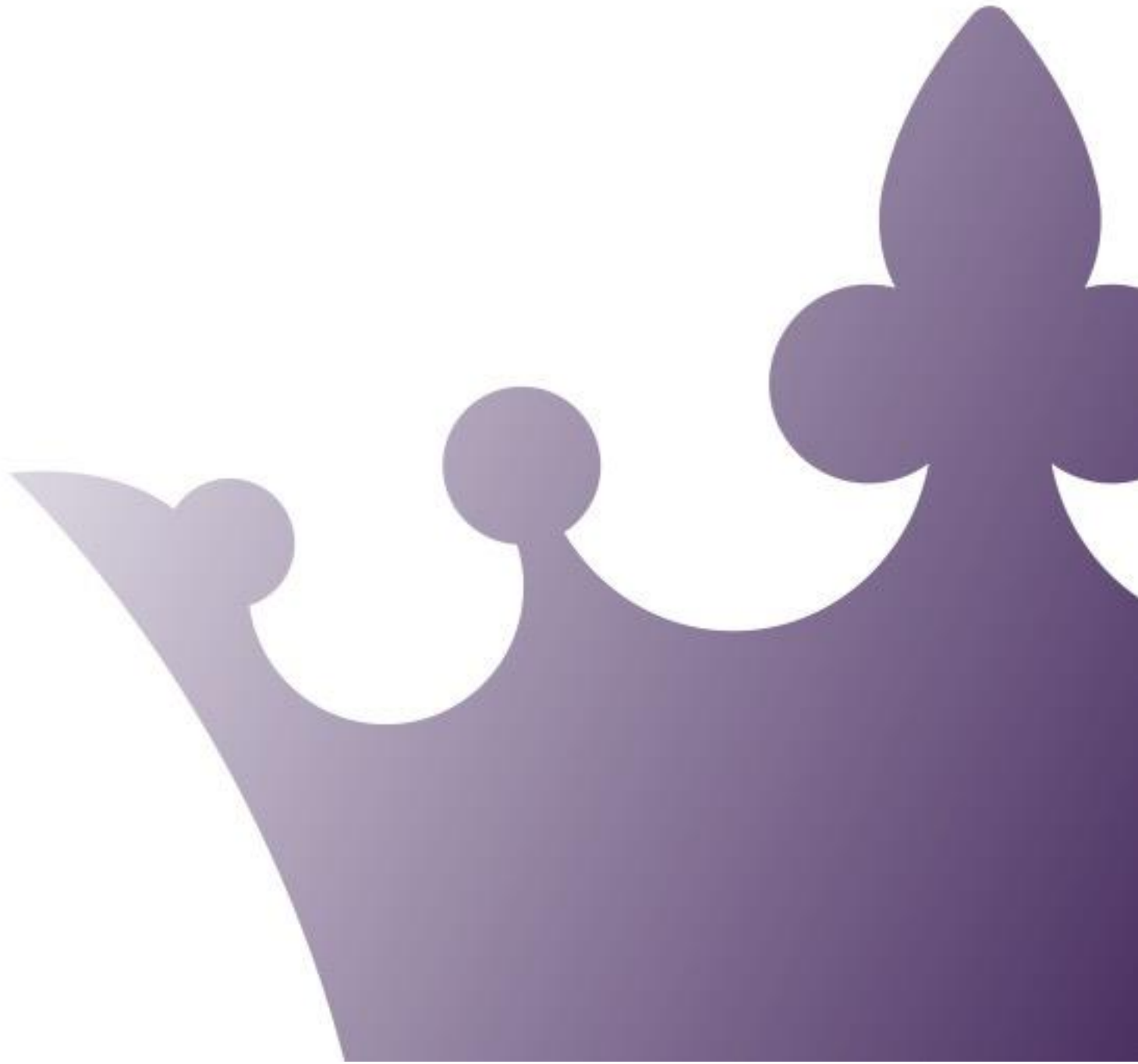# Police Custody

Qualifications Handbook

SFJ Awards Level 4 Certificate in Understanding Police Custody

Qualification Number: 601/8181/3

SFJ Awards Level 4 Diploma in Police Custody

Qualification Number: 601/8182/5

Operational end date: 30/09/2021
Certification end date: 30/09/2022

Version	Date of issue	Amendment(s)	Page
V1	03.12.15	N/A	-
V2	29.03.16	Update	5
V3	16.11.17	Update SFJ Awards branding and copyright	Various
		Update Section 2.4, additional information on TQT	8
		Update Use of Languages, now Section 2.8	9
		Update Section 3 Centre Requirements text (no change to requirements)	10
		Update Section 4 Assessment (no change to requirements, additional information provided)	11-20
V4	01.02.18	Update learning outcome and assessment criteria numbering in unit L4-PC-08	36
V5	17.02.22	Add end dates for Level 4 Diploma in Police Custody	2, 6

Contents

1   Introduction

1.1   About us

SFJ Awards is part of the Skills for Justice Group. For the last 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

1.4   Acknowledgement

The qualifications in this handbook are the result of a partnership between SFJ Awards and Safer Detention Solutions Ltd. Both organisations worked together to consult with the wider police custody sector and develop the content of the qualifications. We would like to thank all of the practitioners, experts and stakeholders who contributed to this development.

2 The Qualifications

2.1 Overall Objective for the Qualifications

This handbook relates to the following qualifications:

- SFJ Awards Level 4 Certificate in Understanding Police Custody
- SFJ Awards Level 4 Diploma in Police Custody

The custody environment is recognised as a critical area of policing and to ensure that individuals are detained in a safe and secure environment, they must be managed by appropriately trained and skilled staff.

The qualifications have been designed to reflect the requirements of the Police and Criminal Evidence Act 1984, its Codes of Practice, Authorised Professional Practice (Detention and Custody) and the Learning Standards set out in The National Policing Curriculum's Detention and Custody Learning Programme issued by the College of Policing. Additionally the qualifications reflect the National Occupational Standards (NOS) developed by Skills for Justice.

