

Highfield Level 3 End-Point Assessment for ST0386 Custody and Detention Officer

End-Point Assessment Kit



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EPA-Kit

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How to Use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Level 3 Custody and Detention Officer apprenticeship standard.

Highfield is an end-point assessment organisation that has been approved to offer and carry out end-point assessments for the Level 3 Custody and Detention Officer apprenticeship standard.

The EPA kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful.

In this kit, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on amplification
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

Introduction

Standard overview

To work in custody and detention is to ensure that individuals are held in a secure, safe, decent and fair environment and work as part of a team to ensure that the safety of everyone in custody and detention centres is a priority. A custody and detention officer will operate in a secure environment such as a prison, detention centre or custodial establishment; all unique and often challenging places to work. The environment could vary from a women's unit or treatment prison to a male resettlement prison.

The people in the care of a custody and detention officer will have a variety of different needs and will display varied behaviour. It is the role of a custody and detention officer to work to ensure that these individuals are treated with dignity and respect and helped to find a new way of life while maintaining a safe, secure and structured environment. These environments rely and operate on routine, which a custody and detention officer will need to be part of, however, they can often be volatile, challenging places to work and custody and detention officers must be able and agile enough to respond quickly to a variety of incidents while maintaining professional standards throughout.

A custody and detention officer will also play a key role in the rehabilitation of those in their care, acting to build commitment to change to reduce reoffending and to coach people in skills such as problem-solving and the management of emotions. A custody and detention officer will be expected to positively influence the lives of those in their care by working with them on a daily basis, ensuring they take responsibility for their actions and welfare. This may include maintaining links with their families, addressing offending behaviours, which may have contributed to their situation, and seeking positive resolutions to circumstances that will affect their re-integration to society.

Custody and detention officers are frontline staff who have a duty to enforce and uphold legal decisions and follow processes and procedures with integrity, honesty and professionalism. Roles in this environment will involve working a variety of shifts 365 days a year, including evenings, nights, weekends and holiday periods. Examples of roles in this sector are prison officers, custodial officers, detention officers and escorting officers.

On-programme requirements

Although learning, development and on-programme assessment are flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Custody and Detention Officer Apprenticeship Standard.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the professional discussion and collation of the portfolio of evidence (e.g. provision of recordings of professional discussions or workplace evidence).

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment. Training, development and ongoing review activities should include:

- achievement of level 2 English and maths. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory requirement to study towards and achieve English and maths. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.

Portfolio of evidence

While on-programme, the apprentice will collate a portfolio of evidence which **must** be submitted at gateway and accompanied by a portfolio of evidence matrix. The portfolio of evidence matrix is available to download at the Highfield Assessment website.

You will be provided with a link by your Highfield EPA Customer Engagement Manager to enable you to submit the apprentice's portfolio for the assessor to review in order to inform the professional discussion.

Use of Artificial Intelligence (AI) in the EPA

Assessments must be carried out in accordance with the published assessment plan and all work submitted must be the apprentice's own. AI tools must not be used to generate evidence in its entirety or to replace the apprentice's own judgement, performance or competence. Any use of AI must be transparent, limited and properly referenced.

Where AI has been used by the apprentice as part of normal work activity (for example, drafting a document, worksheet or PowerPoint) this may form part of the portfolio provided that:

The apprentice has materially authored, verified and taken responsibility for the content:

- AI use is clearly declared and referenced within the work (include tool name, purpose and how outputs were verified)
- Source prompts, system settings and the portions influenced by AI are retained and available for review

- AI outputs must not substitute for authentic demonstration of competence against the standard

If an AI tool is used at any stage of an assessment method (for example, to prepare a presentation outline or to organise notes), its use must be fully referenced in the submission or assessor records, and must not compromise authenticity, validity or security. Assessors must be satisfied that decisions remain rooted in the apprentice's knowledge, skills and behaviours, and in direct evidence gathered through observation, questioning and professional discussion.

AI tools must not be used to produce assessment evidence end-to-end, to fabricate logs/records or to simulate performance.

Additional, relevant on-programme qualification

There are no mandatory qualifications for this standard, however, employers may wish to include relevant qualifications to help structure the on-programme delivery.

Readiness for end-point assessment

In order for an apprentice to be ready for the end-point assessments:

- the apprentice must have achieved level 2 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- a portfolio evidencing that they have met the requirements of the standard, which will be verified by a person appointed by the employer who has contact with the learner and has sector experience.
- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the gateway readiness report.
- a Ministry of Justice Commissioners licence to practice.
- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a **mandated** end-assessment window. Further information about the gateway process is covered later in this kit.

If you have any queries regarding the gateway requirements, please contact your EPA Customer Engagement Manager at Highfield Assessment.

Order of end-point assessments

The assessments of a project and a professional discussion can be taken in any order. However, Highfield suggests that the project is submitted prior to the professional discussion taking place.

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The Highfield Approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

Specific considerations

The assessment plan makes reference to weightings of 29% for the project and 71% for the professional discussion, however, this has not been referenced in this EPA kit as there is no further guidance in the assessment plan on how to apply the weighting.

The assessment plan states that the professional discussion will focus on the knowledge, skills and behaviours in the standard (as detailed in Appendix 1) and is expected to last 90 minutes (+/- 10%) The first 45 minutes will concentrate on questions on basic knowledge and the second 45 minutes will be a more in-depth discussion bringing in skills and behaviours. However, the pass and distinction criteria outlined within appendix 2 of the assessment plan are not broken down as Knowledge, Skills and Behaviours, but each assessment criteria covers a knowledge, skill **and** behaviour. To promote the opportunity for a flowing discussion, Highfield has interpreted this statement as guidance only and our assessors will use a holistic approach to assessment and prepare questions which will engage the learner and encourage in-depth discussion into the relevant areas of the standard using key examples to illustrate throughout the 90-minute assessment.

The pass criteria in project section 5 within the assessment plan shows 'Works as part of team, knows the roles of self and others within the team. Knows own strengths and weaknesses and when to seek support from team members'. Highfield have split this pass criteria into 2 separate criteria, labelled PS5.1 & PS5.2.

Further confirmation from the trailblazer group states that an apprentice can re-sit either the whole EPA or each component a maximum of 3 times.

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Gateway

How to prepare for gateway

After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have completed the following. The requirements for English and maths listed below are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths listed below are optional for apprentices aged 19+ at the start of their apprenticeship training.

