

# **Apprenticeship Standard for Level 3 Custody and Detention Officer**

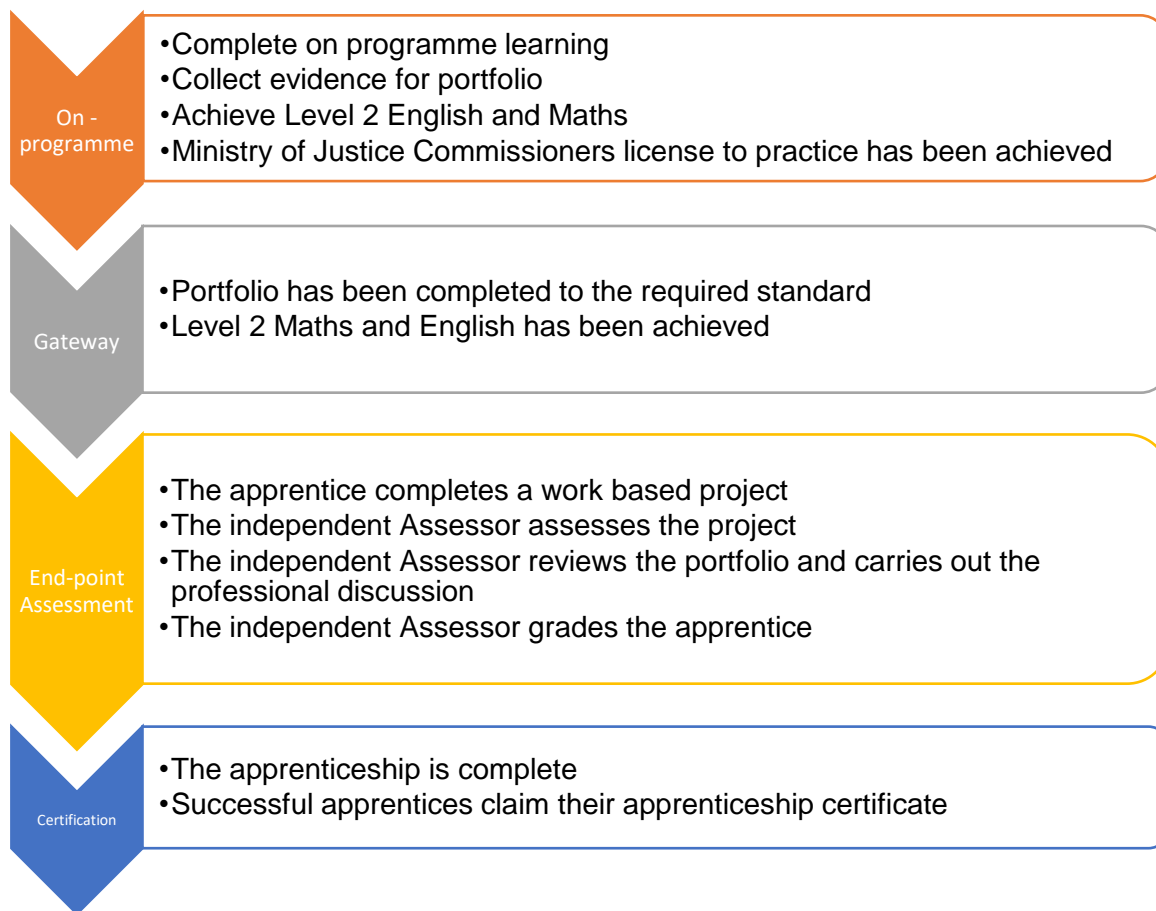
## **Assessment Plan**

### **1. Introduction**

This document sets out the requirements and process for the end-point assessment of the Custody and Detention Officer Level 3 apprenticeship. It is designed for employers, apprentices, training providers and end-point assessment organisations

### **2. Summary of Assessment**

The assessment plan has been informed by ongoing consultation with employers, professional bodies, awarding organisations and training providers. When delivered by high-quality training providers in partnership with employers, assessed by an Education and Skills Funding Agency registered independent end-point assessment organisation and overseen by internal and external quality assurance processes it ensures that apprentices are competent and experienced Custody and Detention Officers.



**Professional Qualifications** - there are no mandatory professional qualifications within this apprenticeship. Employers can include optional qualifications if they wish to do so.

### 3. End-point Assessment Gateway (grey in the diagram)

Judgement on whether the apprentice is ready for the end-point assessment is taken by the employer who should gather views from the training provider and the apprentice to inform this decision. Apprentices should not be put forward for the end-point assessment before they are ready. It is expected that apprentices will reach Gateway within 12-18 months.

Before an apprentice undertakes the end-point assessment they must have completed and achieved the following;

- A pass in level 2 English and maths
- A portfolio evidencing that they have met the requirements of the standard which will be verified by a person appointed by the employer who has contact with the learner and has sector experience.

- Completion of the on-programme training leading to Ministry of Justice Commissioners license to practice

**4. End-Point Assessment Components** (yellow in the diagram)

The end-point assessment organisation will determine the date and timing of the assessment in agreement with the apprentice and their employer. The assessment will take place within 3 months of the apprentice going through the gateway process and in the apprentice’s normal place of work

For each assessment method, all pass criteria must be achieved to complete the apprenticeship programme as outlined below and further detailed in Annex A.

**Component 1 – Project**

The timeline for the project component follows;

Timeframe	Action
0 - 20 working days following Gateway	Submission of project
20 – 35 working days following Gateway	Assessor marks project

The project must draw on experience gained throughout the duration of the apprenticeship and contain real activity done in the role and research undertaken post gateway. The project will be completed within 20 working days of the apprentice going through the gateway process. The project report will be a written account of 1500 words (+/- 10%) demonstrating the application of knowledge and skills in practice and values and behaviours from these areas of the standard. The apprentice and their line manager will discuss the title and content of the project and the line manager will confirm that it is suitable for assessment. The end-point assessment organisation will provide a list of 6 project titles for the apprentice to select one. This will facilitate standardisation between establishments. The list may be changed periodically.