The main objective of the Level 4 Certificate in Understanding Police Custody is to provide learners with the knowledge required to work in police custody areas. This qualification can therefore be achieved by learners pre-employment and will allow them to gain the underpinning knowledge in preparation for job roles in police custody and to progress to the Level 4 Diploma in Police Custody.

The Level 4 Diploma in Police Custody is a work based qualification and its objective is to enable learners to develop their knowledge and skills and demonstrate their competence while working in police custody areas.

The Level 4 Diploma in Police Custody has now been withdrawn and no further learner registrations can be made:

- Operational end date: 30/09/2021
- Certification end date: 30/09/2022

The qualifications share a number of units so that there is a natural progression from the knowledge based qualification to the work based qualification.

2.2 Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete these qualifications.

2.3   Units and Rules of Combination

2.3.1   Level 4 Certificate in Understanding Police Custody

To be awarded this qualification the learner must achieve three mandatory units as shown in the table below.

Unit Number	Ofqual Reference	Unit Title	Level	TQT	GLH
L4-PC-01	T/507/9301	Understand procedures for the detention and care of detained persons in police custody	4	160	70
L4-PC-02	J/507/9304	Understand equality and diversity for police custody	4	20	8
L4-PC-03	L/507/9305	Understand health and safety in police custody environments	4	20	6

2.3.2 Level 4 Diploma in Police Custody

To be awarded this qualification the learner must achieve nine mandatory units as shown in the table below.

Where learners have already achieved the Level 4 Certificate in Understanding Police Custody and therefore completed units 1 to 3, these do not need to be achieved again.

