SFJ Awards Level 3 Diploma in the Management and Care of Individuals in the Custodial Environment

Qualification Handbook

SFJ Awards Level 3 Diploma in the Management and Care of Individuals in the Custodial Environment

Qualification Number: 601/5367/2

Operational End Date: 30 April 2026

Certification End Date: 30 April 2027

Version	Date of issue	Amendment(s)	Page
V2	09.10.17	Update Section 2.4 with Total Qualification Time	6-7
		Update Use of Languages, now Section 2.9	7
		Update Section 3 Centre Requirements (no change to requirements)	8
		Update Section 4 Assessment (no change to requirements, additional information included)	9-18
		Update SFJ Awards branding and copyright	Various
		Remove references to QCF	Various
V1.1	15.09.15	Update SFJ Awards contact details	4
V1	23.06.15	N/A	

Contents

1   Introduction

1.1   About us

SFJ Awards is part of the Skills for Health and Justice Group. For over 10 years Skills for Justice has been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time Skills for Justice has earned an enviable reputation for its knowledge of the sector and its proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers it represents.

SFJ Awards is an awarding organisation that builds upon this reputation, and understands the specific challenges facing the Policing, Community Safety, Legal and Armed Forces sectors, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

Customer satisfaction is the cornerstone of our organisation, and is delivered through an efficient, customer-led service, providing excellent value for money.

1.2   Customer Service Statement

Our Customer Service Statement is published on SFJ Awards website giving the minimum level of service that Centres can expect. The Statement will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation, and guidance from the qualifications Regulators.

1.3   Centre Support

SFJ Awards works in partnership with its customers. For help or advice contact:

SFJ Awards
Consult House
Meadowcourt Business Park
4 Hayland Street
Sheffield
S9 1BY

Tel: 0114 284 1970

E-mail: info@sfjawards.com
Website: www.sfjawards.com

2   The Qualification

2.1   Overall Objective for the Qualification

This handbook relates to the following qualification:

- SFJ Awards Level 3 Diploma in the Management and Care of Individuals in the Custodial Environment

The main objective of this qualification is to provide learners with the knowledge, and many of the skills, required to work in custodial environments.

2.2   Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete this qualification.

2.3   Units and Rules of Combination

SFJ Awards Level 3 Diploma in the Management and Care of Individuals in the Custodial Environment

This qualification is made up of a total of 12 mandatory units. To be awarded this qualification the learner must achieve a total of 49 credits as shown in the table below.

| Mandatory Units | | | | |
Unit Reference Number	Unit Title	Level	Credit Value	GLH
T/506/9142	Understanding health and safety responsibilities in custodial environments	3	3	24
A/506/9143	Understanding organisational, legal and moral responsibilities for individuals in custody	3	4	32
F/506/9144	Understanding communication and interpersonal skills in custodial environments	3	5	40
J/506/9145	Understanding safer custodial environments	3	4	32
L/506/9146	Understanding offending behaviour and methods for reducing re-offending	3	3	24

Mandatory Units		Level	Credit Value	GLH
Unit Reference Number	Unit Title			
R/506/9147	Operating safely in custodial environments	3	6	48
Y/506/9148	Operating securely in custodial environments	3	4	32
D/506/9149	Recording and reporting in a custodial environment	3	3	16
T/506/9156	Use of force in custodial environments	3	6	48
D/506/9152	Searching individuals and custodial environments	3	5	40
H/506/9153	Escorting in custodial environments	3	3	24
K/506/9154	Model pro-social behaviour in working relationships with individuals	3	3	18

The detailed content of each of the units is available in Section 5.

2.4   Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.[1]

(a)   The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

(b)   An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Please note these are estimated hours. It is the responsibility of centres to decide the appropriate course duration, based on their learners' ability and level of existing knowledge. It is possible, therefore, that the number of guided learning hours will vary from one centre to another according to learners' needs.

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[1] Total Qualification Time criteria, Ofqual September 2015
https://www.gov.uk/government/publications/total-qualification-time-criteria

Guided learning hours consist of all occasions when a member of training centre staff is present to give specific guidance towards the learning aim of the programme. This definition includes lectures, tutorials, supervised study and assignments.

The Total Qualification Time and Guided Learning Hours for this qualification are as follows:

Qualification Title	TQT	GLH
SFJ Awards Level 3 Diploma in the Management and Care of Individuals in the Custodial Environment	490	378

2.5   Age Restriction

This qualification is available to learners aged 18 years and over.

2.6   Opportunities for Progression

The SFJ Awards Level 3 Diploma in the Management and Care of Individuals in the Custodial Environment creates a number of opportunities for progression into related qualifications in community and social justice. It also provides a basis for progressing into specialist qualifications such as the SFJ Awards Level 3 Award in Understanding the Core Knowledge needed by those who work with Children and Young People in Custodial Environments.

2.7   Exemption

No exemptions have been identified.

2.8   Credit Transfer

Credits from identical units that have already been achieved by the learner may be transferred.

