against and show their understanding of the standards, the workers will answer questions in the workbook which will be backed up by discussion with their Supervisor. This is to ensure that they are feeling confident and that they understand the knowledge standards within the induction. It is also important to check that the answers are their own work and you are satisfied with their responses.

The workers will also be observed in their workplace, whilst they are supporting other prisoners (that they have been allocated) with areas that they need help and support in. It is important to ensure that they transfer their learning into the workplace and can apply what they have learnt.

Resources available to support this programme:-

- Occupational standards for the role
- Induction Workbook – (for the Workers to answer written questions)
- Discussion and Feedback Guide for Supervisors
- Observation Guidance for Supervisors
- Session plans for group activities
- Guidance booklets for each module to support the Workers learning

Occupational Standards for the role:-

The foundation modules that form the induction:

1. Understanding your Role and Personal Development
2. Duty of Care
3. Equality and Diversity
4. Working in a Person-Centred way
5. Communication and Advocacy skills
6. Privacy and Dignity
7. Fluids and Nutrition
8. Safeguarding Adults, including Self Harm
9. Health and Safety
10. Handling Information
11. Cleaning and Infection Prevention/Control
12. Assisting someone in a wheelchair/using a stair lift
13. Awareness of Mental Health, Dementia and Learning Disability
14. Health and Healthy aging

These are approached in stand alone modules so that they are manageable and can be delivered in a flexible manner. This also enables the Supervisor to prioritise or remove modules if not required. However it is important to note that the workers should be encouraged to see how all of the modules fit together to support the holistic approach in working with an individual in a person centred way.

Guidance on completing the knowledge workbook:-

During the induction process, the worker would have been given their main workbook, where they write their own answers to the required knowledge outcomes. A meeting will then be arranged with the nominated supervisor to go through what they have been able to complete and discuss this further (*using the document Discussion and feedback guide for supervisors*).

They will have attempted to complete the answers in the workbook, using the knowledge/experience that they already had, what they have learnt by undertaking group learning and supervision sessions and by using the guidance booklets that they have been given.

Some workers will need more support than others, if they struggle with reading and writing it is acceptable for another responsible prisoner to support the worker to write in their workbook, (as the workbook answers will be discussed fully with the supervisor using this format) or for the supervisor to write the workers answers in the book on their behalf.

The Supervisor will need to read the answers that they have written and check that they firstly have not copied it directly from the workbooks/or another source and can relate the answers that they have given in the context of their role within the prison setting.

The Supervisor can help them to answer the questions more fully by prompting them to give examples of how they have worked with individuals or how they would undertake certain activities with individuals, such as helping someone get to a healthcare appointment or collect their medication.

Observation Guidance

Observation is an important part of the induction process as it enables the Buddy Support Worker to demonstrate and show their understanding of what they have learnt, into their day to day role.

The Buddy Support Worker should be supervised whilst working through the induction process and have the opportunity to practice their newly learnt skills with support. It would be valuable for the Buddy Support Worker to receive a copy of the observation standards so they understand the areas that they are going to be observed in and it can aid their understanding of the importance of the standards.

It is important to satisfy yourself that the Buddy Support Worker is able to meet the required standards and this should be completed over a period of time and over more than one occasion.

Who can observe?

The Prison must be satisfied that the person acting in the role of observer has the necessary experience to be able to identify if the Buddy Support Worker has met the required standards.

The role of the Buddy Support Worker is to encourage independence and provide active support for the individual to undertake daily tasks within the prison regime, excluding intimate personal care. Due to the nature of the wing staff role, they would have the necessary skills and experience to undertake observations and supervisions, of the Buddy Support Workers (using the observation guidance booklet).

The foundation modules that form the induction:

1. Understanding your Role and Personal Development
2. Duty of Care
3. Equality and Diversity
4. Working in a Person-Centred way
5. Communication and Advocacy skills
6. Privacy and Dignity
7. Fluids and Nutrition
8. Safeguarding Adults, including Self Harm
9. Health and Safety
10. Handling Information
11. Cleaning and Infection Prevention/Control
12. Assisting someone in a wheelchair/using a stair lift
13. Awareness of Mental Health, Dementia and Learning Disability
14. Health and Healthy aging

These are completed in bite- size modules and form the foundation of the role.