Unit Number	Ofqual Reference	Unit Title	Level	TQT	GLH
L4-PC-01	T/507/9301	Understand procedures for the detention and care of detained persons in police custody	4	160	70
L4-PC-02	J/507/9304	Understand equality and diversity for police custody	4	20	8
L4-PC-03	L/507/9305	Understand health and safety in police custody environments	4	20	6
L4-PC-04	H/507/9309	First aid for police custody	4	30	18
L4-PC-05	A/507/9316	Manage detained persons through police custody	4	220	48
L4-PC-06	J/507/9321	Health and safety in police custody environments	4	20	4
L4-PC-07	Y/507/9324	Obtain samples and impressions from detained persons in police custody	4	30	4
L4-PC-08	D/507/9325	Control and restraint techniques for police custody	4	40	32
L4-PC-09	H/507/9326	Carry out searches of detained persons and police custody environments	4	20	4

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.

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 for the Level 4 Certificate in Understanding Police Custody is **200** hours, of which **84** hours are Guided Learning.

The Total Qualification Time for the Level 4 Diploma in Police Custody is **560** hours, of which **194** hours are Guided Learning.

2.5 Age Restriction

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

2.6 Opportunities for Progression

These qualifications create a number of opportunities for progression into police related qualifications and job roles.

2.7 Exemption

No exemptions have been identified.

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

2.8 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 these qualifications are as follows.

SFJ Awards Level 4 Certificate in Understanding Police Custody

- Coursework
- E-assessment
- Multiple Choice Examination
- Portfolio of Evidence (including for example records of professional discussions, question and answer sessions, reflective accounts)
- Written Examination

SFJ Awards Level 4 Diploma in Police Custody

All the above methods can be used, plus:

- 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.

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

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
- 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

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

- 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.

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.

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.

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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

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

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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

- 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 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).

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.

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

Unit Number	L4-PC-01
Title	Understand procedures for the detention and care of detained persons in police custody
Level	4
TQT	160
GLH	70

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand the legal and regulatory procedures for receiving an arrested person into police custody	1.1 Explain the terminology and regulatory procedures relating to: • arrest • detention 1.2 Summarise the processes in police custody 1.3 Explain the role of the Police and Criminal Evidence Act (PACE) 1984 in police custody 1.4 Explain when investigative procedures should be used in order to establish a detained person's: • identity • pathway diversions
2. Understand how to carry out risk assessments and formulate care plans for police custody	2.1 Explain the purpose of risk assessments and care plans for police custody 2.2 Explain how: • PACE 1984 • Codes of Practice • Authorised Professional Practice (APP) impact on risk assessments and care plans for police custody 2.3 Explain how to carry out risk assessments for police custody 2.4 Explain how to formulate care plans

3.	Understand the legislation, codes of practice, guidance, policies and procedures relating to a detained person's human rights and entitlements	3.1	Summarise legislation, codes of practice, guidance, policies and procedures relating to a detained person's human rights
		3.2	Explain how to deal with detained persons in an ethical manner
		3.3	Explain the detained person's legal rights and entitlements
		3.4	Explain the procedures for: • informing detained persons of their rights and entitlements • notifying relevant parties and agencies • obtaining signatures • recording all actions taken
		3.5	Explain the circumstances and procedures involved to delay informing detained persons of their rights and entitlements
		3.6	Explain why access for detained persons to exercise their rights and entitlements might be delayed or changed
4.	Understand how to manage the ongoing care of detained persons and the issues that may arise	4.1	Explain how to implement care plans
		4.2	Explain the role of healthcare professionals and when they should be involved in the risk assessment process
		4.3	Explain the responsibilities and issues arising from the concept of 'duty of care'
		4.4	Explain procedures in relation to care and risk assessment on handover, transfer and release
		4.5	Summarise responsibilities for a clean and safe police custody environment
5.	Understand how to identify vulnerable detained persons and those at risk of self harm	5.1	Explain the various forms of self-harm
		5.2	Explain the signs and indicators which assist in identifying vulnerable detainees and those at risk of self harm
		5.3	Define the factors which help determine which detained persons are more likely to be vulnerable or at risk of self harm
		5.4	Explain how information can be sourced to assist with identifying a detained person's vulnerabilities and risk status to

