Custodial Care (England)

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[Go to link](afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR02833)

Issue date: 04 June 2014

Issued by
Skills for Justice (Justice, Community Safety and Legal Services)

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## Custodial Care (England)

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Framework summary

Custodial Care

Intermediate Level Apprenticeship in Custodial Care

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 2 include:

<table>
<thead>
<tr>
<th>Pathway 1: Custodial Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence qualifications available to this pathway:</td>
</tr>
<tr>
<td>C1 - Level 2 NVQ Certificate in Custodial Care</td>
</tr>
<tr>
<td>Knowledge qualifications available to this pathway:</td>
</tr>
<tr>
<td>K1 - Level 2 Certificate in Knowledge of Custodial Care</td>
</tr>
<tr>
<td>Combined qualifications available to this pathway:</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>This pathway also contains information on:</td>
</tr>
<tr>
<td>• Employee rights and responsibilities</td>
</tr>
<tr>
<td>• Functional skills</td>
</tr>
</tbody>
</table>

Custodial Care

Advanced Level Apprenticeship in Custodial Care

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 3 include:

<table>
<thead>
<tr>
<th>Pathway 1: Custodial Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence qualifications available to this pathway:</td>
</tr>
<tr>
<td>C1 - Level 3 NVQ Diploma in Custodial Care</td>
</tr>
<tr>
<td>Knowledge qualifications available to this pathway:</td>
</tr>
<tr>
<td>K1 - Level 3 Diploma in Knowledge of Custodial Care</td>
</tr>
<tr>
<td>Combined qualifications available to this pathway:</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>This pathway also contains information on:</td>
</tr>
<tr>
<td>• Employee rights and responsibilities</td>
</tr>
<tr>
<td>• Functional skills</td>
</tr>
</tbody>
</table>
Framework information

Information on the Issuing Authority for this framework:

Skills for Justice (Justice, Community Safety and Legal Services)

The Apprenticeship sector for occupations in fire and rescue services, policing and law enforcement, custodial care, courts service, prosecution service, forensic science (also includes Legal Services, Youth Justice, Probation/Offender Management, Community Justice).

<table>
<thead>
<tr>
<th>Issue number: 4</th>
<th>This framework includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Framework ID: FR02833</td>
<td>Level 2</td>
</tr>
<tr>
<td>Date this framework is to be reviewed by: 31/01/2016</td>
<td>Level 3</td>
</tr>
</tbody>
</table>

This framework is for use in: England

Short description

Custodial Care Services play a crucial part in the day to day running of the Justice System. Employers have helped to design these new Intermediate and Advanced Level Apprenticeships to attract new people into the sector to upskill the workforce replacing those who leave or retire and to professionalise the service.

Intermediate apprentices will support prison officers or the operational line dealing with members of the public, visitors to the establishment and prisoners through a variety of tasks. Advanced Apprentices will look after the security and welfare of adults, children and young people and will train as a Prison Officer / Prison Custody Officer, Detention Custody Officer, in an immigration or detention centre, or as an Escort Custody Officer, supervising and escorting prisoners between courts, prisons, immigration and detention centres.
Contact information

Proposer of this framework

A number of Prison Service providers proposed this framework to promote high standards across the service including Sodexo (formerly Kalyx), G4S, Reliance, Her Majesty's Prison Service, GEO Group, SERCO.

Consultation with the sector took place via working groups of experienced practitioners and trainers. The final framework was presented to and signed off by the Custodial Care Occupational Committee.

Developer of this framework

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Organisation type: Sector Skills Council
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Issuing Authority’s contact details

Issued by: Skills for Justice (Justice, Community Safety and Legal Services)
Issuer contact name: Andrea Brookes
Issuer phone: 0114 2611499
Issuer email: issuing.authority@sfjuk.com
Revising a framework

Contact details

Who is making this revision: Andrew Costello
Your organisation: Skills for Justice
Your email address: apprenticeships@sfjuk.com

Why this framework is being revised

To add, remove and update qualifications in existing pathways within the framework.

Summary of changes made to this framework

A number of qualifications from ProQual, SFJ Awards and HABC have been added to the relevant pathways.

Expired NCFE qualifications have been removed from the framework.

