Level 2Certificate for Court Ushers
25credits

Unit Titles	Level	Credits	GLH
Mandatory Units			
Vulnerable and intimidated witness awareness for Court Ushers	2	1	6
Maintain data security in own area of responsibility	2	2	10
Recognise diversity when delivering customer service	2	5	33
Deal with customers face to face	2	5	33
Deliver customer service to difficult customers	2	6	40
Court Ushering in Her Majesty's Courts and Tribunals Service HMCTS	2	2	12
IT systems for Court Ushers	2	2	6
Optional Units (Learner may choose this unit below to achieve while working)			
Court ushering in the Crown Courts	2	2	10

Unit Format

Each unit in BAA s suite of level 2 courses is presented in a standard format. This format provides guidance on the requirements of the unit for learners, tutors, assessors and external verifiers.

Each unit has the following sections:

Unit Title

The unit title reflects the content of the unit. The title of each unit completed will appear on a learner's statement of results.

Unit Aims

The unit aims section summaries the content of the unit. All units and courses have a level assigned to them which represents the level of achievement. The level of each unit is informed by the level descriptors.

Credit Value

The credit value is the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit.

Guided Learning Hours (GLH)

Guided learning hours are an indicative guide to the amount of input that a tutor will provide to a learner, to enable them to complete the unit. This includes lectures, tutorials and workshops and time spent by staff assessing learners' achievement when they are present.

Learning Outcomes

The learning outcomes set out what a learner is expected to know, understand or be able to do as the result of the learning process.

Assessment Criteria

The assessment criteria describe the requirements a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the course.

Unit Title   Vulnerable and intimidated witness awareness for Court Ushers

Guided Learning Hours: 6

Levels: 2

Credits: 1

Unit grading system: Pass

Unit purpose and aim(s):

The aim of this unit is to understand the meaning of words Vulnerable and Intimidated.

Learning Outcomes The learner will:	Assessment Criteria
1. Understand why individuals may fall into the category of Vulnerable and/or intimidated witnesses	1.1 Explain the meaning of the words vulnerable and intimidated in relation to witnesses 1.2 Identify 6 types of vulnerable and/or intimidated witnesses that may attend court 1.3 Describe the common signs that may indicate a witness may fall into the category of vulnerable and/or intimidatedcommunication methods used
2. Know how vulnerable and/or intimidated witnesses are helped to give evidence in court	2.1 Explain which legislation exists to assist witnesses giving evidence in court 2.2 Explain the guiding principles of current witness care documentation 2.3 Explain how hidden disabilities can lead to disadvantaging a witness in court
3. Understand how the use of special measures can assist a witness	3.1 Explain what is meant by special measures 3.2 Explain what measures are available to the court for supporting vulnerable and/or intimidated witnesses in accordance with special measures guidance
4. Know how to carry out the required duty of care when dealing with vulnerable and intimidated witnesses	4.1 Explain the usher s duty of care requirements when dealing with vulnerable and/or intimidated witnesses 4.2 Describe the importance of responding to requests for reasonable adjustments and special measures 4.3 Demonstrate the correct procedures to be followed by an usher when working with vulnerable and/or intimidated witnesses
5. Understand the roles of other agencies involved in the care of vulnerable and/or intimidated witnesses	5.1 Explain the roles of other agencies responsible for the care of vulnerable and/or intimidated witnesses 5.2 Describe how other agencies interact with the courts when caring for vulnerable and/or intimidated witnesses

Unit purpose and aim(s):

Aim of this unit is for Learners that will gain an understanding of why communication is sometimes ineffective and the skills needed to overcome difficulties.

Learning Outcome The learner can:	Assessment Criteria
1. Understand the organisation s data security policies and procedures	1.1 Describe the legal and organisational policies and procedures in place to maintain the security of data 1.2 Outline the organisational policies and • guidelines for: • retention of data • protection of data • disposal of data 1.3 State the different forms in which information exists and the sensitivity of this 1.4 Describe sources of guidance on maintaining data security
2. Understand how and why data is protected in the organisation	2.1 State the purpose of the protective marking system and how it indicates the value and sensitivity of the information 2.2 Explain why protecting the information is important to self, to the organisation and those external to the organisation 2.3 Describe the potential implications of an information security incident to self, the organisation and those external to the organisation 2.4 Describe the circumstances when it may be necessary to take sensitive information out of the workplace and how to protect this securely 2.5 Explain how to protect information held on a computer including the use of passwords and the action to take if security is breached
3. Understand how to share information securely	3.1 State what permission is needed before information sharing can take place and when this is required 3.2 Explain when and how documents or records are edited to remove sensitive information before sharing with others