			facilitate appropriate care
		5.5	Explain the potential trigger points in the custody process for self-harm
6.	Understand how to identify and deal with a detained person's alcohol and substance misuse	6.1	Describe signs of alcohol and substance misuse
		6.2	Explain how to deal with a detained person's alcohol and substance misuse
		6.3	Explain the purpose of drug and alcohol referral schemes
		6.4	Explain how to instigate drug and alcohol referrals
7.	Understand how to manage detained persons identified as vulnerable or at risk of self-harm	7.1	Describe the individuals and agencies who can assist with the care of vulnerable individuals and those at risk of self-harm
		7.2	Summarise the measures to be taken when a detained person is identified as vulnerable or is at risk of self-harm
8.	Understand how to carry out a search of a detained person	8.1	Explain the legal powers for searching detained persons
		8.2	Explain the procedures for searching detained persons
		8.3	Explain how to identify forensic opportunities when searching an individual
		8.4	Explain how 'cross-contamination' can be avoided when searching individuals
9.	Understand how to carry out searches of detention areas and police cells	9.1	Explain the procedures for searching detention areas and police cells for the purpose of recovering property or evidence
		9.2	Explain how to identify forensic opportunities when searching detention areas and police cells
		9.3	Explain how cross contamination can be avoided when searching detention areas and police cells
10.	Understand how to process seized property and exhibits	10.1	Explain how property and exhibits should be seized, identified, listed and stored to maintain security and continuity of evidence

11. Understand why the police obtain samples and impressions from detained persons	11.1 Classify the different samples and impressions that may be taken from detained persons
	11.2 Explain the circumstances under which samples and impressions can be obtained
	11.3 Explain why the police obtain samples and impressions from detained persons
12. Understand how to identify, reduce and react to Adverse Incidents and deaths in police custody	12.1 Explain what constitutes an Adverse Incident
	12.2 Explain the purpose and process for the completion of:
	• Adverse Incident reports
	• PNC Warning Signal reports
	12.3 Explain what actions need to be taken in the event of:
	• an Adverse Incident
	• a death in police custody
	12.4 Summarise the investigative procedures which follow a death in police custody
13. Understand procedures for handling intelligence and evidence	13.1 Explain how to distinguish between intelligence and evidence
	13.2 Explain the procedures for assessing and disseminating intelligence obtained from detained persons
	13.3 Explain the procedures for recording, retaining and revealing evidence obtained from detained persons
14. Understand legal and national requirements for recording information in the police custody environment	14.1 Summarise legislation and national guidance relating to the recording of information in the police custody environment
15. Understand how to communicate effectively in the police custody environment	15.1 Explain communication methods and techniques relevant to police custody
	15.2 Explain how barriers to communication can be overcome
Additional information about the unit	
Unit aim(s)	This knowledge and understanding unit covers the procedures necessary for the detention and care of detained persons in police custody.

Assessment methods	The unit should be assessed using a range of knowledge evidence from the following:
	• Coursework/assignments
	• E-assessment
	• Multiple choice examination
	• Portfolio of evidence (including records of professional discussions and oral questioning)
	• Written examination

Unit Number	L4-PC-02
Title	Understand equality and diversity for police custody
Level	4
TQT	20
GLH	8