Qualifications removed

The following qualification has been removed at intermediate level:

- NCFE Level 2 NVQ Certificate in Custodial Care - 600/0702/3

The following qualification has been removed at advanced level:

- NCFE Level 3 NVQ Diploma in Custodial Care - 600/0247/5

Qualifications added

The following qualifications have been added at intermediate level:

- ProQual Level 2 NVQ Certificate in Custodial Care - 600/5199/1

The following qualifications have been added at advanced level:

- ProQual Level 3 NVQ Diploma in Custodial Care - 600/5170/X
- SFJ Awards Level 3 NVQ Diploma in Custodial Care - 600/6372/5
- ProQual Level 3 Diploma in Knowledge of Custodial Care - 600/5486/4
- SFJ Awards Level 3 Diploma in Knowledge of Custodial Care - 600/6541/2
- HABC Level 3 Diploma in Knowledge of Custodial Care - 601/2363/1

Qualifications that have been extended

N/A
Purpose of this framework

Summary of the purpose of the framework

"Definition of Apprenticeships"

1. An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

2. All apprentices commencing their Apprenticeship must have an Apprenticeship Agreement between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the Apprenticeship.

3. On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

Custodial Care

Custodial Care Services play a crucial part in the day to day running of the Justice System. Staff work as Prison Officers/Prison Custody Officers in prisons or Detention Officers in an immigration or detention centre and as Escort Custody Officers looking after the security and welfare of adults, children and young people. There are also a number of Operational Support roles that help to maintain security in custody by supporting operational staff.

Custodial Care is part of the wider Justice System, which in total employs up to half a million people in Policing and Law Enforcement, Community Justice, Courts Services, Prosecution Services and Forensic Science.

The Justice System faces a number of challenges to attract more women and people from BME groups into the sector and to upskill the existing workforce:

- twenty per cent of the workforce is qualified below Level 2 or does not have any qualifications and amongst this group there is a need to develop literacy and numeracy skills
- a significant number of employers report a decreased number of applicants to Justice sector jobs, especially in those roles not widely understood. Perceptions, by some, of the sector may be limiting the number of applicants
- people wishing to enter the sector are often unaware of the breadth of opportunity and different roles that the Justice sector offers, as well as the scope of career pathways from
these roles, in particular the ways in which they could enter one area of the Justice sector by transferring skills gained in another area of Justice

- in particular, there is an issue with the sector not reflecting the community it is serving in terms of a more diverse ethnic make-up. Currently, 95% of people working within the Justice sector are white and just over half of the workforce is male

The vision for the Justice sector is to have a framework of flexible qualifications for all staff that meets the skills priorities for the sector, which adds value and offers opportunities for career progression and transfer to other roles across the sector. The Intermediate and Advanced Level Apprenticeships have therefore been developed with the help of employers in Custodial Care to include the core knowledge and competencies for all those working in Custodial Care to meet their skills needs and professionalise the service.

Intermediate apprentices will work to support the operational line in custodial establishments. This could involve working nights, weekends and bank holidays. Their main duties will include, escorting visitors and contractors, reception, gate duty, searching visitors and areas, providing customer service and work in the control room. The job also involves some administration, completing forms and writing reports. In some cases such as in high security prisons intermediate apprentices may also be required to escort prisoners in vehicles.

Advanced apprentices will have different roles within different Custodial Care organisations, according to the type of environment in which they are employed and the level of security required. Their work involves escorting prisoners/detainees, settling prisoners/detainees in when they arrive and supervising their everyday activities such as meals, showers or exercise. Advanced apprentices will carry out searches and security checks and make sure visitors understand and follow security procedures. The job also involves some administration, completing forms, writing reports and liaising with colleagues and management about incidents.

This Intermediate and Advanced Level Apprenticeship will also contribute to meeting the skills priorities for England by:

- providing flexible access to a high quality Level 2/3 skills programme, which offers a real alternative to GCSEs and A levels for those who prefer this style of learning and achievement
- incorporating skills to improve the general literacy and numeracy in England
- using technical and competence qualifications, valued by employers, to increase productivity
- developing apprentices' Personal Learning and Thinking Skills, to build their confidence and creativity, improving their social and working lives
- developing apprentices' employability skills, making them more attractive to all employers, whichever career they choose
- providing a career pathway into jobs and training at technician level and higher, to provide the skills which the economy needs to grow
• building on the existing quality learning provision for the Justice sector in England

Aims and objectives of this framework (England)

Aim:

The aim of this framework is to attract new people into Custodial Care from a wide range of backgrounds to replace those who leave or retire and to upskill and professionalise the workforce in England.

Objectives:

• to attract more applicants into Custodial Care at Level 2/3 including those from under-represented groups
• to contribute to increasing the number of existing staff qualified to Level 2 and above
• to provide a standardised programme of learning and development, incorporating transferable skills which apply across Custodial Care and the wider Justice sector
• to develop problem solving, communication, team working and literacy and numeracy skills, which are a priority for the sector
• to provide opportunities for career progression into roles with more responsibility including management in Custodial Services or the wider Justice sector
Entry conditions for this framework

Apprentices should be willing to work in a team environment whilst also being able to work using their own initiative, have attention to detail and must be keen to work in this sector. The roles which this framework relates to often work under a shift based system, so an apprentice must be prepared to work days, nights, weekends and bank holidays as required by their employer. This framework does not set any restrictions on eligibility however employers may have their own requirements.