2.9   Use of Languages

SFJ Awards business language is English and we provide assessment materials and qualification specifications that are expressed in English. Assessment specifications and assessment materials may be requested in Welsh or Irish and, where possible, SFJ Awards will try to fulfil such requests. SFJ Awards will provide assessment materials and qualification specifications that are expressed in Welsh or Irish and support the assessment of those learners, where the number of learners makes it economically viable for SFJ Awards to do so. More information is provided in the SFJ Awards' Use of Language Policy.

For learners seeking to take a qualification and be assessed in British Sign Language or Irish Sign Language, please refer to SFJ Awards' Reasonable Adjustments Policy. A learner may be assessed in British Sign Language or Irish Sign Language where it is permitted by SFJ Awards for the purpose of Reasonable Adjustment.

Policies are available on our website http://sfjawards.com/policies/ or on request from SFJ Awards.

3   Centre Requirements

Centres must be approved by SFJ Awards and also have approval to deliver the qualifications they wish to offer. This is to ensure centres have the processes and resources in place to deliver the qualifications. Approved centres must adhere to the requirements detailed in the SFJ Awards Centre Handbook, which includes information for centres on assessment and internal quality assurance processes and procedures and is available in the centres' area of the SFJ Awards website http://sfjawards.com/approved-centres.

Centres are responsible for ensuring that their assessor and internal quality assurance staff:

- are occupationally competent and/or knowledgeable as appropriate to the assessor or IQA role they are carrying out
- have current experience of assessing/internal quality assuring as appropriate to the assessor or IQA role they are carrying out, and
- have access to appropriate training and support.

Information on the induction and continuing professional development of those carrying out assessment and internal quality assurance must be made available by centres to SFJ Awards through the external quality assurance process.

This qualification handbook should be used in conjunction with the SFJ Awards Centre Handbook, the SFJ Awards Assessment Policy and the SFJ Awards Quality Assurance (Internal and External) Policy. All policies are available on the website http://sfjawards.com/policies/ or on request from SFJ Awards.

4   Assessment

4.1   Qualification Assessment Methods

Assessment methods that can be used for this qualification are as follows:

- Portfolio of Evidence (including for example records of professional discussions, question and answer sessions, reflective accounts and written assignments)
- Practical Demonstration / Assignment

4.2   Assessors

4.2.1   Occupational Competence

Due to the risk-critical nature of the work, particularly when assessing in the justice and health sectors, and the legal implications of the assessment process, assessors must understand the nature and context of the learners' work. This means that assessors must be occupationally competent. Each assessor must therefore be, according to current sector practice, competent in the functions covered by the units they are assessing. They will have gained their occupational competence by working within the sector relating to the units or qualification they are assessing.

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

4.2.2   Occupational Knowledge

Where assessors are assessing knowledge-based qualifications, they must be occupationally knowledgeable.

4.2.3   Qualification Knowledge

Assessors must be familiar with the qualification units they are assessing. They must be able to interpret and make judgements on current working practices and technologies within the area of work.

4.2.4   Assessor Competence

Assessors must be able to make valid, reliable and fair assessment decisions. To demonstrate their competence, assessors must be:

- qualified with a recognised assessor qualification, or
- working towards a recognised assessor qualification, or

- able to prove equivalent competence through training to appropriate national standards, for example, National Occupational Standard 9: Assess learner achievement[2] or Police Sector Standard for the Training of Assessors, Assessor Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements, for example certificates of achievement or testimonials.

4.2.5   Continuing Professional Development

Assessors must actively engage in continuous professional development activities to maintain:

- occupational competence and knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an assessor.

4.3   Internal Quality Assurers

4.3.1   Occupational Knowledge

Internal quality assurers (IQAs) must be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk-critical nature of the work, particularly in the justice and health sectors, and the legal implications of the assessment process, they must understand the nature and context of the assessors' work and that of their learners. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the units.

4.3.2   Qualification Knowledge

IQAs must understand the content, structure and assessment requirements for the qualification(s) they are internal quality assuring.

Centres should provide IQAs with an induction to the qualifications that they are responsible for quality assuring. IQAs should also have access to ongoing training and updates on current issues relevant to these qualifications.

4.3.3   Internal Quality Assurer Competence

IQAs must occupy a position in the organisation that gives them the authority and resources to:

- coordinate the work of assessors
- provide authoritative advice

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[2] National Occupational Standards for Learning and Development, LLUK 2010

- call meetings as appropriate
- conduct pre-delivery internal quality assurance on centre assessment plans, for example, to ensure that any proposed simulations are fit for purpose
- visit and observe assessment practice
- review the assessment process by sampling assessment decisions
- ensure that assessment has been carried out by assessors who are occupationally competent, or for knowledge-based qualifications occupationally knowledgeable, in the area they are assessing
- lead internal standardisation activity
- resolve differences and conflicts on assessment decisions.

To demonstrate their competence, IQAs must be:

- qualified with a recognised internal quality assurance qualification, or
- working towards a recognised internal quality assurance qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example National Occupational Standard 11: Internally monitor and maintain the quality of assessment[3] or Police Sector Standard for the Training of Internal Verifiers, Internal Verifier Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each IQA meets these requirements, for example certificates of achievement or testimonials.

4.3.4   Continuing Professional Development

IQAs must actively engage in continuous professional development activities to maintain:

- occupational knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an IQA.