The project will take the form of a report to the Governor of their establishment and will detail how the apprentice has actively contributed to the wider rehabilitative culture change as detailed in Appendix 2. Examples of project themes;

Project Area Themes	Focus and coverage
Promoting Family Ties	<ul style="list-style-type: none"> <li>• What was the situation?</li> <li>• What did you do?</li> <li>• What was the outcome?</li> <li>• How does this contribute to the wider</li> </ul>
Addressing Offending Behaviour	

Promoting benefits of Education and Training	rehabilitative agenda?
The importance of reducing substance abuse	
Addressing violent behaviour	
Addressing mental health challenges	

Completion of a governor's report is an expected part of the Custody and Detention Officer role and the project is designed to test that the apprentice;

- Understands the high importance to the sector of the rehabilitative agenda
- Is aware of the responsibility that they personally play in contributing to the agenda
- Can clearly and accurately present information regarding a situation or incident in a report which may be required as part of a forensic or evidential processes.
- Opportunity to reflect the skills, knowledge and behaviours learnt on programme.

The suggested project themes tie in with the local, political and social agenda for rehabilitation.

The end-point assessment organisation will put in place systems to check for potential plagiarism. The independent assessor will determine the grade to be awarded for the project.

## Component 2 – Professional Discussion

The timeline for the professional discussion component follows;

Timeframe	Action
0 – 5 days following Gateway	Submission of portfolio
5 – 20 days following Gateway	The assessor notifies the apprentice of the date of the professional discussion
20 – 35 days following Gateway	The assessor carries out the professional discussion

The portfolio will be compiled during the on programme training and will be verified by a person appointed by the employer or training provider organisation who has contact with the learner and has sector experience.

The apprentice will submit their portfolio within 5 working days of going through the gateway process.

The assessor will review the portfolio which will be used to inform the professional discussion.

The portfolio must include evidence of performance in the workplace as the primary source of

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evidence, including the line manager's observation of performance in the workplace.

The portfolio is likely to contain several types of evidence, designed so that they collectively demonstrate that the apprentice has learned and applied the knowledge, skills and behaviours of the Standard.

The professional discussion is a semi-structured interview between the apprentice and the independent assessor, it takes place once the assessor has had a chance to review the portfolio. It will focus on the knowledge, skills and behaviours in the standard (as detailed in Appendix 1) and is expected to last 90minutes (+/- 10%) The first 45 minutes will concentrate on questions on basic knowledge and the second 45 minutes will be a more in depth discussion bringing in skills and behaviours. This enables a synoptic assessment of the standard to check coverage of the broad range of knowledge, skills and behaviours.

The purpose of the Professional Discussion is to:

- Explore evidence for areas of the standard that are best assessed verbally, due to the broad and complex nature of those areas, particularly the skills and behaviours. Please refer to Appendix 1 for a detailed description
- Provide the basis for the independent assessor to make a decision about the grade to be awarded for the professional discussion.

The content of the professional discussion will be determined by the independent assessor who will select from a bank of questions which will be developed by the end-point assessment organisation and will reflect the areas of the standard set out in Appendix 1 including those that are considered critical and will allow assessors to ask probing follow-up questions if required. The bank of questions will cover specific themes from the standard to ensure that consistent approaches are taken and that all areas of the standard are appropriately explored. The end-point assessment organisation will ensure questions do not become widely known and anticipated, and will continue to ensure the continued security and validity of the professional discussion.

Certain areas of the standard (as highlighted in Appendix 2) are considered to be critical and candidates must achieve a distinction in these areas in order to achieve a distinction overall. The themes covered in the professional discussion will be made known to all apprentices. The professional discussion may be carried out face to face, but could be done remotely using video conference or skype, depending on number and location of apprentices. The Professional Discussion must be conducted in a "controlled environment" such as a quiet room away from the normal place of work. In all circumstances the identity of the apprentice must be verified.

The professional discussion has been chosen as an assessment method as verbal communication is a key component of the role. Apprentices will be able to demonstrate that they have met the requirements of the standard and will also be provided with the opportunity to work towards achieving a distinction.

The combination of the two assessment methods builds a cumulative picture of performance against the standard. They require the apprentice to demonstrate the application of skills, knowledge and behaviours

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in an integrated manner, enabling the assessor to make a holistic judgement about how well the apprentice meets or exceeds the standard.

For final certification, the apprentice must have passed both components in the end-point assessment. At the conclusion of the end-point assessment, the independent assessor collates the evidence and determines the final grading for the apprenticeship. The grading decision is made solely by the independent assessor.

Assessment Method	Weighting	Grading	
		Pass	Distinction
Project	29%	Minimum of a pass in each of the 5 Project sections	Minimum of 3 distinctions and 2 passes in the 5 Project sections
Professional discussion	71%	Minimum of pass of the 12 Professional discussion sections	Minimum of distinction in sections 1,3,6,7 and 9 and minimum pass in the other 7 sections.

**To achieve an overall pass for the apprenticeship the apprentice must pass the project and the professional discussion. To achieve an overall distinction for the apprenticeship the apprentice must gain a distinction in the project and the professional discussion.**

## 5. Independence

End-point assessments will be carried out by staff from independent end-point assessment organisations on the Education and Skills Funding Agency Register of End-point Assessment Organisations. They will have no connection with the apprentice, their employer or training provider. An apprenticeship certificate is only issued if approved by the independent assessor.

## 6. End-point Grading

The apprenticeship includes fail, pass or distinction grades which are applied at the end-point assessment with the final grade based on the assessment of the project and professional discussion. Specific detail on the grading criteria is contained in Appendix 2 – a general summary of the grading follows.

**Fail = Does not yet meet the standard and may need to go back into formal learning to bridge the assessment gaps identified.** *For example their project contains significant gaps and*

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*misunderstanding of policy*

1. Currently unable to meet all of the key standards set for the role (what is delivered and/or how it is delivered)
2. Does not understand the role to the required standard
3. Currently unable to perform well in all standard situations, **and**
4. Where the apprentice requires further development to be able to work effectively in all aspects of the role.