This Programme has been designed to be flexible, so that the Supervisor can decide which order and which modules they want the Buddy Support Worker to undertake, for example if the prison will not be using a stair lift then they can remove this from the Programme.

It is important to note that there will be further training and development areas identified and the Buddy Support Worker will need to refresh their skills as they develop within this role.

The following pages outline the modules in detail and how the worker can prove their ability in these modules.

Module 1 Understanding your Role and Personal Development –**Adapted from Care Standard 1**

Outcome number	Outcome	Knowledge or Competence	Assessment method
1.1	Able to describe the main duties and responsibilities of their role within the context of the prison setting.	Knowledge	Workbook and discussion with supervisor recorded in book
1.2	Able to explain how previous experiences, attitudes and beliefs might affect the way they work.	Knowledge	Workbook and discussion with supervisor recorded in book
1.3	Able to clearly identify what tasks and activities they are not allowed to undertake in this role.	Knowledge	Workbook and discussion with supervisor recorded in book
1.4	Clearly able to identify the Prison procedures and areas of practice that relate to their role.	Knowledge	Workbook and discussion with supervisor recorded in book
1.5	Able to explain why is it important to follow the agreed ways of working that the prison has set out.	Knowledge	Workbook and discussion with supervisor recorded in book
1.6	Able to explain how and when to escalate any concerns they might have, about someone they are supporting.	Knowledge	Workbook and discussion with supervisor recorded in book
1.7	Able to explain why it is important to be honest and identify where errors may have occurred and to tell the appropriate person.	Knowledge	Workbook and discussion with supervisor recorded in book
1.8	Able to explain why feedback from others is important in helping to develop and improve the way they work.	Knowledge	Workbook and discussion with supervisor recorded in book
1.9	Able to show that they are working in accordance with the agreed ways of working within the Prison.	Competence	To be observed by supervisor/ witness
1.10	Able to show that they can access full and up-to-date details of agreed ways of working, which are relevant to their role.	Competence	To be observed by supervisor/ witness
1.11	Able to show that they can access support and advice about, resolving conflicts.	Competence	To be observed by supervisor/ witness

Module 2 Duty of Care – Adapted from Care Standard 3

Outcome number	Outcome	Knowledge or Competence	Assessment method
2.1	Able to explain what is meant by “duty of care’.	Knowledge	Workbook and discussion with supervisor recorded in book
2.2	Able to describe how they think the “duty of care” affects their role.	Knowledge	Workbook and discussion with supervisor recorded in book
2.3	Able to describe dilemmas that may arise between the duty of care and an individual’s rights.	Knowledge	Workbook and discussion with supervisor recorded in book
2.4	Able to describe what difficult situations within the Prison, they might come across and may cause confrontation.	Knowledge	Workbook and discussion with supervisor recorded in book
2.5	Able to explain communication that can be used to reduce the likelihood or impact of confrontation.	Knowledge	Workbook and discussion with supervisor recorded in book
2.6	Able to show how they respond to comments and complaints in line with agreed ways of working, within the Prison.	Competence	To be observed by supervisor/ witness

Module 3 Equality and Diversity –

Adapted from Care Standard 4

Outcome number	Outcome	Knowledge or Competence	Assessment method
3.1	Able to explain what is meant by: <ul style="list-style-type: none"> • Diversity. • Equality. • Inclusion. • Discrimination. 	Knowledge	Workbook and discussion with supervisor recorded in book
3.2	Able to give examples of discrimination that they might see, whilst working within the Prison.	Knowledge	Workbook and discussion with supervisor recorded in book
3.3	Able to describe how they could challenge and reduce the discrimination in a helpful way, which supports others to change.	Knowledge	Workbook and discussion with supervisor recorded in book
3.4	Able to explain who they would ask for advice and support about equality and inclusion.	Knowledge	Workbook and discussion with supervisor recorded in book
3.5	Able to show that they can interact with individuals in a way that respects their beliefs, culture, values and preferences.	Competence	To be observed by supervisor/ witness