- Achieved level 2 English
- Achieved level 2 maths
- Achieved the Ministry of Justice Commissioners licence to practice
- A portfolio evidencing that they have met the requirements of the standard **(which must be verified by a person appointed by the employer who has contact with the learner and has sector experience)**, accompanied by the portfolio of evidence matrix.

You will be provided with a link by your Highfield employer engagement manager to enable you to submit the apprentice's portfolio for the assessor to review in order to inform the professional discussion. Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

The gateway meeting

The gateway meeting be attended by the apprentice and a representative from the employer and training provider.

The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield. If you require any support completing the Gateway Readiness Report, please contact your EPA Customer Engagement Manager at Highfield Assessment.

Reasonable adjustments

Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments Policy for further information/guidance.

ID requirements

Highfield Assessment will complete an identification check before starting any assessment and will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, travel card, etc.

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The Custody and Detention Apprenticeship Standard

The following pages contain the Custody and Detention apprenticeship standard and the assessment criteria in a format that is suitable for delivery.

Project section 1		
Knowledge	Skills	Behaviours
The causes of crime, and how to help people turn their lives around	Contribute actively to the promotion of a rehabilitative culture	Act as a positive role model in terms of conflict resolution, problem-solving and emotional management Behave in a professional manner and be committed to organisational values Be able to apply strong personal resilience and maintain personal wellbeing
Project		
To pass, the following must be evidenced		ALL required to gain a distinction in this section
PS1.1 Can explain the importance of rehabilitation , including: - the need to attend work and classes compliance with sentence planning		PS1.2 Can give examples of interactions with positive outcomes which help offenders engage in activities PS1.3 Can evidence of positive, effective application of contribution towards sentence planning and positive interactions with offenders

Amplification and guidance

- **Rehabilitative culture/rehabilitation:**
 - positive interactions with prisoners
 - discussions surrounding where prisoners need to get to and where they want to be
 - drawing the prisoner away from the cycle of reoffending, positive reinforcement, being empathetic and non-judgmental
- **Examples of being a positive role model:**
 - positivity
 - guidance
 - signposting
 - respecting people
 - refraining from using nicknames
- **Conflict resolution:**
 - getting the 2 parties to talk
 - resolving a matter without violence
 - looking at the rooted issue
 - establishing the conflict and deciding on the best way to manage
- **Emotional management:**
 - identify the needs of the prisoner
 - use appropriate programmes depending on the issue
 - counselling services, Samaritans, adult safeguarding
- **Examples of common organisational values:**
 - duty of care
 - treating people with respect

- **Compliance:**
 - working within the rules of our own company rules and regulations as well in line with Her Majesty's Prison Probation Service ("HMPPS")
- **Sentence planning:**
 - plan from the point of sentencing to release
 - this could include mandatory courses set by a judge
- **Strong personal resilience:**
 - debriefs after an incident
 - supporting culture
 - self-image
 - care team
 - counselling
- **Personal wellbeing:**
 - eating well
 - sufficient sleep
 - exercise
 - social life
 - good hygiene

Project section 2

Knowledge	Skills	Behaviours
The importance of good communication, the use of different communication styles and knowing when to use them. An example of this might be how you motivate individuals to take part in organised activities to address offending behaviour.	Explain processes, procedures and decisions to individuals in custody and detention so that they understand what will happen to them and why	Adapt your personal behavioural style to suit the situation
Project		
To pass, the following must be evidenced		<i>ALL required to gain a distinction in this section</i>
PS2.1 Can demonstrate how they can adapt communication styles to: • get buy in from individuals • motivate individuals		<i>PS2.2 Can list and explain different communication styles</i> <i>PS2.3 Can give examples of buy in from individuals following style adjustment</i>
Amplification and guidance		
• Communication styles: ○ verbal and non-verbal communication ○ active listening ○ positive reinforcement ○ personal space ○ open body language • Custody: ○ in custody for breaking the law, placed there by a court • Detention: ○ not gone through court and not given a warrant		

- **Style adjustment:**
 - attitude change
 - keeping calm
 - adopting a different approach

Project section 3

Skills	Behaviours
Work professionally within the custodial environment, including maintaining your own professional standards and development	Act with legitimate authority so that people feel safe and treated fairly Recognise and respect diversity and cultural differences Behave openly, honestly, directly and with integrity Behave in a professional manner and be committed to the organisation's values Challenge individuals appropriately
Project	
To pass, the following must be evidenced	<i>ALL required to gain a distinction in this section</i>
PS3.1 Completes tasks given in line with the organisation's policies and procedures PS3.2 Attends training, identifies and signposts appropriate support PS3.3 Is aware of the organisation's professional standards policy and its implementation	<i>PS3.4 Seeks out information to complete new tasks</i> <i>PS3.5 Applies problem-solving skills and offers solutions</i> <i>PS3.6 Actively seeks opportunities for development and training</i> <i>PS3.7 Proactively facilitates the provision of support and has an understanding what the support available includes</i>
Amplification and guidance	
• Legitimate authority: ○ being able to work within your level of authority ○ knowing when to escalate a matter and when to give a direct order • Common organisation professional standards policy: ○ prison services mission statements	

Project section 4

Skills	Behaviours
Work collaboratively with external stakeholders for example the Police, Courts, National Probation Service and Community Rehabilitation Companies	Recognise and respect diversity and cultural differences. Behave openly, honestly, directly and with integrity Behave in a professional manner and be committed to the organisation's values. Challenge individuals appropriately.
Project	
To pass, the following must be evidenced	<i>ALL required to gain a distinction in this section</i>
PS4.1 Follows codes of conduct when working collaboratively with stakeholders PS4.2 Completes reports and requests for information in line with organisational policies	<i>PS4.3 Can explain consequences of incorrect reporting for prisoners and service</i> <i>PS4.4 Can give examples of challenging individuals appropriately</i> <i>PS4.5 Can describe the process of reporting ongoing inappropriate behaviour (staff)</i>
Amplification and guidance	
• Examples of common organisational policies: ○ cell search ○ prisoner records ○ adjudication process	