Learning Outcomes	Assessment Criteria
The learner will:	*The learner can:*
1. Understand the legislation and regulations relating to equality and diversity	1.1 Define terms relating to equality and diversity 1.2 Explain the requirements of legislation and regulations relating to equality and diversity
2. Understand the effects of dominant cultures within a multicultural society	2.1 Explain how culture and society affects equality and diversity 2.2 Explain how individual values and attitudes affect equality and diversity 2.3 Explain how a dominant culture's intolerance can conflict with the needs of a multicultural society
3. Understand discrimination, bullying, harassment and inequality in police custody	3.1 Explain discrimination, bullying, harassment and inequality in the context of police custody
4. Understand professional responsibility to respond to discrimination, bullying, harassment and inequality in police custody	4.1 Explain professional responsibility to respond to discrimination, bullying, harassment and inequality in police custody
Additional information about the unit	
Unit aim(s)	This knowledge and understanding unit covers equality and diversity for police custody.
Assessment methods	The unit should be assessed using a range of knowledge evidence from the following: • Coursework/assignments • E-assessment • Multiple choice examination • Portfolio of evidence (including records of professional discussions and oral questioning) • Written examination

Unit Number	L4-PC-03
Title	Understand health and safety in police custody environments
Level	4
TQT	20
GLH	6

Learning Outcomes	Assessment Criteria
The learner will:	*The learner can:*
1. Understand how to maintain health and safety in police custody environments	1.1 Explain the principles, legal obligations and working practices in relation to health and safety in police custody
	1.2 Explain the legal requirements and national protocols to minimise risk in police custody
	1.3 Explain how to identify potential hazards and risks in police custody environments
	1.4 Summarise what actions to take to reduce or eliminate risk and maintain health and safety in police custody environments
	1.5 Summarise reporting requirements in relation to health and safety in police custody environments
	1.6 Explain how to manage issues of personal hygiene and communicable diseases
2. Understand the risks and procedures in relation to manual handling in police custody environments	2.1 Explain hazards and risks in relation to manual handling in the custody environment
	2.2 Define the term 'load' relevant to police custody environments
	2.3 Explain safe operating practices in relation to manual handling in police custody environments

Additional information about the unit	
Unit aim(s)	This knowledge and understanding unit covers health and safety in police custody suites.

Assessment methods	The unit should be assessed using a range of knowledge evidence from the following: • Coursework/assignments • E-assessment • Multiple choice examination • Portfolio of evidence (including records of professional discussions and oral questioning) • Written examination

Unit Number	L4-PC-04
Title	First aid for police custody
Level	4
TQT	30
GLH	18

Learning Outcomes	Assessment Criteria
The learner will:	*The learner can:*
1. Understand first aid in the context of police custody	1.1 Explain the first aid situations and casualties which may arise in police custody
	1.2 Explain the recording of first aid interventions in police custody
2. Be able to assess first aid situations and casualties	2.1 Explain the terminology and guidance relating to first aid situations and casualties
	2.2 Carry out initial assessment of first aid situations and casualties
	2.3 Recognise a range of conditions requiring first aid
3. Be able to respond to a range of conditions requiring first aid	3.1 Respond to a range of conditions requiring first aid
	3.2 Perform basic life support
4. Be able to record first aid interventions in police custody	4.1 Record first aid interventions in police custody
Additional information about the unit	
Unit aim(s)	This unit covers the knowledge, understanding and skills required to deliver first aid in the context of police custody.
Assessment methods	The unit should be assessed using a range of knowledge and performance evidence from the following: • Multiple choice examination • Portfolio of evidence (including records of professional discussions and oral questioning) • Practical demonstration/assignment • Written examination

Unit Number	L4-PC-05
Title	Manage detained persons through police custody
Level	4
TQT	220
GLH	48

Learning Outcomes	Assessment Criteria
The learner will:	*The learner can:*
1. Be able to receive an arrested person into police custody	1.1 Establish information needs on initial reception of an individual into police custody
	1.2 Verify the required information on initial reception of an individual into police custody
	1.3 Demonstrate procedures for receiving arrested persons who are: • compliant • non-compliant • vulnerable
	1.4 Search and examine a detained person to establish their identity where authorised to do so
	1.5 Recognise opportunities to collect and protect evidence and take appropriate action to properly secure evidence
	1.6 Assess and meet the needs of the individual in accordance with legal requirements
	1.7 Record information relating to detained persons and the circumstances of their detention
	1.8 Carry out procedures for placing detained persons in cells
	1.9 Communicate effectively with others to ensure the completeness of records and suitability of actions taken
2. Be able to inform detained persons of their legal rights and entitlements	2.1 Respond to requests to inform detained persons of their legal rights and entitlements and seek authorisation for