Guidance on employer requirements

Due to the nature of work within Custodial Care there may be a number of entry restrictions relating to age, nationality, residency, medical and physical fitness and other requirements. As an example, Prison Officer roles have requirements around minimum age of entry (18 years) and successful completion of medical and fitness tests. In addition, employers will usually require appropriate security checks to be carried out prior to employment. Requirements vary between the different employers and are subject to change. It is advised that potential apprentices check current requirements with the relevant employer before applying for a role.
Level 2

Title for this framework at level 2

Intermediate Level Apprenticeship in Custodial Care

Pathways for this framework at level 2

Pathway 1: Custodial Care
Level 2, Pathway 1: Custodial Care

Description of this pathway

Custodial Care (Support roles)

The total number of credits that an apprentice must attain on the Qualifications and Credit Framework (QCF) for the pathway is 57. This is achieved through completion of the Knowledge, Competence and Transferable Skills qualifications.

The credit values are broken down as follows:

- 23 credits competence qualification
- 24 credits knowledge qualification
- 10 credits functional skills in maths and English

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional entry requirements for this pathway. General entry requirements are specified in the general entry conditions section.
<table>
<thead>
<tr>
<th>Job title(s)</th>
<th>Job role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operational</td>
<td>These roles are employed on a wide variety of duties including: checking in and supervising visitors and contractors, conducting various types of searches such as property, premises and person, supporting activities in the emergency control room and communications room and routine administration.</td>
</tr>
<tr>
<td>Support</td>
<td></td>
</tr>
</tbody>
</table>
Qualifications

Competence qualifications available to this pathway

<table>
<thead>
<tr>
<th>No.</th>
<th>Ref no.</th>
<th>Awarding organisation</th>
<th>Credit value</th>
<th>Guided learning hours</th>
<th>UCAS points value</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1a</td>
<td>600/0932/9</td>
<td>City &amp; Guilds</td>
<td>23</td>
<td>106</td>
<td>N/A</td>
</tr>
<tr>
<td>C1b</td>
<td>600/3548/1</td>
<td>Pearson Edexcel</td>
<td>23</td>
<td>106</td>
<td>N/A</td>
</tr>
<tr>
<td>C1c</td>
<td>600/5199/1</td>
<td>ProQual</td>
<td>23</td>
<td>106</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Knowledge qualifications available to this pathway

<table>
<thead>
<tr>
<th>No.</th>
<th>Ref no.</th>
<th>Awarding organisation</th>
<th>Credit value</th>
<th>Guided learning hours</th>
<th>UCAS points value</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1a</td>
<td>600/1421/0</td>
<td>Pearson Edexcel</td>
<td>24</td>
<td>134</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

The Level 2 Certificate in Knowledge of Custodial Care provides underpinning knowledge and understanding for the Level 2 NVQ Certificate in Custodial Care.
Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

<table>
<thead>
<tr>
<th>English</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in English</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in English (with enhanced functional content)</td>
<td>E</td>
<td>5</td>
</tr>
<tr>
<td>Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or…*</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>GCSE Qualification in English*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Literature*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language and Literature*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O’ Level qualification in English Language**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Literature**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language and Literature**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.
** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.
### Mathematics

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in Mathematics</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification (with enhanced functional content) in Mathematics</td>
<td>E</td>
<td>5</td>
</tr>
<tr>
<td>Key Skills qualification in Application of Number achieved either before</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>September 2013 as part of the Apprenticeship, or...*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GCSE qualification in Mathematics*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ level or AS Level qualification in Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Pure Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Further Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O’Level qualification in Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Pure Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Further Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

### Inclusion of Information and Communications Technology (ICT)

ICT is not included as for certain occupations there are restrictions on the use of ICT. So it is not considered relevant to effective performance.

### Progression routes into and from this pathway

### Progression into this pathway

**Progression into this pathway is from a variety of routes including:**

- direct entry from a school or college
• 14-19 Diploma in Public Services
• direct entry from another occupation
• direct entry for existing staff working within Custodial Care

Progression from this pathway

Jobs:

• senior roles within Custodial organisations, for example a Prison Officer
• specialised fields within the prison service such as offender management, interventions and security
• other roles within the Justice sector, for example; Police Custody staff, Police Community Support Officer (PCSO). These would require a certain amount of re-training.

