

apprenticeship FRAMEWORK

Custodial Care (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies **both** to new Apprenticeship starts from 21 September 2018 **and** all Apprenticeships commenced before and not completed by 21 September 2018.

Latest framework version?

For any previous versions of this framework: https://acecerts.co.uk/framework_library

Issue date: 03 November 2014

Issued By:
Skills for Justice (Justice,
Community Safety and Legal
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Apprenticeship Certificates
England

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Custodial Care

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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).

Issue number: 5	This framework includes:
Framework ID: FR03153	Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 31/01/2016	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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Revising a framework

Why this framework is being revised

To add a new qualification to an existing pathway within the framework.

Summary of changes made to this framework

A new HABC qualification has been added to the Advanced level pathway.

A number of minor updates have also been made throughout the framework to improve clarity for readers such as:

- changes to hyperlinks throughout the framework to ensure they are still current
- changes to the relationship between competence and knowledge qualifications sections in line with latest guidance

Qualifications removed

N/A

Qualifications added

The following qualification has been added at advanced level:

- HABC Level 3 NVQ Diploma in Custodial Care - 601/4855/X

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 the 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.

Job title(s)	Job role(s)
Operational Support	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.

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 NVQ Certificate in Custodial Care					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/0932/9	City & Guilds	23	106	N/A
C1b	600/3548/1	Pearson Edexcel	23	106	N/A
C1c	600/5199/1	ProQual	23	106	N/A

Knowledge qualifications available to this pathway

K1 - Level 2 Certificate in Knowledge of Custodial Care					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/1421/0	Pearson Edexcel	24	134	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

The Level 2 Certificate in Knowledge of Custodial Care (K1a) provides underpinning knowledge and understanding for the Level 2 NVQ Certificate in Custodial Care (C1a-c).

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** **NO**

ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

If YES, please state the grade/level required for ICT:

[Click here to enter text.](#)

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.sfjuk.com/sectors/offender-management/working-in-offender-management-and-youth-justice/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/offender-management/developing-talent/apprenticeships/

Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Custodial Care

Pathways for the framework at level 3:

Pathway 1: Custodial Care

Level 3, Pathways for the framework at level 3: 3: Pathway 1: New Pathway

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.

Job title(s)	Job role(s)
Prison Officer/Prison Custody Officer	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.
Detention Custody Officer	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.
Escort Custody Officer	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.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 NVQ Diploma in Custodial Care					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/0152/5	Pearson Edexcel	37	137	N/A
C1b	600/0753/9	City & Guilds	37	141	N/A
C1c	600/5071/X	ProQual	37	141	N/A
C1d	600/6372/5	SFJ Awards	37	141	N/A
C1e	601/4855/X	HABC	37	137	N/A

Knowledge qualifications available to this pathway

K1 - Level 3 Diploma in Knowledge of Custodial Care					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/0379/0	Pearson Edexcel	37	224	N/A
K1b	600/1080/0	City & Guilds	37	224	N/A
K1c	600/5486/4	ProQual	37	224	N/A
K1d	600/6541/2	SFJ Awards	37	224	N/A
K1e	601/2363/1	HABC	37	224	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

The Level 3 Diploma in Knowledge of Custodial Care (K1a-e) provides the underpinning knowledge and understanding for the Level 3 NVQ Diploma in Custodial Care (C1a-e)

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** **NO**

ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

If YES, please state the grade/level required for ICT:

[Click here to enter text.](#)

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.sfjuk.com/sectors/offender-management/working-in-offender-management-and-youth-justice/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/offender-management/developing-talent/apprenticeships/

Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

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

Visit the careers page for Custodial Care at:

www.sfjuk.com/sectors/offender-management/working-in-offender-management-and-youth-justice/careers/

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:

www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/

Skills for Justice will monitor take up and achievement of all Apprenticeships and take steps to address any barriers.

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/

Certification Requirements for GLH

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

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:

Evidence of how the apprentice has demonstrated each of the PLTS should be recorded in the Skills for Justice *Workbook for Apprentices*. The *Workbook for Apprentices* and PLTS Mapping document can be downloaded at the following link:

www.sfjuk.com/sectors/offender-management/developing-talent/apprenticeships/

On completion of the framework apprentices must complete and sign the Apprentice Declaration and Authorisation Form to declare PLTS completion. This form can be found on the Apprenticeships Certificates England website: acecerts.co.uk/web/

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

Certification Requirements for PLTS

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Generate ideas and explore possibilities;
- Ask questions to extend their thinking;
- Connect their own and others' ideas and experiences in inventive ways; Question their own and others' assumptions;
- Try out alternatives or new solutions and follow ideas through; Adapt ideas as circumstances change.

Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Skills, behaviours and personal qualities for apprentices:

- Identify questions to answer and problems to resolve;
- Plan and carry out research, appreciating the consequences of decisions; Explore issues, events or problems from different perspectives;
- Analyse and evaluate information, judging its relevance and value;
- Consider the influence of circumstances, beliefs and feelings on decisions and events; Support conclusions, using reasoned arguments and evidence.

Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Assess themselves and others, identifying opportunities and achievements;
- Set goals with success criteria for their development and work;
- Review progress, acting on the outcomes;
- Invite feedback and deal positively with praise, setbacks and criticism; Evaluate experiences and learning to inform future progress;
- Communicate their learning in relevant ways for different audiences.

Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Collaborate with others to work towards common goals;
- Reach agreements, managing discussions to achieve results;
- Adapt behaviour to suit different roles and situations, including leadership roles; Show fairness and consideration to others;
- Take responsibility, showing confidence in themselves and their contribution;
- Provide constructive support and feedback to others.

Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Seek out challenges or new responsibilities and show flexibility when priorities change;
- Work towards goals, showing initiative, commitment and perseverance;
- Organise time and resources, prioritising actions;
- Anticipate, take and manage risks;
- Deal with competing pressures, including personal and work-related demands;
- Respond positively to change, seeking advice and support when needed;
- Manage their emotions, and build and maintain relationships.

Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Discuss issues of concern, seeking resolution where needed;
- Present a persuasive case for action;
- Propose practical ways forward, breaking these down into manageable steps;
- Identify improvements that would benefit others as well as themselves;
- Try to influence others, negotiating and balancing diverse views to reach workable solutions;
- Act as an advocate for views and beliefs that may differ from their own.

apprenticeship **FRAMEWORK**

For more information visit-
www.acecerts.co.uk/framework_library