Module 4 Work Person-Centred Way –**Adapted from Care Standard 5**

Outcome number	Outcome	Knowledge or Competence	Assessment method
4.1	Able to describe how they can incorporate person centred values into their day to day work.	Knowledge	Workbook and discussion with supervisor recorded in book
4.2	Able to explain why it is important to promote person centred values.	Knowledge	Workbook and discussion with supervisor recorded in book
4.3	Able to list ways that they can promote dignity, in their day to day work.	Knowledge	Workbook and discussion with supervisor recorded in book
4.4	Able to describe the importance of finding out the history, preferences, wishes and needs of the individual.	Knowledge	Workbook and discussion with supervisor recorded in book
4.5	Able to explain why it important to write down and tell their Supervisor, any changes that they have noticed in the individuals they are supporting.	Knowledge	Workbook and discussion with supervisor recorded in book
4.6	Able to show that they can take appropriate steps to remove or minimise the environmental factors causing the discomfort or distress.	Competence	To be observed by supervisor/ witness
4.7	Able to show that they can report any concerns they have to the relevant person/s. To include: Senior member of staff, Social Worker or OT, during a group supervision session.	Competence	To be observed by supervisor/ witness
4.8	Able to show that they can Check with individuals who have restricted movement or mobility, that they are comfortable.	Competence	To be observed by supervisor/ witness

Module 4 continued.....			
Outcome number	Outcome	Knowledge or Competence	Assessment method
4.9	<p>Able to show that they can recognise the signs when an individual is in pain or discomfort. This could include:</p> <ul style="list-style-type: none"> • Verbal reporting from the individual. • Non-verbal communication. • Changes in behaviour. 	Competence	To be observed by supervisor/witness
4.10	<p>Able to show that they take appropriate steps if the individual is in pain or discomfort.</p> <ul style="list-style-type: none"> • Encourage the client to re-position themselves. • Report to a member of staff. • Ensure equipment is working properly or in the correct position e.g. wheelchairs. 	Competence	To be observed by supervisor/witness
4.11	Able to show that their attitudes and behaviours promote emotional and spiritual wellbeing.	Competence	To be observed by supervisor/witness
4.12	Able to show that they can report any concerns about the individual's emotional and spiritual wellbeing, to the appropriate person.	Competence	To be observed by supervisor/witness
4.13	<p>Able to show that their actions promote person centred values including:</p> <ul style="list-style-type: none"> • Individuality • Independence • Privacy • Partnership • Choice • Dignity • Respect • Rights 	Competence	To be observed by supervisor/witness

Module 5 Communication –

Adapted from Care Standard 6 Advocacy skills

Outcome number	Outcome	Knowledge or Competence	Assessment method
5.1	Able to describe the different ways that people communicate.	Knowledge	Workbook and discussion with supervisor recorded in book
5.2	Able to list a range of communication methods and styles that could help meet an individual's communication needs, wishes and preferences.	Knowledge	Workbook and discussion with supervisor recorded in book
5.3	Able to list barriers to effective communication.	Knowledge	Workbook and discussion with supervisor recorded in book
5.4	Able to describe ways to reduce barriers to effective communication.	Knowledge	Workbook and discussion with supervisor recorded in book
5.5	Able to describe what confidentiality means, in relation to their role.	Knowledge	Workbook and discussion with supervisor recorded in book
5.6	Able to describe situations where information, normally considered being confidential, might need to be passed on.	Knowledge	Workbook and discussion with supervisor recorded in book
5.7	Able to describe who to ask for advice and support about confidentiality.	Knowledge	Workbook and discussion with supervisor recorded in book
5.8	Able to explain what Advocacy means, within their role.	Knowledge	Workbook and discussion with supervisor recorded in book
5.9	Able to describe the skills and attributes that you need to undertake Advocacy support.	Knowledge	Workbook and discussion with supervisor recorded in book