Further training and qualifications including:

• Advanced Level Apprenticeship in Custodial Care
• Level 3 Award/Certificate in Working with Vulnerable Young People
• Level 3 Award/Certificate in Working with Substance Misuse
• Level 3 NVQ in Working with Offending Behaviour
• Level 3 NVQs in Community Justice, Youth Justice, Policing etc.
• Foundation Degrees in Criminology, Police Studies/Policing, Community Justice, and Youth Justice

For more information on careers see the Skills for Justice website at:
www.skillsforjustice.com/Careers
Employee rights and responsibilities

Employee Rights and Responsibilities (ERR) is a mandatory part of all Apprenticeships. All apprentices must understand their rights and responsibilities with regards to equal opportunities and health and safety. It is important that all apprentices receive a thorough induction into their organisation. This induction can contribute evidence and examples towards meeting the requirements for ERR. The Skills for Justice Workbook for Apprentices must be completed as part of the Apprenticeship framework. The apprentice must gather evidence and complete the workbook under the supervision and guidance of their assessor/manager.

The course of training in ERR must be align to the nine national outcomes which are set out in the Specification of Apprenticeship Standards for England (SASE).

How to meet the requirements for ERR

The Skills for Justice Workbook for Apprentices must be completed with the apprentice. A declaration must be signed and dated to confirm that the apprentice has covered the target areas and criteria.

Evidence of achievement of ERR

Apprentices must complete and sign the Apprentice Declaration & Authorisation Form to declare ERR completion when applying for apprenticeship certificates. This form can be found on the Apprenticeships Certificate England website: acecerts.co.uk/web

For a copy of the Skills for Justice Workbook for Apprentices, please see the following link: www.sfjuk.com/sectors/courts-tribunals-prosecution/developing-talent/apprenticeships
Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Custodial Care

Pathways for this framework at level 3

Pathway 1: Custodial Care
Level 3, Pathway 1: Custodial Care

Description of this pathway

Custodial Care

The total number of credits that an apprentice must attain on the Qualifications and Credit Framework (QCF) for the pathway is **84**. This is achieved through completion of the Knowledge, Competence and Transferable Skills qualifications.

Credit values are broken down as follows:

- 37 credits competence qualification
- 37 credits knowledge qualification
- 10 credits functional skills in maths and English

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional entry requirements for this pathway. General entry requirements are specified in the general entry conditions section.
<table>
<thead>
<tr>
<th>Job title(s)</th>
<th>Job role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prison Officer/Prison Custody Officer</td>
<td>Contribute to an orderly, safe and secure environment, working directly with prisoners, supervising and managing their activities. Promoting pro-social behaviour, encouraging prisoners to address their offending behaviour, ensuring that all rules, orders and instructions are followed.</td>
</tr>
<tr>
<td>Detention Custody Officer</td>
<td>Work with detainees (not prisoners) in an immigration or detention centre. Officers are responsible for detainees day to day needs until they are escorted to their country of origin.</td>
</tr>
<tr>
<td>Escort Custody Officer</td>
<td>Supervise and escort prisoners between police custody suites, courts and prisons. Accompany in custom built vehicles, ensuring the safety and security of prisoners at all times. Escorting overseas from prisons, immigration centres and detention centres.</td>
</tr>
</tbody>
</table>
Qualifications

Competence qualifications available to this pathway

### C1 - Level 3 NVQ Diploma in Custodial Care

<table>
<thead>
<tr>
<th>No.</th>
<th>Ref no.</th>
<th>Awarding organisation</th>
<th>Credit value</th>
<th>Guided learning hours</th>
<th>UCAS points value</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1a</td>
<td>600/0152/5</td>
<td>Pearson Edexcel</td>
<td>37</td>
<td>137</td>
<td>N/A</td>
</tr>
<tr>
<td>C1b</td>
<td>600/0753/9</td>
<td>City &amp; Guilds</td>
<td>37</td>
<td>141</td>
<td>N/A</td>
</tr>
<tr>
<td>C1c</td>
<td>600/5170/X</td>
<td>ProQual</td>
<td>37</td>
<td>141</td>
<td>N/A</td>
</tr>
<tr>
<td>C1d</td>
<td>600/6372/5</td>
<td>SFJ Awards</td>
<td>37</td>
<td>141</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Knowledge qualifications available to this pathway

### K1 - Level 3 Diploma in Knowledge of Custodial Care

<table>
<thead>
<tr>
<th>No.</th>
<th>Ref no.</th>
<th>Awarding organisation</th>
<th>Credit value</th>
<th>Guided learning hours</th>
<th>UCAS points value</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1a</td>
<td>600/0379/0</td>
<td>Pearson Edexcel</td>
<td>37</td>
<td>224</td>
<td>N/A</td>
</tr>
<tr>
<td>K1b</td>
<td>600/1080/0</td>
<td>City &amp; Guilds</td>
<td>37</td>
<td>224</td>
<td>N/A</td>
</tr>
<tr>
<td>K1c</td>
<td>600/5486/4</td>
<td>ProQual</td>
<td>37</td>
<td>224</td>
<td>N/A</td>
</tr>
<tr>
<td>K1d</td>
<td>600/6541/2</td>
<td>SFJ Awards</td>
<td>37</td>
<td>224</td>
<td>N/A</td>
</tr>
<tr>
<td>K1e</td>
<td>601/2363/1</td>
<td>HABC</td>
<td>37</td>
<td>224</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