Project section 5

Skills	Behaviour
Work effectively as part of a team by positively contributing to team dynamics and being a trusted team member	Challenge individuals appropriately Recognise and respect diversity and cultural differences Behave openly, honestly, directly and with integrity Behave in a professional manner and be committed to the organisational values Be able to apply strong personal resilience and maintain personal wellbeing
Project	
To pass, the following must be evidenced	<i>ALL required to gain a distinction in this section</i>
PS5.1 Works as part of team, knows the roles of self and others within the team. PS5.2 Knows own strengths and weaknesses and when to seek support from team members. PS5.3 Can distinguish between acceptable professional behaviour and inappropriate and negative contributions to teamwork PS5.4 Is aware how to challenge inappropriate behaviour	<i>PS5.5 Actively contributes to the team goals, completes tasks consistently within time frames</i> <i>PS5.6 Seeks clarification for tasks and gives regular honest updates of progress to the team</i> <i>PS5.7 Gives and receives constructive feedback</i>
Amplification and guidance	
• Strong personal resilience: ○ debriefs after an incident ○ supporting culture	

- self-image
- care team
- counselling
- **Personal wellbeing:**
 - eating well
 - sufficient sleep
 - exercise
 - social life
 - good hygiene

The role

(The knowledge, skills and behaviours in this section are considered critical)

Knowledge	Skills	Behaviour
The tasks and responsibilities of the role such as keeping individuals secure, preparing them for release, authorised physical control and restraint. Including how that is relevant to the context in which you are working, how it fits within the organisation and how it interacts with other relevant organisations and agencies such as the NHS and Police	Conduct all searching appropriately, examples being the searching of individuals, vehicles and areas for the detection of illicit or prohibited items Identify risk and respond dynamically, for example carry out fire prevention protocols, or in case of severe need, carry out full evacuation plan in cooperation with others Contributes actively to a rehabilitative culture Explains processes, procedures and decisions to individual in custody and detention so they understand what will happen to them and why Recognise and be able to take steps to defuse potential conflict situations Work collaboratively with external stakeholders for example the Police, courts, National Probation Services and Community Rehabilitation companies	Act with legitimate authority so that people feel safe and treated fairly Act as a positive role model in terms of conflict resolution, problem solving and emotional management Challenge individual appropriately Behave in a professional manner and be committed to organisational values Recognise all aspects of diversity and cultural differences Behave openly, honestly, directly and with integrity

Professional Discussion	
To pass, the following must be evidenced	ALL required to gain a distinction in this section
TR1 Can explain their current job role but not always the wider context of the work they are doing or the impact the role has to the security, safety and resettlement needs of the individual or the establishment	TR6 Can explain the wider context of the work they are doing, the impact the role has on the security, safety and resettlement needs of the individual or the establishment
TR2 Can describe the principles of conflict resolution and problem solving but does not always see this in the wider context	TR7 Can give examples of what possible consequences there are for non-compliance
TR3 Can describe the barriers to communication, managing conflict and resolution	TR8 Can explain the wider context and impact decisions can make
TR4 Understands Prison Rules and can provide examples of appropriate challenging and appraisal of achievements	TR9 Can give examples how they contributed to preparing individuals for release
TR5 Can explain who the stakeholders are	TR10 Can name barriers and solutions
	TR11 Can explain the decision-making process and resolution strategies. Can give examples.
	TR12 Can explain why professional interaction is important for good collaborative working relationships
Amplification and guidance	
• Illicit/prohibited items: ○ not permitted according to law or organisation rules/policies • Rehabilitative culture: ○ positive interactions with prisoners ○ discussions surrounding where prisoners need to get to and where they want to be ○ drawing the prisoner away from the cycle of reoffending, positive reinforcement, being empathetic and non-judgmental • Custody: ○ in custody for breaking the law, placed there by a court • Detention: ○ not gone through court and not given a warrant	

- **Legitimate authority:**
 - being able to work within your level of authority
 - knowing when to escalate a matter and when to give a direct order
- **Emotional management:**
 - identify the needs of the prisoner
 - use appropriate programmes depending on the issue
 - counselling services, Samaritans, adult safeguarding
- **Examples of common organisational values:**
 - duty of care
 - treating people with respect
- **Resettlement needs:**
- **Conflict resolution:**
 - getting the 2 parties to talk
 - resolving a matter without violence
 - looking at the rooted issue
 - establishing the conflict and deciding on the best way to manage

Reporting

Knowledge	Skills	Behaviours
Policies and procedures relevant to the custodial environment in which you are working and how to operate these within the remit of your role	Maintain and update documentation, reports, records and supporting systems in-line with local, national and organisational requirements	Behave openly, honestly, directly and with integrity
Professional discussion		
To pass, the following must be evidenced		ALL required to gain a distinction in this section
RE1 Can explain the remit of the role and updates records and reports in line with organisational policies		There are no distinction criteria for this component
RE2 Can explain the meaning of actual and offence related behaviour reporting		
Amplification and guidance		
- Examples of common organisational policies: - cell search - prisoner records - adjudication process		

Security

(The knowledge, skills and behaviours in this section are considered critical)

Knowledge	Skills	Behaviours
The key and critical aspects of security, how they contribute to the overall security of the establishment and wider service	Conduct all searching appropriately, examples being the searching of individuals, buildings, vehicles and areas for the detection of illicit or prohibited items Undertake incident management and ‘first on scene’ response appropriately Recognises and be able to take steps to defuse potential conflict situations Identify risk and respond dynamically, for example, carry out fire prevention protocols, or in case of severe need, carry out full evacuation plan in cooperation with others	Be able to apply strong personal resilience and maintain personal wellbeing Challenge individuals appropriately Behave openly, honest directly and with integrity Behave in a professional manner and be committed to organisational values Adapt your personal behavioural style to the situation Act as a positive role model in terms of conflict resolution, problem solving and emotional management
Professional discussion		
To pass, the following must be evidenced		ALL required to gain a distinction in this section
SE1	Can evidence searching to national policy standards and in line with the organisational processes and standards	SE6 Can list responsibilities and information required of the ‘first on scene’. Can explain how this information contributes towards conflict resolution.
SE2	Can explain the ‘first on scene’ process	SE7 Can explain the importance of overall security and can give examples how to contribute towards it
SE3	Can explain the meaning of ‘overall security’	SE8 Can give examples of applying de-escalation methods and describe how these defused potential conflict situations
SE4	Can give examples of potential risk and is aware of de-escalation methods	