**Pass = The apprentice is fully competent in all areas of the standard and demonstrates application of the knowledge, skills and behaviours against the whole standard as detailed in Appendix 1 and 2.**

1. Able to perform well in most situations
2. Can work effectively at their current level,
3. Understands their current job role
4. Able to relate some concepts and theories to practice and make satisfactory connections between learning and practice.
5. Able to engage in the professional discussion and provide evidence that supports practice.
6. The combination of the written evidence from the project and verbal evidence from the professional discussion demonstrates the knowledge, skills and behaviours set out in the Standard have been met.

**Distinction = In addition to meeting all the criteria for the pass grade, the apprentice exceeds the standards set for the role as detailed in Appendix 2.**

1. Has an understanding of the wider context of the work they are doing
2. Demonstrates an ability to perform well in a wide range of situations, goes beyond what is expected at this level
3. Acts as a positive role model in terms of conflict resolution, problem solving and emotional management
4. The apprentice can relate a range of concepts and theories to their practice and makes insightful connections between learning and practices.
5. The apprentice can engage in and actively take forward the professional discussion and provide evidence that demonstrates a good level of analysis and synthesis across the range of theories and concepts applied to their practice.
6. Combining the written evidence from the project and verbal evidence from the professional discussion demonstrates the knowledge, skills and behaviours set out in the Standard have been exceeded.

**Re-sits**

The apprentice must attempt both components of the end-point assessment together.

If an apprentice fails to achieve a pass grade in either of the methods of assessment, they will only be required to re-sit the component of the assessment they have not met. The apprentice will only be allowed to re-sit 3 times.

Re-sits are permitted after 1 month following the first assessment and within 12 months but not after 12 months.

### Re-takes

**If the apprentice requires further training they will have to go back through the Gateway and re-take the whole EPA.**

## 7. Summary of Roles and Responsibilities

Apprentice	<ul style="list-style-type: none"> <li>• Participates fully in their training and development and actively seeks out development opportunities</li> <li>• Actively contributes to their performance review</li> <li>• Contributes to the decision on the timing of their end-point assessment</li> <li>• Fully completes the portfolio and project</li> </ul>
Employer	<ul style="list-style-type: none"> <li>• Supports the apprentice throughout their training and development; It is recommended that this includes a number of reviews to monitor progress and direct observations of the apprentice.</li> <li>• Determines when the apprentice is ready to attempt the end-point assessment</li> </ul>
Training Provider	<ul style="list-style-type: none"> <li>• Provides on-going training for the apprentice</li> <li>• Provides tools and processes to support the apprentice</li> <li>• Carries out regular reviews with the apprentice and employer, ideally 1 on foundation and then every 12 weeks</li> <li>• Undertakes direct observations of the apprentice which form part of the portfolio</li> <li>• Advises the employer when the apprentice is ready to undertake the end-point assessment.</li> </ul>



End-point Assessment Organisation	<ul style="list-style-type: none"> <li>• Takes no part in the training of those apprentices for whom they complete end-point assessments</li> <li>• Devises and administers the end-point assessment</li> <li>• Recruits and trains independent assessors</li> <li>• Ensures assessors are occupationally competent, are able to assess the performance of the apprentice in all components of the end-point assessment and are able to determine the grade achieved</li> <li>• Maintains robust quality assurance processes</li> <li>• Actively participates in the quality assurance procedures described in this assessment plan</li> <li>• Operates a formal Appeals Process</li> </ul>
Independent Assessor	<ul style="list-style-type: none"> <li>• Is occupationally competent in the requirements of the standard as defined in this assessment plan</li> <li>• Assesses the project. Reviews the portfolio and carries out the professional discussion</li> <li>• Determines the final apprenticeship grade</li> </ul>

## 8. Quality Assurance

Assessment - Those organisations undertaking end-point assessment for the Custody and Detention Officer apprenticeship must be accepted by the Education and Skills Funding Agency onto the Register of End-point Assessment Organisations.

They will be responsible for;

- Appointing staff who can administer the requirements of this plan
- Appointing staff who can undertake internal quality assurance
- Operate internal quality assurance in line with the requirements of this plan
- Design and develop end-point assessment tools, documentation and processes
- Organising the end-point assessment
- Checking that on-programme requirements have been achieved

Only assessors appointed by the apprenticeship end-point assessment organisation will be able to carry out the end-point assessment. Assessors must:

- Be occupationally competent in the appropriate field of practice

*Occupationally competent means that each assessor must be capable of carrying out the full requirements within the competence they are assessing. The assessor involved in the end-point*

*assessment must be occupationally competent across the whole apprenticeship standard.*

- Be occupationally competent with relevant and current experience or have completed a level 3 apprenticeship or occupational competence qualification at level 3 or above.
- Hold, or be working towards, a formal assessor qualification.
- Be able to evidence that they have had more than 3 years operational experience, be able to demonstrate up to date CPD records and have worked in one of the following;
  - Prison
  - Detention Centre
  - Young Persons Centre
  - Escorting Organisation

External Quality Assurance for this Standard will be carried out by the Institute for Apprenticeships

## **9. Implementation of the Apprenticeship Assessment**

### **Affordability**

This approach to independent assessment is evidenced based and sector specific and has been tested with employers who have confirmed that it is the preferred approach.

Cost analysis verified that this approach was the most cost effective method of all. The cost of the independent assessment forms no more than 20% of the overarching cost of the apprenticeship standard. .

### **Manageability and Feasibility**

The end-point assessment has been designed to meet the needs of all employers/environments within Prisons, Detention Centres and Custodial Establishments. The anticipated uptake of this apprenticeship is as follows;

Year 1 500

Year 2 – 1000 - 1500

We believe that the approach is manageable and feasible as the necessary expertise already exists within the sector. We would expect end-point assessment organisations to tap into organisations that are accountable for these experts when recruiting for independent assessors. Utilising existing expertise would ensure a sufficiency of qualified assessors with a good geographical spread.