4.4   External Quality Assurers

External quality assurers (EQAs) are appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres. SFJ Awards is responsible for ensuring that their external quality assurance team have:

- sufficient occupational knowledge
- current experience of external quality assurance
- access to appropriate training and support.

External quality assurance is carried out to ensure that there is compliance, validity, reliability and good practice in centres. EQAs must have appropriate occupational and verifying knowledge and expertise.

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[3] National Occupational Standards for Learning and Development, LLUK 2010

4.4.1 External Quality Assurer Competence

To demonstrate their competence, EQAs must be:

- qualified with a recognised external quality assurance qualification, or
- working towards a recognised external quality assurance qualification.

4.4.2 Continuing Professional Development

EQAs must maintain their occupational and external quality assurance knowledge. They will attend training and development designed to keep them up-to-date, facilitate standardisation between staff and share good practice.

4.5 Expert Witnesses

Expert witnesses, for example line managers and supervisors, can provide evidence that a learner has demonstrated competence in an activity. Their evidence contributes to performance evidence and has parity with assessor observation. Expert witnesses do not however perform the role of assessor.

4.5.1 Occupational Competence

Expert witnesses must, according to current sector practice, be competent in the functions covered by the units for which they are providing evidence.

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

4.5.2 Qualification Knowledge

Expert witnesses must be familiar with the qualification unit(s) and must be able to interpret current working practices and technologies within the area of work.

4.6 Assessing Competence

The purpose of assessing competence is to make sure that an individual is competent to carry out the activities required in their work. Assessors gather and judge evidence during normal work activities to determine whether the learner demonstrates their competence against the standards in the qualification unit(s). Competence should be demonstrated at a level appropriate to the qualification. The skills required at the different qualification levels are defined in Ofqual's level descriptors.[4] Further information on qualification levels is included in the SFJ Awards Assessment Guide, which is available in the centre area of our website http://sfjawards.com/approved-centres/ or on request from SFJ Awards.

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[4] Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015, www.gov.uk/government/publications/qualification-and-component-levels

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable.

Assessment should be integrated into everyday work to make the most of opportunities that arise naturally within the workplace.

4.7   Methods for Assessing Competence

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

Assessors need to be able to select the right assessment methods for the competences that are being assessed, without overburdening the learner or the assessment process, or interfering with everyday work activities. SFJ Awards expects assessors to use a combination of different assessment methods to make a decision about an individual's occupational competence. Further information on assessment methods is provided below and also in the SFJ Awards Assessment Guide which is available in the centre area of our website http://sfjawards.com/approved-centres/, or on request from SFJ Awards.

4.7.1   Observation

SFJ Awards believes that direct observation in the workplace by an assessor or testimony from an expert witness is preferable as it allows for authenticated, valid and reliable evidence. Where learners demonstrate their competence in a real work situation, this must be done without the intervention from a tutor, supervisor or colleague.

However SFJ Awards recognises that alternative sources of evidence and assessment methods may have to be used where direct observation is not possible or practical.

4.7.2   Testimony of witnesses and expert witnesses

Witness testimonies are an accepted form of evidence by learners when compiling portfolios. Witness testimonies can be generated by peers, line managers and other individuals working closely with the learner. Witnesses are defined as being those people who are occupationally expert in their role.

Testimony can also be provided by expert witnesses who are occupationally competent **and** familiar with the qualification unit(s). Assessors will not need to spend as long assessing expert witness testimony as they would a witness testimony from a non-expert. Therefore if expert witnesses are involved in the assessment strategy for a qualification a greater number of learners can be managed by a smaller number of assessors.

The assessor is however responsible for making the final judgement in terms of the learner meeting the evidence requirements for the qualification unit(s).

4.7.3   Work outputs (product evidence)

Examples of work outputs include plans, reports, budgets, photographs, videos or notes of an event. Assessors can use work outputs in conjunction with other assessment methods, such as observation and discussion, to confirm competence and assure authenticity of the evidence presented.

4.7.4   Professional discussion

Discussions allow the learner to describe and reflect on their performance and knowledge in relation to the standards. Assessors can use discussions to test the authenticity, validity and reliability of a learner's evidence. Written/audio records of discussions must be maintained.

4.7.5   Questioning the learner

Questioning can be carried out orally or in written form and used to cover any gaps in assessment or corroborate other forms of evidence. Written/audio records of all questioning must be maintained.

4.7.6   Simulations

Simulations may take place either in a non-operational environment which is not the learner's workplace, for example a training centre, or in the workplace. Proposed simulations must be reviewed to ensure they are fit for purpose as part of the IQA's pre-delivery activity.

Simulations can be used when:

- the employer or assessor consider that evidence in the workplace will not be demonstrated within a reasonable timeframe
- there are limited opportunities to demonstrate competence in the workplace against all the assessment criteria
- there are health and safety implications due to the high risk nature of the work activity
- the work activity is non-routine and assessment cannot easily be planned for
- assessment is required in more difficult circumstances than is likely to happen day to day.

Simulations must follow the principles below:

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

3. The demands on the learner during the simulation should be no more or less than they would be in a real work situation
4. Simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans
5. There should be a range of simulations to cover the same aspect of a unit and they should be rotated regularly.