SE5 Can give examples of professional values and is aware of the corruption reporting process	SE9 <i>Can give examples of professional values and can explain the corruption reporting process</i> SE10 <i>Can explain the wider implications unchallenged corruption can have on the service and give examples how corruption directly effects the establishments overall security</i> SE11 <i>Can explain the reasons for creating space in difficult situations and can give examples how to achieve this</i>
Amplification and guidance	
• Illicit/prohibited items: ○ not permitted according to law or organisation rules/policies • Corruption reporting process: ○ system used called NOMIS – intelligence reports are completed which will escalate to the corruption team to investigate	

Rehabilitative culture

Knowledge	Skills	Behaviours
The importance of having and demonstrating the values and behaviours that keep custodial environments safe and enable the people in them to concentrate on rehabilitation	Contribute actively to a rehabilitative culture Explain processes, procedures and decisions to individuals in custody and detention so they understand what will happen to them and why Recognises and be able to take steps to defuse potential conflict situations Work professionally within the custodial environment, including maintaining your own professional standards and development Work effectively as a part of a team by positively contributing to the team dynamics and being a trusted team member	Recognise and respect diversity and cultural differences Adapt your behavioural style to the situation Act with legitimate authority so that people feel safe and treated fairly Act as a positive role model in terms of conflict resolution, problem solving and emotional management Behave in a professional manner and be committed to the organisational values Behave openly, honestly, directly and with integrity Be able to apply strong personal resilience and maintain personal wellbeing
Professional discussion		
To pass, the following must be evidenced		<i>ALL required to gain a distinction in this section</i>
RC1 Can explain what an rehabilitative culture is and their role in it	RC2 Can list the different procedures and types of decisions made in regards to prisoners in custody and detention RC3 Can list the required values and behaviours	<i>There are no distinction criteria for this component</i>

RC4	Maintains own professional standards	
RC5	Can explain personal resilience and team work. Aware of where to seek support.	
Amplification and guidance		
• Rehabilitative culture/rehabilitation: ○ positive interactions with prisoners ○ discussions surrounding where prisoners need to get to and where they want to be ○ drawing the prisoner away from the cycle of reoffending, positive reinforcement, being empathetic and non-judgmental • Custody: ○ in custody for breaking the law, placed there by a court • Detention: ○ not gone through court and not given a warrant • Legitimate authority: ○ being able to work within your level of authority ○ knowing when to escalate a matter and when to give a direct order • Conflict resolution: ○ getting the two parties to talk ○ resolving a matter without violence ○ looking at the rooted issue ○ establishing the conflict and deciding on the best way to manage • Emotional management: ○ identify the needs of the prisoner ○ use appropriate programmes depending on the issue ○ counselling services, Samaritans, adult safeguarding		

- **Strong personal resilience:**

- debriefs after an incident
- supporting culture
- self-image
- care team
- counselling

- **Personal wellbeing:**

- eating well
- sufficient sleep
- exercise
- social life
- good hygiene

Rights and responsibilities

Knowledge	Skills	Behaviours
The rights and responsibilities of those in custodial care or detention	Explain processes, procedures and decisions to individuals in custody and detention so they understand what will happen to them and why	Behave openly, honestly, directly and with integrity Act with legitimate authority so that people feel safe and treated fairly Recognise and respect diversity and cultural differences Behave in a professional manner and be committed to the organisation's values
Professional discussion		
To pass, the following must be evidenced		<i>ALL required to gain a distinction in this section</i>
RR1	Can give a general overview of the rights and responsibilities of those in custodial care or detention	<i>There are no distinction criteria for this component</i>
RR2	Shows respect for cultural differences and is aware of entitlements	
Amplification and guidance		
• Custody: ○ in custody for breaking the law, placed there by a court • Detention: ○ not gone through court and not given a warrant • Legitimate authority: ○ being able to work within your level of authority ○ knowing when to escalate a matter and when to give a direct order		

- **Examples of common organisational values:**

- duty of care
- treating people with respect

Wellbeing

(The knowledge, skills and behaviours in this section are considered critical)

Knowledge	Skills	Behaviours
Recognise and understand the impact of mental health issues on individuals and be able to access support as appropriate. An example of this would be signposting effective support services, which may assist in the prevention of self-harm.	Explain processes, procedures and decisions to individuals in custody and detention so they understand what will happen to them and why Work collaboratively with external stakeholders for example the Police, courts, National Probation Service and Community Rehabilitation companies Contribute actively to a rehabilitative culture Maintain and update documentation, reports, records and supporting systems in line with local, national and organisational requirements	Adapt your personal behaviour style to the situation Act with legitimate authority so that people feel safe and treated fairly Act as a positive role model in terms of conflict, problem solving and emotional management Be able to apply strong personal resilience and maintain personal wellbeing Behave openly, honestly directly and with integrity Behave in a professional manner and be committed to organisational values Challenge individuals appropriately
Professional discussion		
To pass, the following must be evidenced		ALL required to gain a distinction in this section
WB1 Describes mental health issues and the help available within the custodial or detention setting		WB5 Can explain the impact of mental health issues on individuals
WB2 Describes the referral process for individuals		WB6 Can name the help and support available and describe the process of referral
WB3 Can explain when and how to adapt the behaviour style to the situation		
WB4 Can explain how to seek support for their personal wellbeing		

	WB7 Can give examples of adapting their style of behaviour to the situation WB8 Can explain the importance of balancing the needs of both the organisation and the individual WB9 Can name support available for personal wellbeing
Amplification and guidance	
• Custody: ○ in custody for breaking the law, placed there by a court • Detention: ○ not gone through court and not given a warrant • Rehabilitative culture/rehabilitation: ○ positive interactions with prisoners ○ discussions surrounding where prisoners need to get to and where they want to be ○ drawing the prisoner away from the cycle of reoffending, positive reinforcement, being empathetic and non-judgmental • Legitimate authority: ○ being able to work within your level of authority ○ knowing when to escalate a matter and when to give a direct order • Emotional management: ○ identify the needs of the prisoner ○ use appropriate programmes depending on the issue ○ counselling services, Samaritans, adult safeguarding • Strong personal resilience: ○ debriefs after an incident ○ supporting culture ○ self-image	

- care team
- counselling
- **Personal wellbeing:**
 - eating well
 - sufficient sleep
 - exercise
 - social life
 - good hygiene
- **Examples of common organisational values:**
 - duty of care
 - treating people with respect