			decisions
		2.2	Inform detained persons of their legal rights and entitlements
		2.3	Record information about informing detained persons of their legal rights and entitlements and share with relevant individuals
3.	Be able to risk assess detained persons and contribute to care plans	3.1	Identify the need for risk assessment and other appropriate control measures
		3.2	Carry out a risk assessment and other appropriate control measures
		3.3	Gather relevant information and contribute to care plans
		3.4	Record information about risk assessment and care plans
		3.5	Share information about risk assessment and care plans with the relevant people
		3.6	Ensure that detained persons' rights are upheld throughout
4.	Be able to implement care plans and maintain records	4.1	Visit, observe and monitor detained persons in accordance with care plans
		4.2	Contribute to ascertaining level of risk
		4.3	Contribute to ongoing reviews of care plans
		4.4	Address the healthcare needs of detained persons
		4.5	Record information about monitoring detained persons and share with relevant individuals
5.	Be able to support detained persons to exercise their legal rights and entitlements	5.1	Facilitate access to legal rights and entitlements for detained persons
		5.2	Record information about the facilitation of legal rights and entitlements of detained persons and share with relevant people
6.	Be able to meet the personal, dietary, medical and religious needs of detained persons	6.1	Evaluate the personal, dietary, medical and religious needs of detained persons and determine how to meet them
		6.2	Complete all documentation and share relevant information with the custody officer

7. Be able to contribute to pre-release risk assessments and the implementation of care plans on release	7.1 Ascertain the circumstances of release or transfer in line with policies and procedures
	7.2 Contribute to ascertaining the level of risk and implementing appropriate control measures in accordance with care plans
	7.3 Complete the procedure and comply with recording requirements
8. Be able to utilise IT in relation to police custody	8.1 Analyse information available and required by IT systems
	8.2 Interrogate IT systems for information within required timescales
	8.3 Maintain the confidentiality of information
	8.4 Record information using IT systems
9. Be able to communicate with detained persons	9.1 Communicate effectively with detained persons throughout the custodial process
Additional information about the unit	
Unit aim(s)	This unit covers the skills and competence required to manage detained persons through police custody.
Assessment methods	The unit should be assessed using performance evidence from one or both of the following: • Portfolio of evidence (including records of professional discussions and oral questioning) • Practical demonstration/assignment

Unit Number	L4-PC-06
Title	Health and safety in police custody environments
Level	4
TQT	20
GLH	4

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Be able to carry out checks to ensure the police custody environment is safe, secure and suitably equipped	1.1 Carry out checks to ensure the continued safety and security of the police custody environment 1.2 Carry out checks to ensure the continued safety, security and working order of equipment in the police custody environment
2. Be able to identify hazards and evaluate risks in police custody environments	2.1 Identify hazards in the police custody environment 2.2 Evaluate risks in the police custody environment
3. Be able to manage hazards and risks in police custody environments	3.1 Manage hazards and risks in police custody environments 3.2 Report hazards and make suggestions to health and safety representatives for reducing risks
Additional information about the unit	
Unit aim(s)	This unit covers the skills and competence required to maintain health and safety in police custody.
Assessment methods	The unit should be assessed using performance evidence from one or both of the following: • Portfolio of evidence (including records of professional discussions and oral questioning) • Practical demonstration/assignment

Unit Number	L4-PC-07
Title	Obtain samples and impressions from detained persons in police custody
Level	4
TQT	30
GLH	4