4. Understand how to send information securely	4.1 Describe the methods of sending information securely in line with protection marking levels 4.2 Explain why sensitive information must not be e-mailed to, or stored on a home computer
5. Understand how to dispose of documents and ICT securely	5.1 Describe how to dispose of documents 5.2 Outline the organisation s procedures to dispose of ICT equipment and computer media
6. Be able to comply with data security policies and procedures	6.1 Maintain the security of equipment and information in own area of responsibility 6.2 Access and amend data in line with organisational procedures 6.3 Follow organisational processes for checking the identity of the person requesting the information
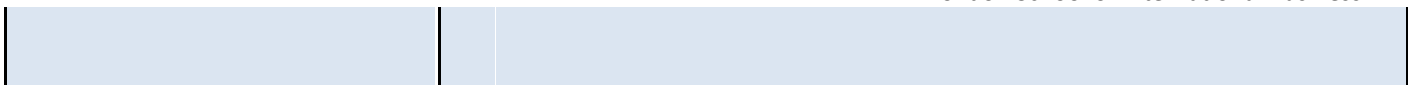
Unit purpose and aim(s):

This unit will develop learners understanding of the diversity when delivering customer service

Learning Outcomes The learner can:	Assessment Criteria
1. Respect customers as individuals and promote equality in customer service.	**1.1** Observe verbal and non-verbal clues that provide information about their customer's expectations and needs **1.2** Identify and avoid features of stereotypes that might be applied to their customer that could carry the risk of causing offence **1.3** Identify aspects of their customer's appearance or communication which risk leading them to treat the customer differently. **1.4** Consider aspects of their customer's appearance or communication in the light of their own beliefs about various groups of people that include their customer. **1.5** Question their customer to ensure that the impressions they are forming about their expectations and wishes are based on sound evidence. **1.6** Adjust their interpretation of the customer's expectations and wishes as a result of further evidence they have collected by talking to their customer.
2. Understand the nature of the national environment in which businesses operate	**2.1** Follow organisational procedures and guidelines that seek to make customer service inclusive for diverse groups of customers **2.2** Show respect for their customer's individual beliefs, expectations and needs that may result from membership of a particular group. **2.3** Vary their approach to their customer to take account of beliefs, expectations and needs that result from membership of a particular group. **2.4** Work with colleagues to identify consistent approaches that team members should adopt when dealing with a particular group.

3. Understand the behavior of organisations in their market environment	**3.1** Explain the importance of recognising diversity in relation to age, disability, national origin, religion, sexual orientation, values, ethnic culture, education, lifestyle, beliefs, physical appearance, social class and economic status.
	3.2 Explain reasons why considerations of diversity and inclusion issues affect customer service.
	3.3 Describe organisational guidelines to make customer service inclusive for diverse groups of customers.
	3.4 Explain how to observe and interpret nonverbal clues.
	3.5 Describe how to listen actively for clues about their customer's expectations and needs.
	3.6 Identify techniques for obtaining additional information from customers through tactful and respectful questions.
	3.7 Describe behavior that might cause offence to specific groups of people to whom they regularly provide customer service.
	3.8 Explain how to impress specific groups of people to whom they regularly provide customer service.

Unit purpose and aim(s):

This unit will develop learners understanding of how to communicate with the customers

Learning Outcomes The learner can:	Assessment Criteria
1. Communicate effectively with their customer	1.1 Plan a conversation with their customer that has structure and clear direction. 1.2 Hold a conversation with their customer that establishes rapport. 1.3 Focus on their customer and listen carefully to ensure that they collect all possible information they need from the conversation. 1.4 Explain their services or products and their organisation's service offer to their customer clearly and concisely. 1.5 Adapt their communication to meet the individual needs of their customer. 1.6 Anticipate their customer's requests and needs for information. 1.7 Balance conflicting demands for their attention whilst maintaining rapport with their current customer. 1.8 Calm down situations when one customer is adversely affecting the customer service enjoyed by other customers.
2. Improve the rapport with their customer through body language.	2.1 . Present a professional and respectful image when dealing with their customer. 2.2 Show an awareness of their customer's needs for personal space. 2.3 Focus their attention on their customer so that non-verbal signs do not betray disinterest, boredom or irritation. 2.4 Ensure that their customer focus is not disrupted by colleagues. 2.5 Observe all customers and the total customer service situation whilst maintaining rapport with their current customer. 2.6 Observe their customer to read non-verbal clues about the customer's wishes and expectations