Supporting vulnerable prisoners

(The knowledge, skills and behaviours in this section are considered critical)

Knowledge	Skills	Behaviours
The importance of caring for vulnerable people who are at risk of self-harm or violence using recognised procedures and good interpersonal skills	Maintain and update documentation, reports, records and supporting systems in-line with local, national and organisational requirements Contribute actively to a rehabilitative culture Work collaboratively with external stakeholders for example the Police, courts, National Probation Service and Community Rehabilitation companies Recognises and be able to take steps to defuse potential conflict situations Work effectively as a part of a team by positively contributing to the team dynamics and being a trusted team member	Adapt your personal behaviour style to the situation Act with legitimate authority so that people feel safe and treated fairly Act as a positive role model in terms of conflict, problem solving and emotional management Be able to apply strong personal resilience and maintain personal wellbeing Behave openly, honestly directly and with integrity Behave in a professional manner and be committed to organisational values Challenge individuals appropriately Recognise and respect diversity and cultural differences

Professional discussion	
To pass, the following must be evidenced	ALL required to gain a distinction in this section
SVP1 Can explain the Assessment, Care in Custody, Teamwork process (ACCT)	SVP8 Can explain care map , triggers and document time scales
SVP2 Is aware of Vulnerable Prisoner policy and application process	SVP9 Can explain the vulnerable prisoners' application process and procedures to keep safe
SVP3 Is aware of coping and distraction mechanisms available within the establishment and how to access and refer to them	SVP10 Can give examples of meaningful ACCT observations and conversations and how they contribute to progressing and safeguarding prisoners
SVP4 Can explain the term meaningful ACCT observation and conversations	SVP11 Can give examples when and why they adjusted their personal behaviour style resulting in reduction of potential self-harm
SVP5 Can name and signpost available interventions for support and advice within own establishment	
SVP6 Can explain cultural or diversity differences to be aware of when dealing with vulnerable prisoners	
SVP7 Can explain why adapting personal behaviour styles to the situation is important when dealing with prisoners in crisis	
Amplification and guidance	
• Care map: ○ ACCT (Assessment, Care in Custody, Teamwork Process), which is the suicide prevention package. Escalate to manager, design how to take care of the prisoner and getting the prisoner back to a good place.	

Substance misuse

Knowledge	Skills	Behaviours
How you recognise the signs of substance misuse and its impact on individuals and be able to access support as appropriate	Contribute actively to a rehabilitative culture Work collaboratively with external stakeholders, for example the Police, courts, National Probation Service and Community Rehabilitation companies Conduct all searching appropriately, examples being the searching of individuals, buildings, vehicles and areas for the detection of illicit or prohibited items Work effectively as a part of a team by positively contributing to the team dynamics and being a trusted team member	Challenge individuals appropriately Adapt your personal behaviour style to suit the situation Act as a positive role model in terms of conflict management, problem-solving and emotional management Recognise and respect diversity and cultural differences Behave openly, honestly, directly and with integrity
Professional discussion		
To pass, the following must be evidenced		ALL required to gain a distinction in this section
SM1	Can identify substances misused within the Estate and related paraphernalia	There are no distinction criteria for this component
SM2	Can evidence completion of a Cell search in line with national policy and accepted organisational processes and standards	
SM3	Is aware of the local drug reduction strategy, knows how to refer to support agencies and is aware of how to use the adjudication process	
Amplification and guidance		
• Rehabilitative culture/rehabilitation: ○ positive interactions with prisoners ○ discussions surrounding where prisoners need to get to and where they want to be ○ drawing the prisoner away from the cycle of reoffending, positive reinforcement, being empathetic and non-judgmental		

- **Illicit/prohibited items:**
 - not permitted according to law or organisation rules/policies
- **Emotional management:**
 - identify the needs of the prisoner
 - use appropriate programmes depending on the issue
 - counselling services, Samaritans, adult safeguarding
- **Estate:**
 - prison grounds
- **Paraphernalia:**
 - tobacco
 - spice
 - heroin
 - lighters
 - bongs
- **Adjudication process:**
 - understanding how to place a prisoner on report

Understanding potential conflict

(The knowledge, skills and behaviours in this section are considered critical)

Knowledge	Skills	Behaviours
The key principles and theories of violence reduction	Recognise and be able to take steps to defuse potential conflict situations Explain processes, procedures and decisions to individuals in custody and detention so they understand what will happen to them and why	Act with legitimate authority so that people feel safe and treated fairly Challenge individuals appropriately
Professional discussion		
To pass, the following must be evidenced		ALL required to gain a distinction in this section
UPC1	Able to relate some concepts and theories to practice and make satisfactory connections between learning and future practice	UPC4 <i>Able to relate a range of concepts and theories to practice and make insightful connections between learning and future practices</i>
UPC2	Recognises the impact of verbal and body language when dealing with different/difficult situations	UPC5 <i>Can give examples of applied practice and can evaluate them</i>
UPC3	Can give examples of behaviours that could escalate and de-escalate situations	
Amplification and guidance		
• Custody: ○ in custody for breaking the law, placed there by a court • Detention: ○ not gone through court and not given a warrant • Legitimate authority: ○ being able to work within your level of authority ○ knowing when to escalate a matter and when to give a direct order		

Managing potential conflict		
Knowledge	Skills	Behaviour
Understand the behaviour patterns of an individual during conflict	Work effectively as a part of a team by positively contributing to team dynamics and being a trusted team member Recognise and be able to take steps to defuse potential conflict situations	Recognise and respect diversity and cultural differences Challenge individuals appropriately Act as a positive role model in terms of conflict resolution, problem solving and emotional management
Professional discussion		
To pass, the following must be evidenced		ALL required to gain a distinction in this section
MPC1 Recognises and understands changes in individual behaviour during conflict situations MPC2 Can explain when it is appropriate to challenge behaviour		<i>There are no distinction criteria for this component</i>
Amplification and guidance		
• Conflict resolution: ○ getting the 2 parties to talk ○ resolving a matter without violence ○ looking at the rooted issue ○ establish the conflict and decide on the best way to manage • Emotional management: ○ identify the needs of the prisoner ○ use appropriate programmes depending on the issue ○ counselling services, Samaritans, adult safeguarding		