### Appendix 1 - Coverage of KSBs

Knowledge	Project report	Professional discussion
• The tasks and responsibilities of the role such as keeping individuals secure, preparing them for release, authorised physical control and restraint. Including how that is relevant to the context in which you are working, how it fits within the organisation and how it interacts with other relevant organisations and agencies such as the NHS and Police		X
• Policies and procedures relevant to the custodial environment in which you are working and how to operate these within the remit of your role		X
• The key and critical aspects of security, how they contribute to the overall security of the establishment and wider service		X
• The causes of crime, and how you can help people turn their lives around	X	
• The importance of having and demonstrating the values and behaviours that keep custodial environments safe and enable the people in them to concentrate on rehabilitation		X
• Rights and responsibilities of those in custodial care or detention		X
• Recognise and understand the impact of mental health issues on individuals and be able to access support as appropriate. An example of this would be sign posting effective support services, which may assist in the prevention of self-harm by others		X
• The importance of caring for vulnerable people who are at risk of self-harm or violence using recognised procedures and good interpersonal skills		X
• How you recognise the signs of substance misuse and its impact on individuals and be able to access support as appropriate		X
• The key principles and theories of violence reduction		X
• Understand the behaviour patterns of an individual during conflict.		X
• The importance of good communications, the use of different communication styles and knowing when to use them. An example of this might be how you motivate individuals to take part in organised activities to address offending behaviour	X	
• Understand health and safety procedures and how to reduce the risk of harm or injury to yourself, your colleagues and those in your care by using the positive risk management processes		X
• How to search individuals, vehicles and buildings in the custodial setting		X
<b>Skills</b>		

• Contribute actively to promote a rehabilitative culture	X	X
• Undertake incident management and “ first on scene” response appropriately		X
• Recognise and be able to take steps to defuse potential conflict situations		X
• Conduct all searching appropriately, examples being the searching of individuals, buildings, vehicles and areas for the detection of illicit or prohibited items		X
• Explain processes, procedures and decisions to individuals in custody and detention so that they understand what will happen to them and why	X	X
• Maintain and update documentation, reports, records and supporting systems in-line with local, national and organisational requirements		X
• Work professionally within the custodial environment, including maintaining your own professional standards and development	X	X
• Work collaboratively with external stakeholders for example the Police, courts, National Probation Service and Community Rehabilitation Companies	X	X
• Work effectively as part of a team by positively contributing to team dynamics and being a trusted team member	X	X
• Identify risks and respond dynamically, for example carry out fire prevention protocols, or in the case of severe need, carry out a full evacuation plan in co-operation with others		X
<b>Behaviours</b>		
• Adapt your personal behavioural style to suit the situation	X	X
• Act with legitimate authority so that people feel safe and treated fairly	X	X
• Act as a positive role model in terms of conflict resolution, problem solving and emotional management	X	X
• Recognise and respect diversity and cultural differences	X	X
• Be able to apply strong personal resilience and maintain personal wellbeing	X	X
• Behave openly, honestly, directly and with integrity	X	X
• Behave in a professional manner and be committed to organisational values	X	X
• Challenge individuals appropriately	X	X

## Appendix 2 – Grading Guidance

Apprenticeship End-point Assessment Organisations will develop more detailed guidance

Assessment Component 1 – Project			
Knowledge, Skills and Behaviours	FAIL	PASS	DISTINCTION
		Minimum of a pass in each of the 5 Project sections	Minimum of 3 distinctions and 2 passes in the 5 Project sections
<b>Section 1</b> <b>Knowledge</b> a. The causes of crime, and how to help people turn their lives around <b>Skills</b> b. Contribute actively to the promotion of a rehabilitative culture <b>Behaviours</b> c. Act as a positive role model in terms of conflict resolution, problem solving and emotional management. d. Behave in a professional manner and be committed to organisational values e. Be able to apply strong personal resilience and maintain personal wellbeing	Has failed to explain the importance of rehabilitation.  Could not explain the need to attend work and classes.  Could not explain the importance of compliance with sentence planning.	Can explain the importance of rehabilitation, including; <ul style="list-style-type: none"> <li>• the need to attend work and classes</li> <li>• compliance with sentence planning.</li> </ul>	Can give examples of interactions with positive outcomes which help offenders engage in activities.  Can evidence of positive, effective application of contribution towards sentence planning and positive interactions with offenders.
<b>Section 2</b> <b>Knowledge</b> a. The importance of good communications, the use of different communication styles and knowing when to use them. An example of this might be how you	Failed to demonstrate how to adapt communication styles and when to use them.	Can demonstrate how they can adapt communication styles to; <ul style="list-style-type: none"> <li>• to get buy in from individuals</li> </ul>	Can list and explain different communication styles

<p>motivate individuals to take part in organised activities to address offending behaviour</p> <p><b>Skills</b></p> <p>b. Explain processes, procedures and decisions to individuals in custody and detention so that they understand what will happen to them and why</p> <p><b>Behaviours</b></p> <p>c. Adapt your personal behavioural style to suit the situation</p>	<p>Failed to demonstrate adapted communication styles to get buy in from individuals.</p> <p>Failed to demonstrate communication styles to motivate individuals.</p>	<ul style="list-style-type: none"> <li>motivate individuals</li> </ul>	<p>Can give examples of buy in from individuals following style adjustment.</p>
<p><b>Section 3</b></p> <p><b>Skills</b></p> <p>a. Work professionally within the custodial environment, including maintaining your own professional standards and development</p> <p><b>Behaviours</b></p> <p>b. Act with legitimate authority so that people feel safe and treated fairly</p> <p>c. Recognise and respect diversity and cultural differences</p> <p>d. Behave openly, honestly, directly and with integrity</p> <p>e. Behave in a professional manner and be committed to the organisational values</p> <p>f. Challenge individual appropriately</p>	<p>Failed to demonstrate completion of tasks in line with organisational policies and procedures.</p> <p>Fails to attend or complete training for other than operational reasons.</p> <p>Fails to make use of signposted appropriate support .</p> <p>Fails to demonstrate an awareness of the organisations professional standards policy and its implementation.</p>	<p>Completes tasks given in line with organisational policies and procedures.</p> <p>Attends training Identifies and signposts appropriate support</p> <p>Is aware of the organisations professional standards policy and <a href="#">its implementation</a></p>	<p>Seeks out information to complete new tasks.</p> <p>Applies problem solving skills and offers solutions</p> <p>Actively seeks opportunities for development and training.</p> <p>Proactively facilitates the provision of support and has an understanding what the support available includes.</p>