3. Understand how to deal with customers face to face.	3.1 Explain the importance of speaking clearly and slowly when dealing with a customer face to face. 3.2 State the importance of taking the time to listen carefully to what the customer is saying. 3.3 Identify the organisation's procedures that impact on the way they are able to deal with their customers face to face 3.4 Describe the features and benefits of the organisation's services or products. 3.5 Explain the organisation's service offer and how it affects the way they deal with customers face to face 3.6 Explain the principles of body language that enables them to interpret customer feelings without verbal communication. 3.7 Explain the difference between behaving assertively, aggressively and passively. 3.8 . Explain why the expectations and behavior of individual customers will demand different responses to create rapport and achieve customer satisfaction. 3.9 Describe the agreed and recognised signs in customer behavior in their organisation that indicates that their customer expects a particular action by them.

Unit purpose and aim(s):

This unit will develop learners understanding that when is customer might be difficult to deal with.

Learning Outcomes The learner can:	Assessment Criteria
1. Recognise when customers may be difficult to deal with	**1.1.** Recognise types of customer behavior that are difficult to deal with. **1.2.** Identify aspects of their organisation's services or products that make it difficult to deal with customers. **1.3.** Identify the signs and signals that indicate a customer may be difficult to deal with. **1.4.** Put themself in their customer's position and see the situation from the customer's point of view. **1.5.** Identify reasons why their customers may be behaving in a way that is difficult to deal with. **1.6.** Recognise the limits of difficult customer behavior that their organisation will tolerate. **1.7.** Identify things that they may do or say that will provoke difficult responses from their customer.

2. Deal with difficult customers.	**2.1** Listen patiently to what their customer wants to tell them. **2.2** Use direct and factual questions about their customer's feelings and what has happened to identify what might satisfy the customer. **2.3** Check their understanding of their customer's concerns by describing their view of the situation and options that might be available. **2.4** Express empathy with their customer without necessarily admitting fault on the part of their organisation. **2.5** Give clear statements or explanations of their organisation's position **2.6** Agree a way forward that balances customer satisfaction with the needs of their organisation. **2.7** Enlist help from colleagues if options for action are outside of their authority **2.8** Summarise clearly actions to be taken and reasons for those actions to complete the customer transaction **2.9** Advise their manager or the appropriate colleagues if the customer is likely to reopen the matter with them. **2.10** Take any necessary action to protect their own safety or that of other customers or colleagues from a difficult customer
3. Understand how to deliver customer service to difficult customers.	**3.1** Describe the types of customer behavior that they personally find difficult to deal with. **3.2** Identify reasons why some aspect of their organisation's services or products may provoke difficult behavior from customers. **3.3** Identify reasons why their customer's own actions may cause them to behave in a way that is difficult to deal with. **3.4** Explain the meaning of having empathy for a customer's feelings. **3.5** Identify who can be asked for help when dealing with a difficult customer. **3.6** Explain the difference between assertive, aggressive and passive behavior. **3.7** Describe the importance of not simply quoting their organisation's rules and procedures to counter their customer's difficult behavior. **3.8** State their organisation's limits of what will be tolerated from difficult customers before the transaction or relationship is closed. **3.9** Explain the importance of giving their manager or the appropriate colleagues notice of any further approaches from a difficult customer. **3.10** Identify when it might be necessary to take action to protect their own safety or that of other customers or colleagues from a difficult customer.

Unit purpose and aim(s):

The aim of the units is to explain how different types of HMCTS Courts functions.