Module 5 continued....			
5.10	Describe, what would the individuals you support gain, from accessing Advocacy.	Knowledge	Workbook and discussion with supervisor recorded in book
5.11	Identify the activities that can be undertaken in Advocacy, to support inclusion.	Knowledge	Workbook and discussion with supervisor recorded in book
5.12	Able to show the use of appropriate verbal and non-verbal communication. Verbal: tone, volume. Non-verbal: position/proximity, eye contact, body language, signs, symbols & pictures, writing, objects of reference. Communication may take place: face to face, written reports or letters.	Competence	To be observed by supervisor/ witness
5.13	Able to show that if any of the individuals they support, have a communication aid/technology, any concerns can be reported.	Competence	To be observed by supervisor/ witness
5.14	Able to demonstrate that they are able to use the skills and attributes required for Advocacy: <ul style="list-style-type: none"> • Active listening skills. • Communication skills. • Approachability. • Reliability. • Perseverance. • Non-judgmental. 	Competence	To be observed by supervisor/ witness
5.15	Able to demonstrate that they are able to give the individual they are supporting a voice and to support the individual to have choice.	Competence	To be observed by supervisor/ witness

Module 6 Privacy and Dignity – Adapted from Care Standard 7

Outcome number	Outcome	Knowledge or Competence	Assessment method
6.1	Able to describe what is meant by privacy and dignity.	Knowledge	Workbook and discussion with supervisor recorded in book
6.2	Able to list situations where an individual's privacy and dignity could be compromised.	Knowledge	Workbook and discussion with supervisor recorded in book
6.3	Able to explain why it is important not to disclose anything about the individual that they may wish to be kept private, unless it is appropriate to do so. This could include: <ul style="list-style-type: none"> • Health condition • Personal history • Social circumstances 	Knowledge	Workbook and discussion with supervisor recorded in book
6.4	Able to explain why it is important to help the individuals you support to be active and to be as independent as possible?	Knowledge	Workbook and discussion with supervisor recorded in book
6.5	Able to show that their actions maintain the privacy of the individual. This could include: <ul style="list-style-type: none"> • Using appropriate volume to discuss the support of an individual • Discussing the individuals support in a place where others cannot overhear 	Competence	To be observed by supervisor/ witness
6.6	Able to show that the privacy and dignity of the individual is maintained at all times. This could include: <ul style="list-style-type: none"> • Getting permission before entering someone's personal space • Knocking before entering the room 	Competence	To be observed by supervisor/ witness

Module 6 continued.....			
6.7	Able to show how they support individuals to make informed choices, within the regime of the prison.	Competence	To be observed by supervisor/ witness
6.8	Able to show that they can support the active participation of the individuals that they are supporting.	Competence	To be observed by supervisor/ witness

**Module 7 Fluids and Nutrition –
Adapted from Care Standard 8**

Outcome number	Outcome	Knowledge or Competence	Assessment method
7.1	Able to explain why it is important to make sure the person(s) you are supporting drinks enough and is encouraged to eat healthily?	Knowledge	Workbook and discussion with supervisor recorded in book
7.2	Able to list signs and symptoms of poor nutrition and hydration.	Knowledge	Workbook and discussion with supervisor recorded in book
7.3	Able to explain what you would do if someone you were supporting showed any of the above signs or symptoms?	Knowledge	Workbook and discussion with supervisor recorded in book
7.4	Able to show that they can make sure that drinks are within reach of those that have restrictions on their movement/mobility. Also, that they are refreshed on a regular basis.	Competence	To be observed by supervisor/ witness
7.5	Able to show that they are supporting the individuals that they support to get access to food during the day and recording/reporting any concerns that they might have with individuals concerning their nutrition.	Competence	To be observed by supervisor/ witness

Module 8 Safeguarding Adults, including Self-Harm –**Adapted from Care Standard 10**

Outcome number	Outcome	Knowledge or Competence	Assessment method
8.1	The prison service actively seeks to reduce risk of harm to a person from themselves, from others and to others. Able to explain how the prison policy on safeguarding relates to prison life.	Knowledge	Workbook and discussion with supervisor recorded in book
8.2	Able to explain why an individual in prison may be vulnerable to harm, from self or others.	Knowledge	Workbook and discussion with supervisor recorded in book
8.3	Able to list some signs and symptoms that they might notice if someone is being abused.	Knowledge	Workbook and discussion with supervisor recorded in book
8.4	Able to explain self-harming and how individuals can self-harm?	Knowledge	Workbook and discussion with supervisor recorded in book
8.5	Able to understand how to support someone who is self-harming, within the regime of the Prison.	Knowledge	Workbook and discussion with supervisor recorded in book
8.6	Able to explain what they would do, if they thought someone was being abused or harmed (make reference to the local safeguarding policy).	Knowledge	Workbook and discussion with supervisor recorded in book
8.7	Able to show that they are able to identify safeguarding issues, with the individuals they are supporting and appropriately report the issues.	Competence	To be observed by supervisor/ witness
8.8	Able to demonstrate ways in which they support an individual who is self-harming.	Competence	To be observed by supervisor/ witness