<p><b>Section 4</b></p> <p><b>Skills</b></p> <p>a. Work collaboratively with external stakeholders for example the Police, Courts, National Probation Service and Community Rehabilitation Companies</p> <p><b>Behaviours</b></p> <p>b. Recognise and respect diversity and cultural differences</p> <p>c. Behave openly, honestly, directly and with integrity</p> <p>d. Behave in a professional manner and be committed to the organisational values</p> <p>e. Challenge individual appropriately</p>	<p>Fails to follow the codes of conduct when working collaboratively with stakeholders.</p> <p>Fails to complete reports and requests for information in line with organisational policies.</p>	<p>Follows codes of conduct when working collaboratively with stakeholders.</p> <p>Completes reports and requests for information in line with organisational policies</p>	<p>Can explain consequences of incorrect reporting for prisoners and service.</p> <p>Can give examples of challenging individuals appropriately.</p> <p>Can describe the process of reporting ongoing inappropriate behaviour (staff)</p>
<p><b>Section 5</b></p> <p><b>Skills</b></p> <p>a. Work effectively as part of a team by positively contributing to team dynamics and being a trusted team member</p> <p><b>Behaviours</b></p> <p>b. Challenge individuals appropriately</p> <p>c. Recognise and respect diversity and cultural differences</p> <p>d. Behave openly, honestly, directly and with integrity</p> <p>e. Behave in a professional manner and be committed to the organisational values</p> <p>f. Be able to apply strong personal resilience and maintain personal wellbeing</p>	<p>Fails to work as part of the team.</p> <p>Is unaware of own role and roles of others within the team.</p> <p>Is unaware of own strengths and weakness or when to seek support from team members.</p> <p>Fails to distinguish between acceptable and</p>	<p>Works as part of team, knows the roles of self and others within the team. Knows own strengths and weaknesses and when to seek support from team members</p> <p>Can distinguish between acceptable professional behaviour and inappropriate and negative contributions to team work.</p> <p>Is aware how to challenge inappropriate behaviour</p>	<p>Actively contributes to team goals, completes tasks consistently within time frames</p> <p>Seeks clarification for tasks and gives regular honest updates of progress to the team</p> <p>Gives and receives constructive feedback</p>

	<p>inappropriate professional behaviour.</p> <p>Fails to distinguish between positive and negative contributions towards team work.</p> <p>Fails to demonstrate awareness how to challenge inappropriate behaviour.</p>		
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<b>Assessment Component 2 – Professional Discussion</b>			
<b>Knowledge, Skills and Behaviours</b>	<b>FAIL</b>	<b>PASS</b>	<b>DISTINCTION</b>
		Minimum of pass of the 12 Professional discussion sections	Minimum of distinction in 5 sections including 1,3,6,7 and 9 and minimum pass in the other 7 sections.
<b>Section 1 – The Role (The knowledge skills and behaviours in this section are considered critical)</b>	<p>Fails to explain their current job role.</p> <p>Is unable to explain any wider context of the</p>	Can explain their current job role but not always the wider context of the work they are doing or the impact the role has to the security, safety and	Can explain the wider context of the work they are doing, the impact the role has on the security, safety and resettlement needs of



<p><b>Knowledge</b></p> <p>a. The tasks and responsibilities of the role such as keeping individuals secure, preparing them for release, authorised physical control and restraint. Including how that is relevant to the context in which you are working, how it fits within the organisation and how it interacts with other relevant organisations and agencies such as the NHS and Police</p> <p><b>Skills</b></p> <p>b. Conduct all searching appropriately, examples being the searching of individuals, vehicles and areas for the detection of illicit or prohibited items.</p> <p>c. Identify risk and respond dynamically, for example carry out fire prevention protocols, or in case of severe need, carry out full evacuation plan in co-operation with others.</p> <p>d. Contributes actively to a rehabilitative culture.</p> <p>e. Explains processes, procedures and decisions to individual in custody and detention so they understand what will happen to them and why.</p> <p>f. Recognise and be able to take steps to defuse potential conflict situations.</p> <p>g. Work collaboratively with external stakeholders for example the Police, courts, National Probation Services and Community Rehabilitation companies.</p> <p><b>Behaviours</b></p> <p>h. Act with legitimate authority so that people feel safe and treated fairly.</p> <p>i. Act as a positive role model in terms of conflict resolution, problem solving and emotional management.</p> <p>j. Challenge individual appropriately</p> <p>k. Behave in a professional manner and be committed to organisational values</p> <p>l. Act as a positive role model in terms of conflict resolution, problem solving and emotional management.</p> <p>m. Recognise all aspects of diversity and cultural differences</p> <p>n. Behave openly, honestly, directly and with integrity</p> <p>o. Act with legitimate authority so that people feel safe and treated fairly.</p>	<p>work they are doing or any impact the role has on the security, safety and resettlement needs of the individual or the establishment.</p> <p>Fails to describe the principles of conflict resolution and problem solving.</p> <p>Fails to demonstrate an understanding of Prison Rules.</p> <p>Fails to provide examples of appropriate challenging and appraisal of achievements.</p> <p>Fails to explain who stakeholders are .</p>	<p>resettlement needs of the individual or the establishment.</p> <p>Can describe the principles of conflict resolution and problem solving but does not always see this in the wider context</p> <p>Can describe the barriers to communication, managing conflict and resolution.</p> <p>Understands Prison Rules and can provide examples of appropriate challenging and appraisal of achievements.</p> <p>Can explain who stakeholders are.</p>	<p>the individual or the establishment.</p> <p>Can give examples of what possible consequences there are for non-compliance.</p> <p>Can explain the wider context and impact decisions can make.</p> <p>Can give examples how they contributed to preparing individuals for release.</p> <p>Can name barriers and solutions.</p> <p>Can explain the decision-making process and resolution strategies. Can give examples.</p> <p>Can explain why professional interaction is important for good collaborative working relationships.</p>
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<p>p. Adapt your personal behaviour style to suit the situation</p> <p>q. Challenge individuals appropriately</p> <p>r. Behave in a professional manner and be committed to the organisational values.</p> <p>s. Behave openly, honestly, directly and with integrity</p>			
<p><b>Section 2 – Reporting</b></p> <p><b>Knowledge</b></p> <p>a. Policies and procedures relevant to the custodial environment in which you are working and how to operate these within the remit of your role</p> <p><b>Skills</b></p> <p>b. Maintain and update documentation, reports, records and supporting systems in-line with local, national and organisational requirements</p> <p><b>Behaviours</b></p> <p>c. Behave openly, honestly, directly and with integrity</p>	<p>Fails to explain the remit of their role.</p> <p>Fails to update records and reports in line with organisational policies.</p> <p>Fails to explain the meaning of factual reporting.</p> <p>Fails to explain the meaning of offence related behaviour reporting.</p>	<p>Can explain the remit of the role and updates records and reports in line with organisational policies.</p> <p>Can explain the meaning of factual and offence related behaviour reporting.</p>	
<p><b>Section 3 – Security (The knowledge skills and behaviours in this section are considered critical)</b></p> <p><b>Knowledge</b></p> <p>a. The key and critical aspects of security, how they contribute to the overall security of the establishment and wider service</p> <p><b>Skills</b></p> <p>b. Conduct all searching appropriately, examples being the searching of individuals, buildings, vehicles and areas for the detection of illicit or prohibited items.</p>	<p>Fails to evidence searching to national policy standards.</p> <p>Is unaware of the first on scene process.</p>	<p>Can evidence searching to national policy standards and in line with organisational processes and standards</p> <p>Can explain the “First on scene” process.</p>	<p>Can list responsibilities and information required of the “First on Scene”. Can explain how this information contributes towards conflict resolution.</p> <p>Can explain the importance of overall security and can give</p>