K1a-b provides the underpinning knowledge and understanding for C1a-c
Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

<table>
<thead>
<tr>
<th>English</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in English</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in English (with enhanced functional content)</td>
<td>C</td>
<td>5</td>
</tr>
<tr>
<td>Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or…*</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE Qualification in English*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Literature*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language and Literature*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O’ Level qualification in English Language**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Literature**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language and Literature**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.
### Mathematics

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in Mathematics</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification (with enhanced functional content) in Mathematics</td>
<td>C</td>
<td>5</td>
</tr>
<tr>
<td>Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in Mathematics*</td>
<td>C</td>
<td>N/A</td>
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<tr>
<td>A’ level or AS Level qualification in Mathematics*</td>
<td>E</td>
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</tr>
<tr>
<td>A’ Level or AS Level qualification in Pure Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’Level or AS Level qualification in Further Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O'Level qualification in Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Pure Mathematics**</td>
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<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Further Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

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### Inclusion of Information and Communications Technology (ICT)

ICT is not included as it is not relevant to effective performance in the occupations in this framework. Where ICT is used an optional unit has been added to the knowledge based qualification.
Progression routes into and from this pathway

Progression into this pathway

Progression into this pathway is from a variety of routes including:

- direct entry from a school or college
- 14-19 Diploma in Public Services
- direct entry from another occupation
- direct entry for existing staff working within Custodial Care
- work experience
- training and qualifications such as the Level 2 NVQ in Custodial Care and the Level 2 Apprenticeship in Custodial Care

Progression from this pathway

Jobs:

- senior roles within Custodial organisations, for example a Prison Officer with more experience may progress to become a Senior Prison Officer and then work towards a role at Governor level after gaining significant experience
- specialised roles within the prison service such as offender management, interventions and security
- other roles within the Justice sector, for example; Police Officer, Police Community Support Officer (PCSO). These would require a certain amount of re-training.

Further training and qualifications including:

- Level 3 Award/Certificate in Working with Vulnerable Young People
- Level 3 Award/Certificate in Working with Substance Misuse
- Level 3 NVQ in Working with Offending Behaviour
- Community Justice NVQ (various pathways at Levels 3 and 4)
- Youth Justice NVQ Levels 3 and 4
- Policing NVQ Level 3
- Higher Education including Criminology, Criminal Justice, Criminal Law, Police Studies, Forensic Science, Community Justice and Youth Justice
- Foundation Degrees in Criminology, Police Studies/Policing, Community Justice, and Youth Justice
- Management and leadership qualifications and Apprenticeships

For more information on careers see the Skills for Justice website at: www.skillsforjustice.com/Careers
UCAS points for this pathway: N/A
Employee rights and responsibilities

Employee Rights and Responsibilities (ERR) is a mandatory part of all Apprenticeships. All apprentices must understand their rights and responsibilities with regards to equal opportunities and health and safety. It is important that all apprentices receive a thorough induction into their organisation. This induction can contribute evidence and examples towards meeting the requirements for ERR. The Skills for Justice *Workbook for Apprentices* must be completed as part of the Apprenticeship framework. The apprentice must gather evidence and complete the workbook under the supervision and guidance of their assessor/manager.

The course of training in ERR must be align to the nine national outcomes which are set out in the Specification of Apprenticeship Standards for England (SASE).

**How to meet the requirements for ERR**

The Skills for Justice *Workbook for Apprentices* must be completed with the apprentice. A declaration must be signed and dated to confirm that the apprentice has covered the target areas and criteria.

**Evidence of achievement of ERR**

Apprentices must complete and sign the Apprentice Declaration & Authorisation Form to declare ERR completion when applying for apprenticeship certificates. This form can be found on the Apprenticeships Certificate England website: [acecerts.co.uk/web](http://acecerts.co.uk/web)

For a copy of the Skills for Justice *Workbook for Apprentices*, please see the following link: [www.sfjuk.com/sectors/courts-tribunals-prosecution/developing-talent/apprenticeships](http://www.sfjuk.com/sectors/courts-tribunals-prosecution/developing-talent/apprenticeships)
The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

A key concern of the sector is that it does not reflect the community it serves.

- black and Minority Ethnic (BME) groups and women are currently under represented as Prison Officers/Prison Custody Officers in England. Within Custodial Care the workforce is 61% male and 94% white. This roughly reflects the general make up of the wider workforce in the Justice sector, which is around 53% male and 95% white.
- over half of the Justice workforce is between the age of 35 and 54 and around 12% are aged over 55.