Module 9 Health and Safety (including Managing Stress) –**Adapted from Care Standard 13**

Outcome number	Outcome	Knowledge or Competence	Assessment method
9.1	Able to describe the main points of the health and safety policies and procedures, within the prison that affect their role, (including safeguarding).	Knowledge	Workbook and discussion with supervisor recorded in book
9.2	Able to outline the main health and safety responsibilities within the context of their role.	Knowledge	Workbook and discussion with supervisor recorded in book
9.3	Able to describe different types of accidents and sudden illness that may occur within own work setting.	Knowledge	Workbook and discussion with supervisor recorded in book
9.4	Able to list tasks relating to health and safety, that should not be carried out without special training.	Knowledge	Workbook and discussion with supervisor recorded in book
9.5	Able to describe how and when to report health and safety risks that they have identified	Knowledge	Workbook and discussion with supervisor recorded in book
9.6	Able to identify the common signs and indicators of stress in yourself and others and describe them.	Knowledge	Workbook and discussion with supervisor recorded in book
9.7	Able to identify circumstances that tend to trigger stress in yourself and others.	Knowledge	Workbook and discussion with supervisor recorded in book
9.8	Understand the way they manage stress.	Knowledge	Workbook and discussion with supervisor recorded in book
9.9	Able to show that they can assist people to move safely, maintaining the individual's dignity, within agreed ways of working.	Competence	To be observed by supervisor/ witness
9.10	Able to show safe practices for storing, using and disposing of hazardous substances, as appropriate within the prison regime.	Competence	To be observed by supervisor/ witness

Module 10 Handling information –**Adapted from Care Standard 14**

Outcome number	Outcome	Knowledge or Competence	Assessment method
10.1	Able to explain why it is important to record information about the work they do with the individuals they support and share it with their Supervisor.	Knowledge	Workbook and discussion with supervisor recorded in book
10.2	Understand why it is important not to discuss the prisoner that you are supporting, with any other prisoners (that are not part of the supporting team).	Knowledge	Workbook and discussion with supervisor recorded in book
10.3	When recording information, understand why it is important to record information/detail in such a way that represents facts, not opinions, and is legible.	Knowledge	Workbook and discussion with supervisor recorded in book
10.4	Able to demonstrate how to keep records that are up to date, complete, accurate and legible.	Competence	To be observed by supervisor/ witness
10.5	Able to demonstrate that they are able to report any concerns and updates appropriately.	Competence	To be observed by supervisor/ witness

Module 11 Cleaning and Infection Prevention /Control –

Adapted from Care Standard 15

Outcome number	Outcome	Knowledge or Competence	Assessment method
11.1	Able to explain the main ways that an infection can get into a body.	Knowledge	Workbook and discussion with supervisor recorded in book
11.2	Able to explain how own health or hygiene might pose a risk to the individuals they support.	Knowledge	Workbook and discussion with supervisor recorded in book
11.3	Able to list common types of personal protective clothing, equipment, procedures and how and when to use them.	Knowledge	Workbook and discussion with supervisor recorded in book
11.4	Able to explain the principles of the safe handling of infected or soiled linen and clinical waste.	Knowledge	Workbook and discussion with supervisor recorded in book
11.5	Able to show that they have effective hand hygiene.	Competence	To be observed by supervisor/ witness
11.6	Able to show that they use personal protective clothing and equipment correctly.	Competence	To be observed by supervisor/ witness
11.7	Able to show that they can use the correct cleaning equipment and materials, in accordance with the Prisons policies and procedures.	Competence	To be observed by supervisor/ witness
11.8	When undertaking cleaning tasks, they are able to identify risks and hazards and work safely.	Competence	To be observed by supervisor/ witness