<p>c. Undertake incident management and “first on scene” response appropriately</p> <p>d. Recognises and be able to take steps to defuse potential conflict situations</p> <p>e. Identify risk and respond dynamically, for example carry out fire prevention protocols, or in case of severe need, carry out full evacuation plan in co-operation with others.</p> <p><b>Behaviours</b></p> <p>f. Be able to apply strong personal resilience and maintain personal wellbeing</p> <p>g. Challenge individuals appropriately</p> <p>h. Behave openly, honest directly and with integrity</p> <p>i. Behave in a professional manner and be committed to organisational values</p> <p>j. Adapt your personal behavioural style to the situation</p> <p>k. Act as a positive role model in terms of conflict resolution, problem solving and emotional management</p>	<p>Fails to explain the meaning of overall security.</p> <p>Fails to give examples of potential risk.</p> <p>Fails to demonstrate an awareness of de-escalation methods.</p> <p>Fails to give examples of professional values.</p> <p>Fails to demonstrate an awareness of the corruption reporting process .</p>	<p>Can explain the meaning of overall security.</p> <p>Can give examples of potential risk and is aware of de-escalation methods.</p> <p>Can give examples of professional values and is aware of the corruption reporting process</p>	<p>examples how to contribute towards it.</p> <p>Can give examples of applying de-escalation methods and describe how these defused potential conflict situations.</p> <p>Can give examples of professional values and can explain the corruption reporting process .</p> <p>Can explain the wider implications unchallenged corruption can have on the service and give examples how corruption directly effects the establishments overall security.</p> <p>Can explain the reasons for creating space in difficult situations and can give examples how to achieve this.</p>
<p><b>Section 4 – Rehabilitative Culture</b></p> <p><b>Knowledge</b></p>	<p>Fails to explain what an rehabilitative culture is.</p>	<p>Can explain what an rehabilitative culture is and their role in it.</p>	

<p>a. The importance of having and demonstrating the values and behaviours that keep custodial environments safe and enable the people in them to concentrate on rehabilitation</p> <p><b>Skills</b></p> <p>b. Contribute actively to a rehabilitative culture</p> <p>c. Explain processes, procedures and decisions to individuals in custody and detention so they understand what will happen to them and why</p> <p>d. Recognises and be able to take steps to defuse potential conflict situations</p> <p>e. Work professionally within the custodial environment, including maintaining your own professional standards and development</p> <p>f. Work effectively as a part of a team by positively contributing to the team dynamics and being a trusted team member</p> <p><b>Behaviours</b></p> <p>g. Recognise and respect diversity and cultural differences</p> <p>h. Adapt your behavioural style to the situation</p> <p>i. Act with legitimate authority so that people feel safe and treated fairly</p> <p>j. Act as a positive role model in terms of conflict resolution, problem solving and emotional management</p> <p>k. Behave in a professional manner and be committed to the organisational values.</p> <p>l. Behave openly, honestly, directly and with integrity</p> <p>m. Be able to apply strong personal resilience and maintain personal wellbeing</p>	<p>Fails to explain their role in an rehabilitative culture.</p> <p>Fails to list any procedures or decisions made in regards to prisoners in custody and detention.</p> <p>Fails to list any values and behaviours .</p> <p>Fails to maintain own professional standards.</p> <p>Fails to explain personal resilience and team work.</p> <p>Unaware where to seek support.</p>	<p>Can list the different procedures and types of decisions made in regards to prisoners in custody and detention.</p> <p>Can list the required values and behaviours .</p> <p>Maintains own professional standards</p> <p>Can explain personal resilience and team work. Aware of where to seek support.</p>	
<p><b>Section 5 – Rights and Responsibilities</b></p> <p><b>Knowledge</b></p> <p>a. The rights and responsibilities of those in custodial care or detention</p> <p><b>Skills</b></p> <p>b. Explain processes, procedures and decisions to individuals in custody and detention so they understand what will happen to them and why</p> <p><b>Behaviours</b></p>	<p>Fails to give a general overview of the rights and responsibilities of those in custodial care or detention.</p>	<p>Can give a general overview of the rights and responsibilities of those in custodial care or detention.</p>	

