Foundation Degree Framework for the Justice Sector

AUGUST 2005
# Contents

Introduction .......................................................... 6

Aim of the Skills for Justice Foundation Degree Framework ..................................... 7

1 Sector Context .......................................................... 9
   1.1 Overview of the Justice Sector .................................. 9
   1.2 Skills Needs ....................................................... 11
   1.3 The Role of Skills for Justice .................................. 11

2 Design .................................................................... 13
   2.1 Working in Partnership .......................................... 13
   2.2 Essential Content of Justice Sector Foundation Degrees ........................................... 13
   2.3 Relationship to National Occupational Standards ......................................................... 18
   2.4 Key Skills ............................................................ 19

3 Delivery .................................................................. 20
   3.1 Initial Assessment and Accreditation of Prior Experiential Learning ......................... 20
   3.2 Mode of Delivery .................................................. 20
   3.3 Mode of Learning and Learning Agreements ............................................................... 20
   3.4 Work-based Learning ............................................. 21
   3.5 Responsibilities: Students, Providers, Employers, Skills for Justice ......................... 23
   3.6 Work-based Mentoring and Coaching ............................................................... 24
   3.7 Assessment .......................................................... 24
   3.8 Student Tracking and Monitoring ................................................................. 24

4 Progression .............................................................. 25
   4.1 Progression Routes into Foundation Degrees ............................................................... 25
   4.2 Progression Routes from Foundation Degrees ............................................................ 25
   4.3 Credit Accumulation and Transfer ............................................................................. 26

5 Quality Assurance ...................................................... 27
   5.1 Requirements ........................................................ 27

6 Communication ....................................................... 28
   6.1 Promoting Access and Participation ............................................................................ 28

7 Evaluation ................................................................. 29
   7.1 Evaluation of the Foundation Degree Framework ....................................................... 29
   7.2 Evaluation of Foundation Degrees in Justice .............................................................. 29
APPENDICES

APPENDIX A: The National Qualifications Framework (NQF) and Framework for Higher Education Qualifications (FHEQ)

APPENDIX B: Descriptor for Intermediate level qualifications (FHEQ)

APPENDIX C: National Occupational Standards (NOS) for Justice

APPENDIX D: NOS relating to Core Themes

APPENDIX E: NOS for Police Probationer Training

APPENDIX F: Children’s Workforce Unit (CWU) Common Core Headings

APPENDIX G: List of Contributors

APPENDIX H: References

APPENDIX I: Useful Websites
Acknowledgements

The Foundation Degree Framework for the Justice Sector has been developed by Skills for Justice through support from Foundation Degree Forward. Skills for Justice are the Sector Skills Council covering all employers, employees and volunteers working in UK justice. Foundation Degree Forward works in partnership with all relevant agencies, institutions, organisations and interest groups to ensure that the development of Foundation Degrees is driven by the needs of students and employers.

The development process was supported and guided by the Working Group, which included representatives from across the justice sector. John Randall, the chair of Skills for Justice, chaired the Working Group. Julie Benson managed the project for Skills for Justice.

The contribution of many people to the development of the Foundation Degree Framework is gratefully acknowledged. In particular, the many individuals from the Justice Sector who made their time and expertise available through working groups, interviews, seminars, consultation questionnaires and written comments to the project team. Without this input it would have not been possible to develop the Foundation Degree Framework for the Justice Sector.

Finally, the hard work and expertise of the consultancy team responsible for the development of the Foundation Degree Framework on behalf of Skills for Justice is also acknowledged. The consultancy team were Cathy Wills and Martin Christie of Christie and Christie Ltd.
Foreword from Foundation Degree Forward

Foundation Degree Forward [fdf] has a remit from DfES to work in partnership with Sector Skills Councils (SSC) to support employer engagement in Foundation degrees. Initially the focus of our activity is to fund and support the development of SSC frameworks that represent sector employers’ perspectives on skills gaps and shortages. In this process National Occupational Standards will be developed and reviewed so that they, too, can inform Foundation degree development.

In partnership with Skills for Justice we commend this framework to all stakeholders with an interest in Foundation degrees. In particular, fdf will encourage further and higher education institutions to draw upon the framework in designing appropriate learning outcomes and assessment strategies to manifest the distinctive characteristics of the Foundation degree as a qualification. As the framework makes clear, we see its guidance as interactive with QAA frameworks and requirements.

During the process of practical implementation of the framework within Foundation degree provision, fdf will work with Skills for Justice to review, evaluate and update it. We see this as a service to stakeholders, including providing institutions, and not as an additional layer of regulation. Our objectives are to support the development of Foundation degrees in the justice sector that are responsive to employer demand, integrate employers into educational provision and deliver both lifelong learning capacities and employability opportunities for learners.

Derek Longhurst
Foundation Degree Forward
Foreword from Skills for Justice

Foundation degrees bring together the conceptual and cognitive skills developed by higher education, and the occupational competences needed for effective performance at work. Together, these provide a sound basis for developing the leadership and problem solving skills that are required for the increasingly complex roles within the justice sector.