Likely reasons which have contributed to this imbalance include:

- a perception of the sector as high risk, poorly paid and a perceived lack of career opportunities may be limiting the number of applicants
- people wishing to enter the sector are often unaware of the breadth of opportunity and different roles that the Justice sector offers, as well as the scope of career pathways from these roles, in particular the ways in which they could enter one area of the Justice sector by transferring skills gained in another area of Justice
- lack of an Apprenticeship route which offers a high quality standardised programme of training and development within Custody Services and across the wider Justice sector
- stereotypical views of the Prison Service as a white, male dominated workforce
- vacancies are sometimes advertised in areas where there are little or no BME communities

In order to address these issues, awareness of Custody Services and the Justice sector generally as a profession is being raised through:

- producing careers information, advice and guidance including, career progression pathways and case studies
- development of Apprenticeships to create progression routes into and from occupations within Custodial Care Services


Apprenticeships are seen as a vital route to encourage a greater diversity of individuals into the industry, therefore entry conditions to this framework are extremely flexible, mentoring has been included to offer additional support and increase the chances of apprentices staying, and there is a mandatory unit for equality and diversity.
Training providers and employers MUST comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within, the industry, using the 9 protected characteristics of:

1. age
2. disability
3. gender
4. gender reassignment
5. marriage and civil partnerships
6. pregnancy and maternity
7. race
8. religion and belief
9. sexual orientation

For further information on the Equality Act 2010 see the following link: 

Skills for Justice will monitor take up and achievement of all Apprenticeships and take steps to address any barriers to take up and achievement
On and off the job guided learning (England)

Total GLH for each pathway

The recommended minimum Guided Learning Hours (GLH) for the Custodial Care Apprenticeship are shown below for each level and pathway. A flexible approach to learning is encouraged for learners who have prior learning or experience. Therefore the minimum duration and GLH may be reduced, but only where a learner can demonstrate previous relevant learning or experience. However the following minimums apply:

1. To comply with Skills Funding Agency requirements, learners aged 16-18 must spend a minimum of 12 months on this Apprenticeship programme. Learners aged 19+ must also spend a minimum of 12 months on this Apprenticeship programme, unless they have documented evidence of accredited or recognised prior learning. Where documented evidence of accredited or recognised prior learning is provided, learners aged 19+ must still spend a minimum of six months on this apprenticeship.
2. Please note, to comply with the Apprenticeship, Skills, Children and Learning Act 2010, a minimum of 280 GLH within the first year of the Apprenticeship and at least 280 GLH (pro rata) in each subsequent year must be completed.

Total GLH for the Level 2 Custodial Care pathway:

The total amount of Guided Learning Hours (GLH) which includes both on and off the job guided learning is 357 GLH over a minimum of 12 months for this framework.

Total GLH for the Level 3 Custodial Care pathway:

The total amount of Guided Learning Hours (GLH) which includes both on and off the job guided learning is 478 GLH over a minimum of 12 months for this framework.

Minimum off-the-job guided learning hours

Minimum off the job GLH for the Level 2 Custodial Care pathway:

An apprentice will need to complete a minimum of 251 GLH off the job (70% of the total GLH).

Minimum off the job GLH for the Level 3 Custodial Care pathway:

An apprentice will need to complete a minimum of 341 GLH off the job (71% of the total GLH).
How this requirement will be met

The requirement for off the job guided learning is calculated as follows:

Level 2 Custodial Care:

- 134GLH Level 2 Certificate in Knowledge of Custodial Care
- 45GLH Level 1 Functional Skill in Maths (or alternative - see transferable skills section)
- 45GLH Level 1 Functional Skill in English (or alternative - see transferable skills section)
- 5GLH Appraisals related to this Apprenticeship programme
- 10GLH for ERR and Induction (to reflect the % of time for induction and ERR delivered/completed off the job)
- 12GLH minimum for mentoring

Level 3 Custodial Care:

The requirement for off the job guided learning is calculated as follows:

- 224GLH Level 3 Diploma in Knowledge of Custodial Care
- 45GLH Level 2 Functional Skill in Maths (or alternative - see transferable skills section)
- 45GLH Level 2 Functional Skill in English (or alternative - see transferable skills section)
- 5GLH Appraisals related to this Apprenticeship programme
- 10GLH for ERR and Induction (to reflect the % of time for induction and ERR delivered/completed off the job)
- 12GLH minimum for mentoring

GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager
- be delivered during contracted working hours
- be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers and guided study
- be recorded e.g. in a log book or diary

Evidence of off the job GLH (Level 2 Custodial Care)