<ul style="list-style-type: none"> <li>c. Behave openly, honestly, directly and with integrity</li> <li>d. Act with legitimate authority so that people feel safe and treated fairly</li> <li>e. Recognise and respect diversity and cultural differences</li> <li>f. Behave in a professional manner and be committed to the organisational values</li> </ul>	<p>Fails to demonstrate respect for cultural differences.</p> <p>Fails to demonstrate awareness of at least one cultural entitlement.</p>	<p>Shows respect for cultural differences and is aware of entitlements</p>	
<p><b>Section 6 – Wellbeing (The knowledge skills and behaviours in this section are considered critical)</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>a. Recognise and understand the impact of mental health issues on individuals and be able to access support as appropriate. An example of this would be sign posting effective support services, which may assist in the prevention of self-harm</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>b. Explain processes, procedures and decisions to individuals in custody and detention so they understand what will happen to them and why</li> <li>c. Work collaboratively with external stakeholders for example the Police, courts, National Probation Services and Community Rehabilitation companies</li> <li>d. Contribute actively to a rehabilitative culture</li> <li>e. Maintain and update documentation, reports, records and supporting systems in-line with local, national and organisational requirements</li> </ul> <p><b>Behaviours</b></p> <ul style="list-style-type: none"> <li>f. Adapt your personal behaviour style to the situation</li> <li>g. Act with legitimate authority so that people feel safe and treated fairly</li> <li>h. Act as a positive role model in terms of conflict, problem solving and emotional management.</li> </ul>	<p>Fails to demonstrate an awareness of mental health issues within the custodial or detention setting.</p> <p>Fails to demonstrate an awareness of help available within the custodial and detention setting.</p> <p>Fails to describe the referral process for individuals.</p>	<p>Describes mental health issues and the help available within the custodial or detention setting</p> <p>Describes the referral process for individuals.</p> <p>Can explain when and how to adapt the behaviour style to the situation.</p> <p>Can explain how to seek support for their personal wellbeing</p>	<p>Can explain the impact of mental health issues on individuals</p> <p>Can name the help and support available and describe the process of referral.</p> <p>Can give examples of adapting their style of behaviour to the situation.</p> <p>Can explain the importance of balancing the need of both the organisation and the individual</p> <p>Can name support available for personal wellbeing.</p>

<ul style="list-style-type: none"> <li>i. Be able to apply strong personal resilience and maintain personal wellbeing</li> <li>j. Behave openly, honestly directly and with integrity</li> <li>k. Behave in a professional manner and be committed to organisational values</li> <li>l. Challenge individuals appropriately</li> </ul>			
<p><b>Section 7 – Supporting Vulnerable Prisoners (The knowledge skills and behaviours in this section are considered critical)</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>a. The importance of caring for vulnerable people who are at risk of self-harm or violence using recognised procedures and good interpersonal skills</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>b. Maintain and update documentation, reports, records and supporting systems in-line with local, national and organisational requirements</li> <li>c. Contribute actively to a rehabilitative culture</li> <li>d. Work collaboratively with external stakeholders for example the Police, courts, National Probation Services and Community Rehabilitation companies</li> <li>e. Recognises and be able to take steps to defuse potential conflict situations</li> <li>f. Work effectively as a part of a team by positively contributing to the team dynamics and being a trusted team member</li> </ul> <p><b>Behaviours</b></p> <ul style="list-style-type: none"> <li>g. Adapt your personal behaviour style to the situation</li> <li>h. Act with legitimate authority so that people feel safe and treated fairly</li> <li>i. Act as a positive role model in terms of conflict, problem solving and emotional management.</li> <li>j. Be able to apply strong personal resilience and maintain personal wellbeing</li> <li>k. Behave openly, honestly directly and with integrity</li> <li>l. Behave in a professional manner and be committed to organisational values</li> <li>m. Challenge individuals appropriately</li> <li>n. Recognise and respect diversity and cultural differences</li> </ul>	<p>Fails or can only partially explain the Assessment, Care in Custody, Teamwork process (ACCT).</p> <p>Is unaware of the Vulnerable Prisoner policy.</p> <p>Is unaware of the Vulnerable Prisoner application process.</p> <p>Fails to demonstrate an awareness of coping and distraction mechanisms available within the establishment.</p> <p>Fails to demonstrate how to access and refer to coping and distraction mechanisms available within the establishment.</p> <p>Fails to explain the term meaningful ACCT</p>	<p>Can explain the Assessment, Care in Custody, Teamwork process (ACCT).</p> <p>Is aware of Vulnerable Prisoner policy and application process.</p> <p>Is aware of coping and distraction mechanisms available within the establishment and how to access and refer to them.</p> <p>Can explain the term meaningful ACCT observation and conversations.</p> <p>Can name and signpost available interventions for</p>	<p>Can explain care map, triggers and document time scales.</p> <p>Can explain the vulnerable prisoners' application process and procedures to keep safe.</p> <p>Can give examples of meaningful ACCT observations and conversations and how they contribute to progressing and safeguarding prisoners .</p> <p>Can give examples when and why they adjusted their personal behaviour style resulting in reduction of potential self-harm.</p>

	<p>observation and conversations.</p> <p>Fails to name and signpost available interventions for support and advice within own establishment.</p> <p>Fails to explain cultural or diversity differences to be aware of when dealing with vulnerable prisoners.</p> <p>Fails to explain why adapting personal behaviour styles to the situation is important when dealing with prisoners in crisis.</p>	<p>support and advice within own establishment.</p> <p>Can explain cultural or diversity differences to be aware of when dealing with vulnerable prisoners.</p> <p>Can explain why adapting personal behaviour styles to the situation is important when dealing with prisoners in crisis.</p>	
<p><b>Section 8 – Substance Misuse</b></p> <p><b>Knowledge</b></p> <p>a. How you recognise the signs of substance misuse and its impact on individuals and be able to access support as appropriate</p> <p><b>Skills</b></p> <p>b. Contribute actively to a rehabilitative culture</p> <p>c. Work collaboratively with external stakeholders for example the Police, courts, National Probation Services and Community Rehabilitation companies</p>	<p>Fails to identify substances misused within the Estate.</p> <p>Fails to identify any substance misuse related paraphernalia in the estate.</p>	<p>Can identify substances misused within the Estate and related paraphernalia.</p> <p>Can evidence completion of a Cell search in line with national policy and accepted</p>	