4.8   Assessing Knowledge and Understanding

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at the different qualification levels are defined in Ofqual's level descriptors.[5] Further information on qualification levels is included in the SFJ Awards Assessment Guide which is available in the centre area of our website http://sfjawards.com/approved-centres/, or on request from SFJ Awards.

Assessments must be:

- Fair
- Robust
- Rigorous
- Authentic
- Sufficient
- Transparent
- Appropriate.

Good practice when assessing knowledge includes use of a combination of assessment methods to ensure that as well as being able to recall information, the learner has a broader understanding of its application in the workplace. This ensures that qualifications are a valid measure of a learner's knowledge and understanding.

A proportion of any summative assessment may be conducted in controlled environments to ensure conditions are the same for all learners. This could include use of:

- Closed book conditions, where learners are not allowed access to reference materials
- Time bound conditions
- Invigilation.

4.9   Methods for Assessing Knowledge and Understanding

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that knowledge-based learning outcomes and assessment

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[5] Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015 www.gov.uk/government/publications/qualification-and-component-levels

criteria have been met. Evidence of assessment, examples listed below, can be included in a portfolio of evidence.

a)   Written tests in a controlled environment
b)   Multiple choice questions
c)   Evidenced question and answer sessions with assessors
d)   Evidenced professional discussions
e)   Written assignments (including scenario-based written assignments).

Where written assessments are used centres must maintain a sufficient bank of assignments which are changed regularly.

4.10   Assessment Planning

Planning assessment allows a holistic approach to be taken, which focuses on assessment of the learner's work activity as a whole. This means that the assessment:

- reflects the skills requirements of the workplace
- saves time
- streamlines processes
- makes the most of naturally occurring evidence opportunities.

Planning assessment enables assessors to track learners' progress and incorporate feedback into the learning process; assessors can therefore be sure that learners have had sufficient opportunity to acquire the skills and knowledge to perform competently and consistently to the standards before being assessed. The assessment is therefore a more efficient, cost effective process which minimises the burden on learners, assessors and employers.

4.11   Standardisation

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time.

4.11.1 Internal standardisation

IQAs should facilitate internal standardisation events for assessors to attend and participate, in order to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient.

4.11.2 External standardisation

SFJ Awards will enable access to external standardisation opportunities for centres and EQAs over time.

Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Policy, available in the centre area of our website http://sfjawards.com/approved-centres/ and the SFJ Awards Standardisation Policy, available on our website http://sfjawards.com/policies/. All policies are available on request from SFJ Awards.

4.12   Recognition of Prior Learning (RPL)

'Recognition of prior learning (RPL) is the process of recognising previous formal, informal or experiential learning so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation has decided to attribute credit to a qualification)'.[6]

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards supports the use of RPL and centres must work to the principles included in Section 6 Assessment and Quality Assurance of the SFJ Awards Centre Handbook, available in the centre area of our website http://sfjawards.com/approved-centres/, and outlined in SFJ Awards Recognition of Prior Learning Policy, available on our website http://sfjawards.com/policies/. All policies are available on request from SFJ Awards.

4.13   Equality and Diversity

Centres must comply with legislation and the requirements of the RQF relating to equality and diversity. There should be no barriers to achieving a qualification based on:

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation

Reasonable adjustments are made to ensure that learners who are disabled are not disadvantaged in any way. Learners must declare their needs prior to the assessment and all necessary reasonable adjustment arrangements must have been approved by SFJ Awards and implemented before the time of their assessment.

Further information is available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy, which are available on our website http://sfjawards.com/policies/ or on request from SFJ Awards.

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[6] After the QCF: A New Qualifications Framework, Ofqual 2015
https://www.gov.uk/government/consultations/after-the-qcf-a-new-qualifications-framework

4.14   Health and Safety

SFJ Awards is committed to safeguarding and promoting the welfare of learners, employees and volunteers and expect everyone to share this commitment.

SFJ Awards fosters an open and supportive culture to encourage the safety and well-being of employees, learners and partner organisations to enable:

- learners to thrive and achieve
- employees, volunteers and visitors to feel secure
- everyone to feel assured that their welfare is a high priority.

Assessment of competence based qualifications in the justice sector can carry a high risk level due to the nature of some roles. Centres must therefore ensure that due regard is taken to assess and manage risk and have procedures in place to ensure that:

- qualifications can be delivered safely with risks to learners and those involved in the assessment process minimised as far as possible
- working environments meet relevant health and safety requirements.

5 Qualification Units

URN	T/506/9142
Title	Understanding health and safety responsibilities in custodial environments
Level	3
Credit Value	3
GLH	24

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand the legal duties for health and safety in the workplace	1.1 Summarise responsibilities for health and safety as required by the law 1.2 Explain legal requirements in the workplace for: • fire safety • bullying and harassment • manual handling • first aid
2. Understand the organisational policies, codes of practice, guidelines and procedures for health and safety in the workplace	2.1 Summarise organisational policies, codes of practice, guidelines and procedures in the workplace for: • fire safety • bullying and harassment • manual handling • first aid • personal presentation • personal behaviour
3. Understand hazards and risks in custodial environments	3.1 Explain the hazards and risks in custodial environments 3.2 Explain the procedures for dealing with hazards and risks in custodial environments 3.3 Explain the importance of dealing with, or promptly reporting, hazards and risks

Additional information about this unit	
Unit aim(s)	This unit is about the health and safety requirements that are specific to custodial environments. Learners should know about legal and organisational requirements and be able to identify potential hazards and risks.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the assessment of occupational knowledge and understanding. Assessment can take place either in the workplace or in a learning and development environment.