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Be able to identify detained persons and seek relevant authorisation for obtaining samples and impressions	1.1 Carry out checks to ensure the samples and impressions are obtained from the correct detained person 1.2 Obtain authority to take samples and impressions from detained persons 1.3 Seek to gain consent from detained persons for obtaining samples and impressions
2. Be able to prepare to obtain samples and impressions from detained persons	2.1 Risk assess the environment and detained person before commencing the process 2.2 Ensure the needs of vulnerable detained persons are catered for in accordance with legislation and national guidelines 2.3 Ensure the appropriate equipment and materials for obtaining samples and impressions is available
3. Be able to obtain samples and impressions and record and share relevant information	3.1 Inform the detained person of the purpose of the procedure and their rights, in accordance with legal requirements 3.2 Carry out procedures to take samples and impressions from detained persons 3.3 Use equipment and materials for obtaining samples and impressions in accordance with manufacturer's instructions 3.4 Demonstrate the correct procedure for the continuity and storage of samples obtained 3.5 Record details of completed procedures and inform relevant people in accordance with legal requirements

Additional information about the unit	
Unit aim(s)	This unit covers the skills and competence required to safely obtain samples and impressions from detained persons.
Assessment methods	The unit should be assessed using performance evidence from one or both of the following: • Portfolio of evidence (including records of professional discussions and oral questioning) • Practical demonstration/assignment

Unit Number	L4-PC-08
Title	Control and restraint techniques for police custody
Level	4
TQT	40
GLH	32

Learning Outcomes	Assessment Criteria
The learner will:	*The learner can:*
1. Understand the legislation, policy and procedures relating to control and restraint for police custody	1.1 Summarise the legislation relating to control and restraint for police custody 1.2 Explain policy and procedures relating to control and restraint for police custody
2. Understand equipment and techniques in relation to control and restraint	2.1 Explain the equipment and techniques used in relation to control and restraint
3. Understand how to assess threats and respond accordingly	3.1 Explain how to assess threats and respond accordingly 3.2 Explain how to communicate effectively with detained persons in the context of control and restraint
4. Understand how to maintain professional working relationships and deal with conflict situations	4.1 Explain why it is important to maintain professional working relationships 4.2 Analyse why conflict situations occur 4.3 Explain responses to conflict situations
5. Be able to assess threats from detained persons and respond accordingly	5.1 Assess threats from detained persons 5.2 Respond appropriately to threats from detained persons 5.3 Demonstrate the use of control and restraint techniques
6. Be able to record actions taken and disseminate information in accordance with national guidance	6.1 Record all information required in relation to control and restraint 6.2 Disseminate relevant information relating to the use of control and restraint

Additional information about the unit	
Unit aim(s)	This unit covers the knowledge, understanding and skills required to use control and restraint techniques for police custody.

Assessment methods	The unit should be assessed using a range of knowledge and performance evidence from the following:
	• Multiple choice examination • Portfolio of evidence (including records of professional discussions and oral questioning) • Practical demonstration/assignment • Written examination

Unit Number	L4-PC-09
Title	Carry out searches of detained persons and police custody environments
Level	4
TQT	20
GLH	4

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Be able to search detained persons in police custody	1.1 Prepare to search detained persons in police custody 1.2 Search detained persons in police custody 1.3 Respond to the findings of the search 1.4 Record the results of the search
2. Be able to search detention rooms, cells and other areas in police custody environments	2.1 Prepare to search detention rooms, cells and other areas in police custody environments 2.2 Search detention rooms, cells and other areas in police custody environments 2.3 Respond to the findings of a search of detention rooms, cells and other areas in police custody environments 2.4 Record results of a search of detention rooms, cells and other areas in police custody environments
3. Be able to process seized property and exhibits	3.1 Seize, identify, package, list and store property and exhibits

Additional information about the unit	
Unit aim(s)	This unit covers the skills and competence required to search detained persons and police custody environments.
Assessment methods	The unit should be assessed using performance evidence from one or both of the following: • Portfolio of evidence (including records of professional discussions and oral questioning) • Practical demonstration/assignment

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