<p>d. Conduct all searching appropriately, examples being the searching of individuals, buildings, vehicles and areas for the detection of illicit or prohibited items.</p> <p>e. Work effectively as a part of a team by positively contributing to the team dynamics and being a trusted team member</p> <p><b>Behaviours</b></p> <p>f. Challenge individuals appropriately</p> <p>g. Adapt your personal behaviour style to suit the situation</p> <p>h. Act as a positive role model in terms of conflict management, problem solving and emotional management.</p> <p>i. Recognise and respect diversity and cultural differences</p> <p>j. Behave openly, honestly, directly and with integrity</p>	<p>Fails to evidence a cell search in line with national policy and accepted organisational processes and standards.</p> <p>Fails to demonstrate awareness of local drug reduction strategy.</p> <p>Fails to demonstrate awareness how to refer to support agencies.</p> <p>Fails to demonstrate awareness of how to use the adjudication process.</p>	<p>organisational processes and standards</p> <p>Is aware of the local drug reduction strategy, knows how to refer to support agencies and is aware of how to use the adjudication process.</p>	
<p><b>Section 9 – Understanding Potential Conflict (The knowledge skills and behaviours in this section are considered critical)</b></p> <p><b>Knowledge</b></p> <p>a. The key principles and theories of violence reduction</p> <p><b>Skills</b></p> <p>b. Recognise and be able to take steps to defuse potential conflict situations</p> <p>c. Explain processes, procedures and decisions to individuals in custody and detention so they understand what will happen to them and why</p>	<p>Fails to relate any concepts and theories to practice.</p> <p>Fails to make satisfactory connections between learning and future practice.</p>	<p>Able to relate some concepts and theories to practice and make satisfactory connections between learning and future practice.</p> <p>Recognises the impact of verbal and body language</p>	<p>Able to relate a range of concepts and theories to practice and make insightful connections between learning and future practices.</p> <p>Can give examples of applied practice and can evaluate</p>



<p><b>Behaviours</b></p> <ul style="list-style-type: none"> <li>d. Act with legitimate authority so that people feel safe and treated fairly</li> <li>e. Challenge individuals appropriately</li> </ul>	<p>Fails to recognise the impact of verbal and body language when dealing with different / difficult situations.</p> <p>Fails to give examples of behaviours that could escalate and de-escalate situations.</p>	<p>when dealing with different / difficult situations.</p> <p>Can give examples of behaviours that could escalate and de-escalate situations.</p>	<p>them.</p>
<p><b>Section 10 – Managing Potential Conflict</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>a. Understand the behaviour patterns of an individual during conflict.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>b. Work effectively as a part of a team by positively contributing to the team dynamics and being a trusted team member</li> <li>c. Recognise and be able to take steps to defuse potential conflict situations</li> </ul> <p><b>Behaviours</b></p> <p>Adapt your behaviour to the style of the situation</p> <ul style="list-style-type: none"> <li>d. Recognise and respect diversity and cultural differences</li> <li>e. Challenge individuals appropriately</li> <li>f. Act as a positive Role model in terms of conflict resolution, problem solving and emotional management.</li> </ul>	<p>Fails to recognise and understand changes in individual behaviour during conflict situations.</p> <p>Fails to explain when it is appropriate to challenge behaviour .</p>	<p>Recognises and understands changes in individual behaviour during conflict situations.</p> <p>Can explain when it is appropriate to challenge behaviour</p>	
<p><b>Section 11 – Managing Risk</b></p> <p><b>Knowledge</b></p>	<p>Fails to explain Health and Safety responsibilities for self and others.</p>	<p>Can explain Health and Safety responsibilities for self and others</p>	

<p>a. Understand health and safety procedures and how to reduce the risk of harm or injury to yourself, your colleagues and those in your care by using the positive risk management processes</p> <p><b>Skills</b></p> <p>b. Identify risks and respond dynamically, for example carry out fire prevention protocols, or in the case of severe need, carry out a full evacuation plan in co-operation with others</p> <p><b>Behaviours</b></p> <p>c. Act with legitimate authority so that people feel safe and treated fairly</p> <p>d. Behave in a professional manner and be committed to organisational values</p> <p>e. Challenge individuals appropriately</p>	<p>Fails to explain Workplace Risk Assessments and safe systems at work</p> <p>Fails to identify and report faults and repairs.</p> <p>Fails to demonstrate understanding how to appropriately challenge breaches of health and Safety.</p>	<p>Can explain Workplace Risk Assessments and safe systems at work</p> <p>Can identify and report faults and repairs</p> <p>Understands how to appropriately challenge breaches of health and Safety.</p>	
<p><b>Section 12 – Searches</b></p> <p><b>Knowledge</b></p> <p>a. How to search individuals, vehicles and buildings in the custodial setting</p> <p><b>Skills</b></p> <p>b. Conduct all searching appropriately, examples being the searching of individuals, vehicles and areas for the detection of illicit or prohibited items.</p> <p><b>Behaviours</b></p> <p>c. Adapt your personal behaviour style to suit the situation</p> <p>d. Act with legitimate authority so that people feel safe and treated fairly</p> <p>e. Recognise and respect diversity and cultural differences</p> <p>f. Behave openly, honestly, directly and with integrity</p> <p>g. Behave in a professional manner and be committed to the organisational values</p> <p>h. Challenge individual appropriately</p>	<p>Fails to demonstrate searching to national policy standards including;</p> <ul style="list-style-type: none"> <li>• Level A, B and full searches,</li> <li>• area search,</li> <li>• cell search</li> <li>• vehicle search.</li> </ul> <p>In line with organisational processes and standards.</p> <p>Fails to explain why items are illicit and restricted.</p> <p>Fails to explain why it is important to preserve evidence.</p>	<p>Can demonstrate searching to national policy standards including;</p> <ul style="list-style-type: none"> <li>• Level A, B and full searches,</li> <li>• area search,</li> <li>• cell search</li> <li>• vehicle search.</li> </ul> <p>In line with organisational processes and standards</p> <p>Can explain why items are illicit and restricted</p> <p>Can explain why it is important to preserve evidence</p>	

	Fails to give examples of religious and cultural needs.	Can give examples of religious and cultural needs
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