URN	A/506/9143
Title	Understanding organisational, legal and moral responsibilities for individuals in custody
Level	3
Credit Value	4
GLH	32

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand the legal responsibilities for individuals in custody	1.1 Summarise the requirements of the Human Rights Act 1.2 Explain the legal implications of non compliance with the requirements of the Human Rights Act 1.3 Summarise the legislative requirements relating to equality and diversity 1.4 Explain the legal implications of non compliance with the legislative requirements for equality and diversity
2. Understand moral responsibilities for individuals in custody	2.1 Explain the benefits of: • diversity • the promotion of equality 2.2 Summarise different forms of discrimination 2.3 Explain how different forms of discrimination manifest themselves 2.4 Analyse how inequality and discrimination affects individuals and groups 2.5 Explain how to behave and communicate in ways that: • support equality and diversity • do not exclude or offend people • challenge discrimination • respect individuals' differences • do not abuse status and power over others • recognise the difficulties in communication and language

3. Understand the organisational policies, codes of practice, guidelines and procedures in relation to individuals in custody	3.1 Summarise organisational policies, codes of practice, guidelines and procedures for: • promoting equality and diversity • accepting individuals into custody • provision of daily care of individuals • providing the information that individuals are entitled to receive and ensuring it is clear and helpful • seeking guidance and support when having difficulty promoting equality and valuing diversity • dealing with actions that undermine equality and diversity 3.2 Explain how to deal with actions that undermine equality and diversity
Additional information about this unit	
Unit aim(s)	This unit is about understanding organisational, legal and moral responsibility to individuals in custody.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the assessment of occupational knowledge and understanding. Assessment can take place either in the workplace or in a learning and development environment.

URN	F/506/9144
Title	Understanding communication and interpersonal skills in custodial environments
Level	3
Credit Value	5
GLH	40

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand the principles which impact on individual and group needs	1.1 Identify the differences in working in a custodial role with a range of individuals and groups
	1.2 Explain what is meant by individual and group needs and how these are formed
	1.3 Explain how to balance the needs of individuals and groups with the policies and procedures of the organisation
2. Understand how behaviour, communication and interpersonal skills affect individuals' expectations	2.1 Explain how own behaviour affects the expectations of individuals and groups
	2.2 Summarise different types of non verbal communication
	2.3 Evaluate the impact of different types of non verbal communication
	2.4 Explain the interpersonal skills which can be used to achieve a range of expectations
	2.5 Summarise possible barriers to effective communication
	2.6 Explain how barriers to effective communication can be overcome
3. Understand how to deal with conflict	3.1 Explain organisational policies and procedures for dealing with conflict
	3.2 Identify how behaviour prevents conflict with individuals and groups
	3.3 Explain techniques for dealing with conflict
	3.4 Summarise the factors that need to be considered when finding a solution to conflict
	3.5 Diagnose solutions to conflicts and

| | | complaints which are likely to occur in custodial environments |
| | 3.6 | Explain how the use of record keeping systems helps to manage and support the conflict process |

Additional information about the unit	
Unit aim(s)	This unit is about how learners interact with other individuals and groups. Learners should know how their behaviors can impact on others and understand the principles of using behaviour to communicate effectively.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the assessment of occupational knowledge and understanding. Assessment can take place either in the workplace or in a learning and development environment.

URN	J/506/9145
Title	Understanding safer custodial environments
Level	3
Credit Value	4
GLH	32

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand the legal and organisational requirements in relation to promoting a safer custodial environment	1.1 Summarise the legal and organisational responsibilities for the provision of a safer custodial environment 1.2 Describe the characteristics of a safer custodial environment 1.3 Explain how to carry out and record a care in custody assessment 1.4 Explain the roles and responsibilities of those that contribute to a safer custodial environment
2. Understand organisational procedures in relation to suicide/self harm	2.1 Explain the signs that can indicate a risk of suicide/self harm 2.2 Explain the procedures that staff should follow if a suicide/self harm risk is identified 2.3 Evaluate the factors that can cause a suicide/self harm attempt 2.4 Summarise the procedures for minimising the risk of suicide/self harm
3. Understand organisational procedures in relation to abuse	3.1 Explain the signs that can indicate that an individual is subject to abuse 3.2 Explain the signs that someone is likely to commit abuse 3.3 Explain the procedures that staff should follow if they suspect/identify cases of abuse 3.4 Summarise the procedures for minimising the risk of abuse

4. Understand the impact of mental health issues in the custodial environment	4.1	Summarise common indicators of mental health problems that might be encountered in the custodial environment
	4.2	Explain how mental health problems affect individuals':
		• behaviour
		• communication
		• understanding of what is happening
	4.3	Explain the effect of the custodial environment on individuals' mental health and the particular effect it might have on existing mental health problems
5. Understand how to record and report involvement with vulnerable people	5.1	Explain the legal and organisational responsibilities for recording and reporting involvement with vulnerable people
	5.2	Summarise the different types and methods of reporting and recording that are used
	5.3	Explain in what context and situations the different types and methods of reporting and recording should be used
	5.4	Explain the importance of recording and reporting involvement with vulnerable people

Additional information about this unit	
Unit aim(s)	This unit aims to provide learners with the knowledge of how to maintain a safe custody environment. This includes knowing about legal and organisational procedures relating to safe custody, self harm/suicide, mental health, abuse and recording/reporting involvement with vulnerable people.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the assessment of occupational knowledge and understanding. Assessment can take place either in the workplace or in a learning and development environment.