Managing risk

Knowledge	Skills	Behaviour
Understand health and safety procedures and how to reduce the risk of harm or injury to yourself, your colleagues and those in your care by using the positive risk management processes	Identify risks and respond dynamically, for example carry out fire prevention protocols, or in the case of severe need, carry out a full evacuation plan in co-operation with others	Act with legitimate authority so that people feel safe and treated fairly Behave in a professional manner and be committed to organisational values Challenge individuals appropriately
Professional discussion		
To pass, the following must be evidenced		ALL required to gain a distinction in this section
MR1 Can explain Health and Safety responsibilities for self and others MR2 Can explain Workplace Risk Assessments and safe systems at work MR3 Can identify and report faults and repairs MR4 Understands how to appropriately challenge breaches of health and Safety		<i>There are no distinction criteria for this component</i>
Amplification and guidance		
• Legitimate authority: ○ being able to work within your level of authority ○ knowing when to escalate a matter and when to give a direct order • Examples of common organisational values: ○ duty of care ○ treating people with respect		

Searches		
Knowledge	Skills	Behaviour
How to search individuals, vehicles and buildings in the custodial setting	Conduct all searching appropriately, examples being the searching of individuals, vehicles and areas for the detection of illicit or prohibited items .	Adapt your personal behaviour style to suit the situation Act with legitimate authority so that people feel safe and treated fairly Recognise and respect diversity and cultural differences Behave openly, honestly, directly and with integrity Behave in a professional manner and be committed to the organisation's values Challenge individual appropriately
Professional discussion		
To pass, the following must be evidenced		<i>ALL required to gain a distinction in this section</i>
SC1 Can demonstrate searching to national policy standards including: • Level A, B and full searches • area search • cell search • vehicle search in line with organisational processes and standards	SC2 Can explain why items are illicit and restricted SC3 Can explain why it is important to preserve evidence SC4 Can give examples of religious and cultural needs	<i>There are no distinction criteria for this component</i>
Amplification and guidance		

- **Illicit/prohibited items:**
 - not permitted according to law or organisation rules/policies
- **Legitimate authority:**
 - being able to work within your level of authority
 - knowing when to escalate a matter and when to give a direct order
- **Examples of common organisational values:**
 - duty of care
 - treating people with respect

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Assessment Summary

The end-point assessment for the Custody and Detention Officer Apprenticeship Standard is made up of 2 components.

1. A project, in the form of a 1,500-word report
2. A 90-minute professional discussion based on the work-based portfolio

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit and a mark allocated. The grade will be determined using the combined mark.

Project

- To achieve a **pass**, apprentices must achieve all the **pass** criteria in all sections
- To achieve a **distinction**, apprentices must achieve all the pass criteria and all the distinction criteria in at least 3 out of the 5 sections
- **Unsuccessful** apprentices will not have all pass criteria

Professional discussion

- To achieve a **pass**, apprentices must achieve all Pass criteria in all sections
- To achieve a **distinction**, apprentices must achieve all the pass criteria in all the sections and all the Distinction criteria
- **Unsuccessful** apprentices will not have met all pass criteria

The professional discussion may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

Grading

The overall grade for the apprentice is determined as follows:

Project	Professional Discussion	Overall Grade
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

Retake and Re-sit information

Should an apprentice fail to achieve a pass grade in either of the methods of assessment, they will only be required to resit the component of the assessment that they have not met.

Resits are permitted after 1 month following the first assessment and within 12 months but not after 12 months. Resits should also be arranged in line with the policies, practices and procedures of Highfield.

The apprentice can resit either component or the entire EPA a maximum of 3 times.

If an apprentice fails an end-point assessment method, it is the employer, provider and apprentice's decision whether to attempt a resit or retake. If a **resit** is chosen, please call the Highfield scheduling team to arrange the resit. If a **retake** is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

When undertaking a resit or retake, the assessment method(s) will need to be re-attempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. The EPA Report will contain feedback on areas for development and resit or retake guidance.

Apprentices who achieve a pass grade cannot resit or retake the EPA to achieve a higher grade.

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Assessing the Project

The project will be completed within 20 working days of the apprentice going through the gateway process. The project report will be a written account of 1,500 words (+/- 10%) demonstrating the application of knowledge and skills in practice and values and behaviours from these areas of the standard. The apprentice and their line manager will discuss the title and content of the project and the line manager will confirm that it is suitable for assessment.

The project must draw on the experience gained throughout the duration of the apprenticeship and contain real activities done in the role and also research undertaken post-gateway. With this in mind, and given the sensitivity of the information that may be contained within the reports, any names of individuals should not be included within the project. The apprentice should simply refer to an individual as 'prisoner A', 'prisoner B' etc.

Highfield has provided a list of 6 project titles and the apprentice will select one. This will facilitate standardisation between establishments. The list may be changed periodically.

Apprentices may choose from **one** of the following project area titles:

Project titles	Focus and coverage
Promoting family ties	• What was the situation? • What did you do? • What was the outcome? • How does this contribute to the wider rehabilitative culture?
Addressing offending behaviour	
Promoting the benefits of education and training	
The importance of reducing substance abuse	
Addressing violent behaviour	
Addressing mental health challenges	

The project will take the form of a report to the governor of their establishment and will detail how the apprentice has actively contributed to the wider rehabilitative culture change.

Completion of a governor's report is an expected part of the custody and detention officer role and the project is designed to test that the apprentice:

- understands the high importance to the sector of the rehabilitative agenda.
- is aware of the responsibility that they personally play in contributing to the agenda.

- can clearly and accurately present information regarding a situation or incident in a report that may be required as part of a forensic or evidential process.
- has the opportunity to reflect on the skills, knowledge and behaviour learnt on-programme. The suggested project themes tie in with the local, political and social agenda for rehabilitation.

Before beginning the project, careful planning must be conducted to ensure that the report covers all of the criteria within the project section of the assessment plan.

Highfield **recommends** that an appropriate way to structure the report is as follows:

Project title	Focus and coverage	Number of words
Introduction	Outline of why the project title has been chosen	Approx. 100
Main body	To cover: - An overview of the situation (what was the situation) - Their role in the situation / What actions they took and why (what did you do) - The outcome of their actions (what was the outcome) - How this contributes to the wider rehabilitative culture	Approx. 1250
Conclusion	- A reflection on the success of the project - Lessons learnt - What they may have done differently - How this contributed to the wider rehabilitative culture	Approx. 150

Highfield will put in place systems to check for potential plagiarism. The independent assessor will determine the grade to be awarded for the project.