- Level 2 Certificate in Knowledge of Custodial Care
- Level 1 Functional Skills certificates for Maths and English or alternative (see transferrable skills section)
Completion of the declaration in Appendix A of the Skills for Justice Workbook for Apprentices which confirms that requirements for GLH have been met (please see the section on ERR for more details about the workbook)

Coaching and mentoring record, log or diary - not required at certification

Evidence of off the job GLH (Level 3 Custodial Care)

- Level 3 Diploma in Knowledge of Custodial Care
- Level 2 Functional Skills certificates for Maths and English or Level 2 Key Skills certificates for Communication and Application of Number
- Completion of the declaration in Appendix A of the Skills for Justice Workbook for Apprentices which confirms that requirements for GLH have been met (please see the section on ERR for more details about the workbook)
- Coaching and mentoring record, log or diary - not required at certification

Providers will be responsible for ensuring that the minimum off the job GLH has been met when applying for Apprenticeship certificates. For more information on certification see the following link: acecerts.co.uk/web/

Minimum on-the-job guided learning hours

Minimum on the job GLH for the Level 2 Custodial Care pathway:

For this pathway an apprentice will need to complete a minimum of 106 on the job GLH.

Minimum on the job GLH for the Level 3 Custodial Care pathway:

For this pathway an apprentice will need to complete a minimum of 137 on the job GLH.

How this requirement will be met

The requirements for on the job guided learning are calculated as follows:

**Level 2 Custodial Care:**

- 106 GLH Level 2 NVQ Certificate in Custodial Care

**Level 3 Custodial Care:**

- 137 GLH Level 3 NVQ Diploma in Custodial Care

**On the job GLH should:**

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework
• be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
• allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager
• be delivered during contracted working hours
• be delivered through one or more of the following methods: individual and group teaching, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers

Evidence for on the job GLH (Level 2 Custodial Care):

• Level 2 NVQ Certificate in Custodial Care
• Completion of the declaration in Appendix A of the Skills for Justice Workbook for Apprentices which confirms that requirements for GLH have been met (please see the section on ERR for more details about the workbook). This workbook will be used to evidence PLTS, ERR and GLH

Evidence for on the job GLH (Level 3 Custodial Care):

• Level 3 NVQ Diploma in Custodial Care
• Completion of the declaration in Appendix A of the Skills for Justice Workbook for Apprentices which confirms that requirements for GLH have been met (please see the section on ERR for more details about the workbook). This workbook will be used to evidence PLTS, ERR and GLH

Providers will be responsible for ensuring that the minimum on the job GLH has been met when applying for Apprenticeship certificates. For more information on certification see the following link: acecerts.co.uk/web/
Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

There are six Personal, Learning and Thinking Skills (PLTS) that provide a framework for describing the qualities and skills needed for success in learning and life.

Personal Learning and Thinking Skills (PLTS) have been mapped to the level 2 and level 3 competence based qualifications for this framework. This mapping gives an indication as to the most likely places where each of the PLTS can be demonstrated. However the PLTS can be demonstrated throughout the whole Apprenticeship. Apprentices must be introduced to PLTS during induction so that they learn to recognise when they are achieving the skills for themselves. Apprentices, line managers and providers must provide examples and evidence in the Workbook for Apprentices of where each of these skills have been demonstrated.

How to meet the requirements for PLTS:

On completion of the framework the learning provider, apprentice and line manager should complete the declaration in Appendix A of the Workbook for Apprentices to confirm that PLTS have been demonstrated.

The Workbook for Apprentices and PLTS Mapping document can be downloaded at the following link:


As part of this framework apprentices must achieve the standards set out below:

Creative thinking

Creative Thinking involves:

- generating ideas and exploring possibilities
- asking questions to extend thinking
- connecting own and others’ ideas and experiences in inventive ways
- questioning own and others’ assumptions
- trying out alternatives or new solutions and following ideas through
- adapting ideas as circumstances change

Creative thinking can be delivered and demonstrated through the following units:
Level 2 NVQ Certificate in Custodial Care:

- Y/601/5312 Equality & Diversity
- K/502/7986 Ensure your own actions reduce risks to health and safety

Level 3 NVQ Diploma in Custodial Care:

- Y/601/5312 Equality & Diversity
- K/502/7986 Ensure your own actions reduce risks to health and safety
- M/601/3971 Maintain security and order in the custodial environment
- Y/602/5080 Contribute to the prevention and management of inappropriate behaviour

Independent enquiry

Independent Enquiry involves:

- identifying questions to answer and problems to resolve
- planning and carrying out research, appreciating the consequences of decisions
- exploring issues, events or problems from different perspectives
- analysing and evaluating information, judging its relevance and value
- considering the influence of circumstances, beliefs and feelings on decisions and events
- supporting conclusions, using reasoned arguments and evidence.