URN	L/506/9146
Title	Understanding offending behaviour and methods for reducing re-offending
Level	3
Credit Value	3
GLH	24

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand what offending behaviour is	1.1 Explain the types of offending behaviour 1.2 Explain factors that contribute to offending behaviour 1.3 Summarise the systems that are in place to prevent offending behaviour 1.4 Explain the different characteristics of offending behaviour that may be displayed by particular groups, such as: • young people • adults • males • females
2. Understand the influence of sentence planning on offending behaviour	2.1 Analyse the factors that are considered when sentence planning 2.2 Explain how a sentence plan can influence offending behaviour
3. Understand methods for reducing re-offending	3.1 Summarise the methods used to reduce re-offending 3.2 Explain the reasons for understanding the impact of crime on victims as a method of helping individuals address their offending behaviour
Additional information about this unit	
Unit aim(s)	This unit is about understanding offending behaviour. Learners should know and understand the basic characteristics of offending behaviour and the factors that can increase or decrease the chance of individuals' offending/re-offending.

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the assessment of occupational knowledge and understanding. Assessment can take place either in the workplace or in a learning and development environment.

URN	R/506/9147
Title	Operating safely in custodial environments
Level	3
Credit Value	6
GLH	48

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand legislation, codes of practice and organisational policies and procedures for operating safely in custodial environments	1.1 Summarise legislation in relation to operating safely 1.2 Summarise codes of practice in relation to operating safely 1.3 Explain organisational policies and procedures in relation to operating safely
2. Understand manipulation and conditioning in custodial environments	2.1 Explain the process of : - manipulation - conditioning in custodial environments 2.2 Analyse the context and situations where - manipulation - conditioning can happen 2.3 Summarise the methods of conditioning
3. Understand organisational requirements, codes of practice and guidelines in relation to hostage situations	3.1 Explain organisational policies and procedures in relation to hostage situations 3.2 Summarise codes of practice and guidelines in relation to hostage situations 3.3 Explain the organisational requirements of staff who are first on the scene when hostage situations are identified 3.4 Explain methods and procedures that can be used to reduce the risk of hostage taking

4. Understand organisational requirements and codes of practice relating to corruption prevention	4.1	Explain what corruption is
	4.2	Explain the organisational policies and procedures in relation to corruption prevention
	4.3	Summarise codes of practice relating to corruption prevention
	4.4	Analyse situations where corruption can happen
	4.5	Evaluate the implications of non-compliance with organisational policies and procedures on corruption
5. Understand organisational requirements when using a radio network in a custodial environment	5.1	Explain the process for checking radio equipment
	5.2	Identify the components of a radio network
	5.3	Explain the process of joining and leaving the radio network
	5.4	Critically compare the methods used to communicate over a radio network
	5.5	Explain why using the correct radio etiquette is important
	5.6	Explain how to deal with an emergency incident
	5.7	Summarise the features and uses of the phonetic alphabet
6. Be able to use a radio network in a custodial environment	6.1	Demonstrate the ability to join and exit a radio network
	6.2	Demonstrate the ability to communicate using the accepted radio etiquette and phonetic references
7. Be able to deal with emergency incidents according to organisational requirements	7.1	Distinguish the elements of an 'urgent message incident' including its location
	7.2	Obtain all available information and intelligence regarding the incident
	7.3	Follow organisational procedures according to the levels of risk involved
	7.4	Identify individuals' involvement in the incident
	7.5	Use 'urgent message' procedures to report the situation to control

Additional information about this unit	
Unit aim(s)	This unit is about operating safely in custody environments, including issues relating to manipulation, conditioning, hostage situations and corruption. It also includes use of radio equipment and the ability to deal with emergency incidents.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the assessment of occupational knowledge and understanding. It also requires the demonstration of skills and work related activities. Assessment can take place either in the workplace or in a learning and development environment. Simulations can be used for this unit.