The written project report must be 1,500 words in length +/-10%, excluding any annexes.

End-point assessors will only mark project reports up to 1,500 words +10% (Maximum 1,650 words). At which point, assessors will stop marking and only credit the criteria covered to that point. Project reports which fall short of the word count will be marked in full, against all criteria.

The report must be accompanied by the **Written Submission Sheet** which is available to download from the Highfield Assessment website.

Project Criteria

The apprentice will be assessed against the pass and distinction criteria below. A distinction may be achieved if all of the pass criteria are achieved as well as all of the distinction criteria from any 3 sections.

Pass Criteria	Distinction criteria
Project section 1	
PS1.1 Can explain the importance of rehabilitation, including: - the need to attend work and classes - compliance with sentence planning	PS1.2 <i>Can give examples of interactions with positive outcomes which help offenders engage in activities</i> PS1.3 <i>Can evidence of positive, effective application of contribution towards sentence planning and positive interactions with offenders</i>
Project section 2	
PS2.1 Can demonstrate how they can adapt communication styles to: - get buy in from individuals - motivate individuals	PS2.2 <i>Can list and explain different communication styles</i> PS2.3 <i>Can give examples of buy in from individuals following style adjustment</i>
Project section 3	
PS3.1 Completes tasks given in line with the organisational policies and procedures PS3.2 Attends training, identifies and signposts appropriate support PS3.3 Is aware of the organisations professional standards policy and its implementation	PS3.4 <i>Seeks out information to complete new tasks</i> PS3.5 <i>Applies problem solving skills and offers solutions</i> PS3.6 <i>Actively seeks opportunities for development and training</i> PS3.7 <i>Proactively facilitates the provision of support and has an understanding what the support available includes</i>
Project section 4	
PS4.1 Follows codes of conduct when working collaboratively with stakeholders PS4.2 Completes reports and requests for information in line with the organisational policies	PS4.3 <i>Can explain consequences of incorrect reporting for prisoners and service</i> PS4.4 <i>Can give examples of challenging individuals appropriately</i> PS4.5 <i>Can describe the process of reporting ongoing inappropriate behaviour (staff)</i>

Pass Criteria	Distinction criteria
Project section 5	
PS5.1 Works as part of team, knows the roles of self and others within the team.	<i>PS5.5 Actively contributes to the team goals, completes tasks consistently within time frames</i>
PS5.2 Knows own strengths and weaknesses and when to seek support from team members.	<i>PS5.6 Seeks clarification for tasks and gives regular honest updates of progress to the team</i>
PS5.3 Can distinguish between acceptable professional behaviour and inappropriate and negative contributions to team work	<i>PS5.7 Gives and receives constructive feedback</i>
PS5.4 Is aware how to challenge inappropriate behaviour	

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Assessing the Professional Discussion

While on-programme, the apprentice will gather evidence to create a portfolio which will be the basis of the professional discussion. It will be verified by a person appointed by the employer or training provider organisation who has contact with the learner and has sector experience. The apprentice will submit their portfolio at gateway alongside the portfolio of evidence matrix.

You will be provided with a link by your Highfield employer engagement manager to enable you to submit the apprentice's portfolio for the assessor to review in order to inform the professional discussion.

The assessor will review the portfolio, which will be used to inform the professional discussion. The portfolio can be brought into the professional discussion.

The portfolio must include evidence of performance in the workplace as the primary source of evidence, including the line manager's observation of performance in the workplace. The portfolio is likely to contain several types of evidence, designed so that they collectively demonstrate that the apprentice has learned and applied the knowledge, skills and behaviours of the standard.

The professional discussion is a semi-structured interview between the apprentice and the independent assessor, and it takes place once the assessor has had a chance to review the portfolio. It will focus on the knowledge, skills and behaviours in the standard and is expected to last 90 minutes (+/- 10%).

The purpose of the professional discussion is to:

- explore evidence for areas of the standard that are best assessed verbally, due to the broad and complex nature of those areas, particularly the skills and behaviours
- provide the basis for the independent assessor to make a decision about the grade to be awarded for the professional discussion

The independent assessor will select questions from a question bank developed by Highfield. These questions will be based on all areas of the standard and will allow assessors to ask probing follow-up questions, if required, to ensure the apprentice can meet both the pass and distinction criteria.

The professional discussion may be carried out face to face but could be done remotely using videoconference, depending on the number and location of apprentices.

The professional discussion will be conducted in a 'controlled environment' such as a quiet room away from the normal place of work. In all circumstances, the identity of the apprentice must be verified. The professional discussion has been chosen as an assessment method as verbal communication is a key component of the role. Apprentices will be able to demonstrate that they have met the requirements of the standard and will also be provided with the opportunity to work towards achieving a distinction.

The employer may be present to support, but not lead, the apprentice and to confirm information at the assessor's request. Highfield has produced an employers' representative guide which gives further information.

The employer will not be allowed to add any further information or examples to what the apprentice has stated or lead them in any way. The apprentice may choose to bring their portfolio along to support them during their professional discussion.

- To achieve a **pass**, all **pass** criteria must be covered
- To achieve a **distinction**, apprentices must achieve a distinction in all of the 5 critical sections and a pass in the other 7 sections
- **Unsuccessful** apprentices will not have met all of the pass criteria

Before the assessment:

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Professional Discussion Mock Assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that the apprentice experiences a mock professional discussion in preparation for the real thing. The most appropriate form of mock professional discussion will depend on the apprentice's setting and the resources available at the time.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock professional discussion should take place in a suitable location.
- a 90-minute time slot should be available to complete the professional discussion if it is intended to be a complete professional discussion covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock professional discussion and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- ensure the apprentice uses at least 1 CPD activity they have undertaken.
- use structured 'open' questions that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:
 - Identify health and safety rules in your organisation.
 - Define behaviour styles.
 - Why might you have to adapt your behaviour when dealing with different prisoners?
 - How do you book yourself onto a training course?

Professional Discussion Criteria

Throughout the 90-minute professional discussion, the assessor will review the apprentice's competence in all of the pass criteria outlined below as a minimum, therefore apprentices should prepare for the professional discussion by considering how the criteria can be met.

A distinction may be achieved if all of the pass criteria are achieved as well as all of the distinction criteria from sections 1, 3, 6, 7 and 9.