Independent enquiry can be delivered and demonstrated through the following units:

Level 2 NVQ Certificate in Custodial Care:

- K/502/7986 Ensure your own actions reduce risks to health and safety
- F/601/2419 Contribute to the quality of team working
- F/602/5736 Minimise and deal with disruptive and obstructive behaviour

Level 3 NVQ Diploma in Custodial Care:

- A/601/2421 Maintain and develop your own knowledge, skills and competence
- K/502/7986 Ensure your own actions reduce risks to health and safety
- M/601/3971 Maintain security and order in the custodial environment
- Y/602/5080 Contribute to the prevention and management of inappropriate behaviour

Reflective learning

Reflective Learning involves:

- assessing yourself and others, identifying opportunities and achievements
- setting goals with success criteria for your personal development and work
- reviewing progress, acting on the outcomes
- inviting feedback and dealing positively with praise, setbacks and criticism
• evaluating experiences and learning to inform your future progress
• communicating your learning in relevant ways for different audiences

Reflective learning can be delivered and demonstrated through the following units:

Level 2 NVQ Certificate in Custodial Care:

- Y/601/5312 Equality & Diversity
- F/601/2419 Contribute to the quality of team working
- K/502/7986 Ensure your own actions reduce risks to health and safety
- F/602/5736 Minimise and deal with disruptive and obstructive behaviour

Level 3 NVQ Diploma in Custodial Care:

- Y/601/5312 Equality & Diversity
- A/601/2421 Maintain and develop your own knowledge, skills and competence
- K/502/7986 Ensure your own actions reduce risks to health and safety
- M/601/3971 Maintain security and order in the custodial environment
- Y/602/5080 Contribute to the prevention and management of inappropriate behaviour

**Team working**

**Team Working involves:**

- collaborating with others to work towards common goals
- reaching agreements, managing discussions to achieve results
- adapting behaviour to suit different roles and situations, including leadership roles
- showing fairness and consideration to others
- taking responsibility, showing confidence in yourself and your contribution
- providing constructive support and feedback to others.

Team working can be delivered and demonstrated through the following units:

Level 2 NVQ Certificate in Custodial Care:

- Y/601/5312 Equality & Diversity
- F/601/2419 Contribute to the quality of team working
- K/502/7986 Ensure your own actions reduce risks to health and safety

Level 3 NVQ Diploma in Custodial Care:

- Y/601/5312 Equality & Diversity
- K/502/7986 Ensure your own actions reduce risks to health and safety
- M/601/3971 Maintain security and order in the custodial environment
- Y/602/5080 Contribute to the prevention and management of inappropriate behaviour
Self management

Self Management involves:

- seeking out challenges or new responsibilities and showing flexibility when priorities change
- working towards goals, showing initiative, commitment and perseverance
- organising time and resources, prioritising actions
- anticipating, taking and managing risks
- dealing with competing pressures, including personal and work-related demands
- responding positively to change, seeking advice and support when needed
- managing your emotions and building and maintaining relationships

Self management can be delivered and demonstrated through the following units:

Level 2 NVQ Certificate in Custodial Care:

- Y/601/5312 Equality & Diversity
- F/601/2419 Contribute to the quality of team working
- K/502/7986 Ensure your own actions reduce risks to health and safety
- F/602/5736 Minimise and deal with disruptive and obstructive behaviour

Level 3 NVQ Diploma in Custodial Care:

- Y/601/5312 Equality & Diversity
- A/601/2421 Maintain and develop your own knowledge, skills and competence
- K/502/7986 Ensure your own actions reduce risks to health and safety
- M/601/3971 Maintain security and order in the custodial environment
- Y/602/5080 Contribute to the prevention and management of inappropriate behaviour

Effective participation

Effective Participation involves:

- discussing issues of concern, seeking resolution where needed
- presenting a persuasive case for action
- proposing practical ways forward, breaking these down into manageable steps
- identifying improvements that would benefit others as well as yourself
- trying to influence others, negotiating and balancing diverse views to reach workable solutions
- acting as an advocate for views and beliefs that may differ from your own.

Effective participation can be delivered and demonstrated through the following unit:

Level 2 NVQ Certificate in Custodial Care:
- Y/601/5312 Equality & Diversity
- F/601/2419 Contribute to the quality of team working
- K/502/7986 Ensure your own actions reduce risks to health and safety
- F/602/5736 Minimise and deal with disruptive and obstructive behaviour

Level 3 NVQ Diploma in Custodial Care:

- Y/601/5312 Equality & Diversity
- K/502/7986 Ensure your own actions reduce risks to health and safety
- M/601/3971 Maintain security and order in the custodial environment
- Y/602/5080 Contribute to the prevention and management of inappropriate behaviour
Additional employer requirements

There are no additional employer requirements for this framework.