URN	Y/506/9148
Title	Operating securely in custodial environments
Level	3
Credit Value	4
GLH	32

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand legislation, organisational policies and procedures, codes of practice and guidelines for operating securely in custodial environments	1.1 Summarise legislation, policies, codes of practice and guidelines relating to security in a custodial environment 1.2 Summarise legislation, policies, codes of practice and guidelines relating to operating securely 1.3 Explain organisational procedures for: • operating securely • physical security • dynamic security
2. Understand the legislation, organisational policies and procedures, codes of practice and guidelines relating to accommodation security in custodial environments	2.1 Summarise legislation, codes of practice and guidelines relating to accommodation security 2.2 Summarise organisational policies and procedures relating to accommodation security 2.3 Explain the organisational procedures relating to: • accommodation fabric checks • role checks
3. Understand the legislation, organisational policies and procedures, codes of practice and guidelines relating to risk assessments in custodial environments	3.1 Summarise the legislation, organisational policies and procedures, codes of practice and guidelines relating to risk assessments 3.2 Explain the roles and responsibilities of those involved in risk assessments 3.3 Assess the impact that risk assessments have on operating securely

| 4. Be able to carry out accommodation fabric checks and lock and unlock cell doors in line with organisational requirements | 4.1 Demonstrate how to carry out accommodation fabric checks |
| | 4.2 Demonstrate the procedures for the locking and unlocking of cell doors |

Additional information about this unit	
Unit aim(s)	This unit is about operating securely in custodial environments, including issues relating to physical and accommodation security, and risk assessments. Learners will be expected to be able to carry out accommodation checks and cell locking/unlocking procedures.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the assessment of occupational knowledge and understanding. It also requires the demonstration of skills and work related activities. Assessment can take place either in the workplace or in a learning and development environment. Simulations can be used for this unit.

URN	D/506/9149
Title	Recording and reporting in a custodial environment
Level	3
Credit Value	3
GLH	16

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand recording and reporting in a custodial environment	1.1 Explain why recording and reporting of information is necessary in a custodial environment 1.2 Explain what information needs to be recorded and reported 1.3 Summarise the roles and responsibilities in relation to recording and reporting information 1.4 Explain timescales for recording and reporting information 1.5 Describe technology used in recording and reporting information
2. Understand the legal and organisational requirements, codes of practice and guidelines in relation to written and recorded information in a custodial environment	2.1 Summarise the: • legal requirements • organisational requirements • codes of practice • guidelines on confidentiality and storage in relation to recorded information 2.2 Summarise the: • legal requirements • organisational requirements • codes of practice • guidelines on the security of written and recorded information and access rights 2.3 Explain the types of information that are recorded 2.4 Explain the formats of recording that are used

3. Understand the legal and organisational requirements, codes of practice and guidelines in relation to reported information	3.1 Summarise the: • legal requirements • organisational requirements • codes of practice • guidelines in relation to the reporting of information
4. Be able to report information in a custodial environment	4.1 Complete reports in line with legal and organisational requirements
Additional information about this unit	
Unit aim(s)	This unit relates to recording and reporting information in a custodial environment.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the assessment of occupational knowledge and understanding. It also requires the demonstration of skills and work related activities. Assessment can take place either in the workplace or in a learning and development environment. Simulations can be used for this unit.
Assessment guidance	In Assessment Criteria 4.1 reports may include: • Intelligence report • Adjudications report • Injury to prisoner • Prisoner self harm • Care in custody assessment

URN	T/506/9156
Title	Use of force in custodial environments
Level	3
Credit Value	6
GLH	48

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand legal and organisational requirements, codes of practice and guidelines in relation to use of force	1.1 Summarise legislation, organisational policies and procedures, codes of practice and guidelines in relation to use of force 1.2 Explain the organisation's conflict resolution model 1.3 Explain the impact factors that determine the options and level of force to be used in intervention situations 1.4 Explain why the use of force may be necessary in custodial environments 1.5 Identify the situations where the application of use of force techniques may be appropriate
2. Understand legal and organisational requirements, codes of practice and guidelines in relation to the use of restraints	2.1 Summarise legislation, organisational policies and procedures, codes of practice and guidelines in relation to the use of restraints 2.2 Identify the types of restraint that are used in the organisation 2.3 Explain the context and situations where different types of restraint may be appropriate
3. Understand the medical implications in relation to the use of force	3.1 Explain the possible medical implications in relation to the use of force 3.2 Explain the symptoms of medical conditions in relation to the use of force
4. Understand organisational requirements in relation to recording and reporting the use of force and restraints	4.1 Explain the organisation's procedures for recording and reporting the use of force and restraints 4.2 Explain the reports and documentation that are used for recording the use of

	force and restraints
5. Be able to apply use of force techniques	5.1 Demonstrate de-escalation techniques when dealing with compliant individuals
	5.2 Demonstrate defensive techniques
	5.3 Demonstrate control and restraint techniques when dealing with non-compliant individuals
	5.4 Demonstrate control and restraint techniques when dealing with armed individuals
Additional information about this unit	
Unit aim(s)	This unit is about the use of force and restraints in custodial environments.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the assessment of occupational knowledge and understanding. It also requires the demonstration of skills and work related activities. Assessment can take place either in the workplace or in a learning and development environment. Simulations can be used for this unit.