To pass, the following must be evidenced	To gain a distinction, the following must also be evidenced
The role	
TR1 Can explain their current job role but not always the wider context of the work they are doing or the impact the role has to the security, safety and resettlement needs of the individual or the establishment	TR6 <i>Can explain the wider context of the work they are doing, the impact the role has on the security, safety and resettlement needs of the individual or the establishment</i>
TR2 Can describe the principles of conflict resolution and problem solving but does not always see this in the wider context	TR7 <i>Can give examples of what possible consequences there are for non-compliance</i>
TR3 Can describe the barriers to communication, managing conflict and resolution	TR8 <i>Can explain the wider context and impact decisions can make.</i>
TR4 Understands Prison Rules and can provide examples of appropriate challenging and appraisal of achievements	TR9 <i>Can give examples how they contributed to preparing individuals for release</i>
TR5 Can explain who stakeholders are	TR10 <i>Can name barriers and solutions</i>
	TR11 <i>Can explain the decision making process and resolution strategies. Can give examples.</i>
	TR12 <i>Can explain why professional interaction is important for good collaborative working relationships</i>
Reporting	
RE1 Can explain the remit of the role and updates records and reports in line with organisational policies	<i>There are no distinction criteria for this component</i>
RE2 Can explain the meaning of actual and offence related behaviour reporting	

To pass, the following must be evidenced	To gain a distinction, the following must also be evidenced
Security	
SE1 Can evidence searching to national policy standards and in line with organisational processes and standards	SE6 Can list responsibilities and information required of the 'First on Scene'. Can explain how this information contributes towards conflict resolution.
SE2 Can explain the 'first on scene' process	SE7 Can explain the importance of overall security and can give examples how to contribute towards it
SE3 Can explain the meaning of overall security	SE8 Can give examples of applying de-escalation methods and describe how these defused potential conflict situations
SE4 Can give examples of potential risk and is aware of de-escalation methods	SE9 Can give examples of professional values and can explain the corruption reporting process
SE5 Can give examples of professional values and is aware of the corruption reporting process	SE10 Can explain the wider implications unchallenged corruption can have on the service and give examples how corruption directly effects the establishments overall security
	SE11 Can explain the reasons for creating space in difficult situations and can give examples how to achieve this
Rehabilitative culture	
RC1 Can explain what a rehabilitative culture is and their role in it	There are no distinction criteria for this component
RC2 Can list the different procedures and types of decisions made in regards to prisoners in custody and detention	
RC3 Can list the required values and behaviours	
RC4 Maintains own professional standards	
RC5 Can explain personal resilience and team work. Aware of where to seek support.	
Rights and responsibilities	
RR1 Can give a general overview of the rights and responsibilities of those in custodial care or detention	There are no distinction criteria for this component
RR2 Shows respect for cultural differences and is aware of entitlements	

To pass, the following must be evidenced	To gain a distinction, the following must also be evidenced
Wellbeing	
WB1 Describes mental health issues and the help available within the custodial or detention setting	WB5 <i>Can explain the impact of mental health issues on individuals</i>
WB2 Describes the referral process for individuals	WB6 <i>Can name the help and support available and describe the process of referral</i>
WB3 Can explain when and how to adapt the behaviour style to the situation	WB7 <i>Can give examples of adapting their style of behaviour to the situation</i>
WB4 Can explain how to seek support for their personal wellbeing	WB8 <i>Can explain the importance of balancing the need of both the organisation and the individual</i>
	WB9 <i>Can name support available for personal wellbeing</i>
Supporting vulnerable prisoners	
SVP1 Can explain the Assessment, Care in Custody, Teamwork process (ACCT)	SVP8 <i>Can explain care map, triggers and document time scales</i>
SVP2 Is aware of Vulnerable Prisoner policy and application process	SVP9 <i>Can explain the vulnerable prisoners' application process and procedures to keep safe</i>
SVP3 Is aware of coping and distraction mechanisms available within the establishment and how to access and refer to them	SVP10 <i>Can give examples of meaningful ACCT observations and conversations and how they contribute to progressing and safeguarding prisoners</i>
SVP4 Can explain the term meaningful ACCT observation and conversations	SVP11 <i>Can give examples when and why they adjusted their personal behaviour style resulting in reduction of potential self-harm</i>
SVP5 Can name and signpost available interventions for support and advice within own establishment	
SVP6 Can explain cultural or diversity differences to be aware of when dealing with vulnerable prisoners	
SVP7 Can explain why adapting personal behaviour styles to the situation is important when dealing with prisoners in crisis	

To pass, the following must be evidenced	To gain a distinction, the following must also be evidenced
Substance misuse	
SM1 Can identify substances misused within the Estate and related paraphernalia SM2 Can evidence completion of a cell search in line with national policy and accepted organisational processes and standards SM3 Is aware of the local drug reduction strategy, knows how to refer to support agencies and is aware of how to use the adjudication process	<i>There are no distinction criteria for this component</i>
Understanding potential conflict	
UPC1 Able to relate some concepts and theories to practice and make satisfactory connections between learning and future practice UPC2 Recognises the impact of verbal and body language when dealing with different/difficult situations UPC3 Can give examples of behaviours that could escalate and de-escalate situations	<i>UPC4 Able to relate a range of concepts and theories to practice and make insightful connections between learning and future practices</i> <i>UPC5 Can give examples of applied practice and can evaluate them</i>
Managing potential conflict	
MPC1 Recognises and understands changes in individual behaviour during conflict situations MPC2 Can explain when it is appropriate to challenge behaviour	<i>There are no distinction criteria for this component</i>
Managing risk	
MR1 Can explain Health and Safety responsibilities for self and others MR2 Can explain Workplace Risk Assessments and safe systems at work MR3 Can identify and report faults and repairs MR4 Understands how to appropriately challenge breaches of health and Safety	<i>There are no distinction criteria for this component</i>

To pass, the following must be evidenced	To gain a distinction, the following must also be evidenced
Searches	
SC1 Can demonstrate searching to national policy standards including: • levels A, B and full searches • area search • cell search • vehicle search In line with organisational processes and standards SC2 Can explain why items are illicit and restricted SC3 Can explain why it is important to preserve evidence SC4 Can give examples of religious and cultural needs	<i>There are no distinction criteria for this component</i>

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