Learning Outcomes The learner can:	Assessment Criteria
1. Recognise when customers may be difficult to deal with	**1.1** Describe the various cases that come before and are processed in: • The Crown Court • The County Court • The Magistrates Court **1.2** Describe the different levels of judiciary that sit before: • The Crown Court • The County Court • The Magistrates Court **1.3** Explain the difference between the terms: • Open court • In chambers • In camera
2. Deal with difficult customers.	**2.1** Define the standard dress for a court usher as described in the court etiquette guide **2.2** Describe the proper conduct expected of a court usher during court attendance in accordance with the court etiquette guide
3. Understand how to deliver customer service to difficult customers.	**3.1** Demonstrate how to correctly prepare a court for a day s sitting **3.2** Demonstrate the correct duties of a court usher during court procedures **3.3** Demonstrate the correct end of day procedures required of a court usher
4. Understand the importance of delivering good customer service	**4.1** Explain why good customer service as outlined in HMCTS customer service standards is important to the court usher s role **4.2** Explain what consequences may occur if good customer service is not delivered consistently and in line with organisational requirements

5. Know how to carry out the correct in court procedures	**5.1** Demonstrate the correct processes for the following duties: ● Calling a case on ● Calling a witness to give evidence ● Administer oaths and affirmations in accordance with oaths guidance ● Handling the different holy books in accordance with the oaths guidance **5.2** Explain the different oaths used in court **5.3** Explain the correct procedures for media attendance in accordance with current policy
6. Carry out the correct procedures when working with the judiciary	**6.1** Demonstrate how to address 4 different types of judiciary when in court **6.2** Demonstrate how to address 4 different types of judiciary when out of court
7. Know the requirements of civil jury trial procedures	**7.1** Explain the specific circumstances when a jury trial will take place in: ● Civil courts ● Criminal courts **7.2** Explain the duties of an usher during a jury trial
8. Understand the procedures for using in-court technology	**8.1** Explain how the approved messaging facility can assist in efficient court communication **8.2** Explain how to use the TV link for relevant cases
9. Know the correct procedures for recording court proceedings	**9.1** Explain which court proceedings should be recorded **9.2** Explain how recordings should be stored securely **9.3** Explain how unused recording media should be stored correctly **9.4** Describe the different types of recording systems that may be used in courts **9.5** Explain what hearing information should be recorded on a log **9.6** Explain the correct procedures to be followed when recording equipment fails

Unit purpose and aim(s):

The aim of the units is to explain how different types of IT systems for Court Ushers works

Learning Outcomes The learner can:	Assessment Criteria
1. Understand the functioning of court IT systems	**1.1** List the IT systems that a court usher may have to access **1.2** Describe the different formats in which information may exist **1.3** Identify which IT system exchanges hearing information **1.4** Explain the importance of synchronisation between court IT systems **1.5** Describe the help and support available for court IT users **1.6** Demonstrate how to access and navigate online user guides/manuals **1.7** Demonstrate how to correctly log on and off court IT systems **1.8** Describe how advocates record their attendance at court
2. Be able to maintain the security of data through own actions	**2.1** Describe the legal and organisational requirements relating to maintaining the security of data, including current and relevant legislation setting out how sensitive information should be handled, shared and transmitted **2.2** Explain the importance of password procedures for court IT systems **2.3** Explain what action to take if password security has been compromised **2.4** Explain how/where to obtain guidance about maintaining the security of data **2.5** Explain why documents containing sensitive information should never be left lying around **2.6** Demonstrate how to access and open a case file using correct security measures **2.7** Demonstrate how to securely close a case file

3. Be able to view pages on relevant court IT systems	**3.1** Demonstrate how to select and view case information such as:
	   ● Case numbers
	   ● Hearing details
	   ● Attendance record
	   ● Party details
	   ● Orders made

4. Carry out relevant printing duties	**4.1** Demonstrate how to view and print documents such as:
	   ● Case history
	   ● Copy orders
	   ● Attendance panel
	   ● Daily list

Unit purpose and aim(s):

The aim of the units is to explain how different types Court ushering in the Crown Courts

Learning Outcomes The learner can:	Assessment Criteria
1. Understand the functioning of court IT systems	1.1 Explain the different types of cases each tier in the Crown Court deals with
2. Be able to maintain the security of data through own actions	2.1 Describe how Advocates record their attendance at court 2.2 Explain how the messaging facility can assist in efficient court communication
3. Be able to view pages on relevant court IT systems	3.1 Demonstrate how to Correctly access the Crown Court Electronic Communications system 3.2 Demonstrate how to send an instant message to internal recipients 3.3 Demonstrate how to access received instant messages on the system 3.4 Demonstrate how to delete instant messages on the system 3.5 Demonstrate how to view that council members have signed in via the system 3.6 Demonstrate how to sign in Advocates/ Solicitors 3.7 Demonstrate how to print the Advocate sign-in list
4. Carry out relevant printing duties	4.1 Explain the responsibilities of a Jury Bailiff 4.2 Carry out duties in line with organisational procedures at all times