URN	D/506/9152
Title	Searching individuals and custodial environments
Level	3
Credit Value	5
GLH	40

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand the legal and organisational requirements for searching	1.1 Explain the legal and organisational requirements for carrying out searches of individuals and operating environments 1.2 Explain the purpose of searching individuals and operating environments 1.3 Explain the reasons for respecting individuals and their property during searches 1.4 Explain the conditions required for searching individuals 1.5 Explain how to deal with unauthorised and prohibited items 1.6 Explain the purpose of obtaining a declaration from individuals about any unauthorised and prohibited items
2. Understand the procedures for searching custodial environments	2.1 Evaluate the methods and limitations of different search procedures for custodial environments 2.2 Identify types of equipment used for searching custodial environments 2.3 Explain when different types of equipment should be used for searching custodial environments 2.4 Explain methods that can be used to hide items in custodial environments 2.5 Explain the planning process for searching custodial environments 2.6 Explain methods that can be used by individuals to hide themselves or others

3. Understand the procedures for searching individuals in custodial environments	3.1 Evaluate the methods and limitations of different search procedures for individuals
	3.2 Identify types of equipment used for searching individuals
	3.3 Explain methods that can be used to hide items about the person
	3.4 Explain the difference between Level A and Level B searches
4. Be able to carry out searches in custodial environments	4.1 Demonstrate how to carry out a cell search in line with legal and organisational requirements
	4.2 Demonstrate procedures for carrying out Level A and Level B searches on individuals
	4.3 Demonstrate procedures for carrying out a full search of individuals
Additional information about this unit	
Unit aim(s)	This unit is about the correct procedures required for searching individuals and custodial environments.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the assessment of occupational knowledge and understanding. It also requires the demonstration of skills and work related activities. Assessment can take place either in the workplace or in a learning and development environment. Simulations can be used for this unit. Legal and organisational requirements apply to the search of other genders.

URN	H/506/9153
Title	Escorting in custodial environments
Level	3
Credit Value	3
GLH	24

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand the guidelines and organisational policies and procedures used to prepare for escorting	1.1 Explain the factors to consider for confirming the suitability of escorts 1.2 Summarise the guidelines and organisational policies and procedures in relation to the roles and responsibilities when escorting 1.3 Explain what checks are necessary when escorting 1.4 Explain the resources available when escorting
2. Understand the organisational procedures for escorting individuals to different types of locations	2.1 Explain the different types of escort 2.2 Explain the security and restraint procedures that should be used when escorting to different locations 2.3 Assess the risk factors associated with security when transferring individuals to courts and other environments 2.4 Explain the importance of clear communication with colleagues before and during the escort 2.5 Explain the needs of different types of individuals when being escorted 2.6 Explain the circumstances which contribute to actual or potential breaches of security
3. Understand how to maintain individuals' welfare during an escort	3.1 Summarise the types of guidance and support that individuals may need in different operating environments 3.2 Explain the procedure for exchanging information with authorised representatives of other organisations

4. Be able to use escorting equipment	4.1 Demonstrate how to accurately apply and use escorting equipment including: • escorting chains • hand cuffs

Additional information about this unit	
Unit aim(s)	This unit is about escorting individuals to different locations. It includes the knowledge of organisational procedures and how to maintain individuals' welfare. Learners will also learn how to use relevant equipment such as escorting chains and hand cuffs.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the assessment of occupational knowledge and understanding. It also requires the demonstration of skills and work related activities. Assessment can take place either in the workplace or in a learning and development environment. Simulations can be used for this unit.

URN	K/506/9154
Title	Model pro-social behaviour in working relationships with individuals
Level	3
Credit Value	3
GLH	18

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand the modelling of pro-social behaviour in working relationships with individuals	1.1 Explain the impact of legislation and organisational requirements which apply to working with individuals who display problematic behaviour
	1.2 Summarise own role in supporting individuals who display problematic behaviour
	1.3 Describe the factors which contribute to problematic behaviour by individuals
	1.4 Define common characteristics of problematic behaviour
	1.5 Explain techniques for modelling pro-social behaviour
	1.6 Explain communication strategies used in modelling pro-social behaviour
	1.7 Explain strategies used in modelling pro-social behaviour for responding to problematic behaviour of individuals
2. Be able to establish relationships which reinforce pro-social behaviour	2.1 Evaluate information relating to the circumstances, behaviour and identified needs of individuals
	2.2 Clarify with individuals the nature of the relationship in terms of: • expectations • objectives • boundaries
	2.3 Encourage individuals to engage in an open exchange of views which reflects pro-social behaviour
	2.4 Adapt own communication to meet the needs of individuals

	2.5	Respond constructively to points raised by individuals
	2.6	Take action to resolve issues related to individuals' personal circumstances which may create conflict in the working relationship
3. Be able to maintain relationships which reinforce pro-social behaviour	3.1	Maintain contact with individuals in accordance with organisational and statutory requirements
	3.2	Explore individuals' interests, needs and concerns
	3.3	Challenge constructively problematic behaviour of individuals when it occurs
	3.4	Promote methods of changing attitudes and behaviour which encourage pro-social behaviour
	3.5	Act as a role model for pro-social behaviour in working with individuals in line with own organisational requirements
	3.6	Model behaviour during working relationships which is free from discrimination and oppression
Additional information about the unit		
Unit aim(s)	This unit is about modelling pro-social behaviour in working relationships with individuals.	
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the assessment of occupational knowledge and understanding. It also requires the demonstration of skills and work related activities. Assessment can take place either in the workplace or in a learning and development environment. Simulations can be used for this unit.	