Module 12 Assisting someone using a Wheelchair/using a stair lift - Standards developed for this role

Outcome number	Outcome	Knowledge or Competence	Assessment method
12.1	Able to explain what Health and Safety checks you should take before using a wheelchair.	Knowledge	Workbook and discussion with supervisor recorded in book
12.2	Pushing someone in a wheelchair in an unsafe manner can lead to serious injury. Able to give examples of what you should never do when pushing someone in a wheelchair.	Knowledge	Workbook and discussion with supervisor recorded in book
12.3	Able to explain why it is important to use footrests and to ensure that the individual's feet are resting on them correctly.	Knowledge	Workbook and discussion with supervisor recorded in book
12.4	Able to explain what safety measures they should take to protect themselves when helping someone in a wheelchair.	Knowledge	Workbook and discussion with supervisor recorded in book
12.5	What is the best position to adopt when you are talking to a person in a wheelchair?	Knowledge	Workbook and discussion with supervisor recorded in book
12.6	Why is it important that you visually check over the stair lift and report any concerns before using it?	Knowledge	Workbook and discussion with supervisor recorded in book
12.7	List any health and safety precautions you would take to protect the individual you are supporting and yourself.	Knowledge	Workbook and discussion with supervisor recorded in book
12.8	Able to show that they can check that a wheelchair is safe to use.	Competence	To be observed by supervisor/ witness
12.9	Able to show that they support the transfer of a client safely into the wheelchair.	Competence	To be observed by supervisor/ witness
12.10	Able to show that they can safely push the wheelchair, which includes going up and down slopes, and up and down a step/pavement edge.	Competence	To be observed by supervisor/ witness

Module 13 Awareness of Mental Health, Dementia and Learning Disability – Adapted from Care Standard 9

Outcome number	Outcome	Knowledge or Competence	Assessment method
13.1	Able to identify signs that might indicate that someone has the following: <ul style="list-style-type: none"> • Mental Health conditions, • Psychosis, • Depression, • Anxiety 	Knowledge	Workbook and discussion with supervisor recorded in book
13.2	Able to identify the signs that might indicate that someone has Dementia? (There are many types of Dementia and individuals are affected differently, this question is to indicate awareness only)	Knowledge	Workbook and discussion with supervisor recorded in book
13.3	Able to identify the signs that might indicate that someone has a learning disability? (All learning disabilities are different and affect individuals differently – this question is to indicate awareness only).	Knowledge	Workbook and discussion with supervisor recorded in book
13.4	Able to explain why it is important to understand that the support needs are different for people with mental health conditions, dementia and learning disabilities.	Knowledge	Workbook and discussion with supervisor recorded in book
13.5	Able to give examples of how they might support someone who has Dementia.	Knowledge	Workbook and discussion with supervisor recorded in book
13.6	Able to give examples of how they might support someone who has a mental health condition.	Knowledge	Workbook and discussion with supervisor recorded in book
13.7	Able to give examples of how they might support someone with a learning disability.	Knowledge	Workbook and discussion with supervisor recorded in book
13.8	The worker needs to demonstrate that they are able to support individuals who have a:- <ul style="list-style-type: none"> • Mental Health Condition • A Learning Disability • Dementia 	Competence	To be observed by supervisor/ witness

Module 14 Health and Healthy aging

Outcome number	Outcome	Knowledge or Competence	Assessment method
14.1	Explain what is meant by health and health promotion.	Knowledge	Workbook and discussion with supervisor recorded in book
14.2	Explain how circumstances can have an effect on someone's health Social class, housing, employment, culture, attitudes, values and beliefs on health – both prior to prison and whilst in prison.	Knowledge	Workbook and discussion with supervisor recorded in book
14.3	Explain how role promotes health benefits to the individuals you support.	Knowledge	Workbook and discussion with supervisor recorded in book
14.4	Able to show that they are able to monitor changes in an individual's health and report any concerns as appropriate. To include responding urgently to life threatening symptoms.	Competence	To be observed by supervisor/ witness
14.5	Explain urgent symptoms that should have an urgent response (Such as a stroke). Explain the actions that should be taken.	Knowledge	Workbook and discussion with supervisor recorded in book