The cross-sectoral approach of this Framework will provide learners with a contextual understanding of the sector as a whole, and of the inter-relationships between the roles within it. At a time of modernisation and reform of justice services, and of increased emphasis on collaborative working between agencies, such a holistic approach is vital.

High levels of skill, supported by a depth of conceptual and contextual understanding, are needed if those working in the justice sector are to meet the challenges of keeping our communities safe in an increasingly complex world. This Foundation Degree Framework has a major role to play in enabling that aim to be achieved.

John Randall
Chair, Skills for Justice
Introduction

Foundation Degrees are a new type of higher education qualification, designed with employer involvement. They combine technical skills, workplace skills, academic knowledge, generic skills and employability skills. The defining characteristics of Foundation Degrees as set out in the QAA Foundation Degree Qualification Benchmark are:

- Employer involvement
- Accessibility
- Articulation and progression
- Flexibility
- Partnership.

A Foundation Degree integrates these characteristics within a single award, underpinned by work-based learning. Foundation Degrees are designed to be accessible to learners of all ages (18+) and circumstances, and the delivery mechanisms are flexible. They may be taken on a full-time or part-time basis, and typically take two years full-time (or part-time equivalent) to complete.

Many students study for Foundation Degrees while in employment; employers are involved in the design, review and, where possible, delivery of Foundation Degrees, which include work-based learning. There are already a number of Foundation Degrees on offer in the Justice Sector e.g. Police Studies, Youth Justice, and Community Justice.

Foundation Degrees combine both vocational and academic learning, and should be seen in the context of two overarching qualifications frameworks – the National Qualification Framework (NQF) and the Framework for Higher Education Qualifications (FHEQ).

The National Qualification Framework (NQF) for England, Wales and Northern Ireland sets out the levels at which qualifications are recognised. In September 2004 the NQF was revised to indicate how levels of NQF qualifications compare with qualifications awarded by Higher Education Institutions. The table provided in Appendix A illustrates how the revised NQF will work and provides examples of qualifications that can be achieved at each level. It shows how the original and revised levels compare with each other. It also shows how the revised levels compare with the Framework for Higher Education Qualifications (FHEQ). Foundation Degrees sit at Level I within the FHEQ, which is equivalent to Level 5 within the revised NQF.

It should be noted that Foundation Degrees are not currently being developed in Scotland. However, the aims, objectives and core themes set out in this framework may be of relevance to the development of qualifications within the Scottish Credit and Qualifications Framework.
Aim of the Skills for Justice Foundation Degree Framework

The Skills for Justice Foundation Degree Framework aims to build upon the general criteria set out above, and to specify the areas for inclusion within all Foundation Degrees in the Justice Sector. The Framework is designed to be applicable to all Foundation Degree programmes in Justice, whether the courses are aimed at operational or support staff already in post, or at those wishing to move into employment in the sector. The Framework will inform the development and delivery of such awards, and guide providers on issues such as:

- the nature and characteristics of the Justice Sector
- current skills needs and skills gaps
- essential content of Foundation Degrees in the sector
- delivery and assessment of Foundation Degrees in the sector e.g. arrangements for work-based learning and quality assurance.

The Skills for Justice Foundation Degree Framework provides an overall structure for the design and delivery of Foundation Degrees. It is a strategic document that gives employers and providers an indication of what is expected of a Foundation Degree in the Justice Sector. It is not a draft curriculum and should not be treated as such. It is for each provider to develop their own curriculum, having regard to this overall Framework, to the specific needs of employers with whom they are working, and to the learning needs and career intentions of their learners.

Note that guidance on the development of Foundation Degrees is available from a number of sources, and this guidance should be considered in conjunction with the Skills for Justice Framework. Relevant guidance includes:

- How to Develop a Foundation Degree (Foundation Degree Forward)
- Foundation Degree Qualification Benchmark (Quality Assurance Agency, 2004)
- Foundation Degree Prospectus (Higher Education Funding Council for England, 2000).

Skills for Justice has worked closely with employers in the sector to develop a Framework that reflects their needs and ensures that provision is tailored to producing graduates with the right knowledge, skills and abilities. This Framework has been developed through extensive consultation with employers, agencies, institutions, organisations and interest groups from across the sector, and consultation has taken a variety of forms (including interviews, meetings, questionnaires, seminars and a major conference held in Sheffield in May 2005).

The development work took place between January and July 2005. In addition to consultation with the sector, the project team have also carried out desk research to inform and support the content of the Foundation Degree Framework. This has included reviewing existing relevant documentation, web sites and related Foundation Degree Frameworks from ‘neighbouring’ sectors (e.g. health sector).
A total of three working group meetings have been held to discuss and agree the draft content of the Foundation Degree Framework. The working group was made up of representatives from across the justice sector. In addition, the draft versions of the Foundation Degree Framework have been made available for comment on the Skills for Justice website during the development period.

Employers and providers are invited to liaise with Skills for Justice regarding the development of Foundation Degrees in the sector. As well as collating and disseminating information about provision, Skills for Justice is well placed to offer advice and support to organisations on a range of issues including: Skills Foresight, National Occupational Standards, national initiatives and legislation, and the ‘Skillsmark’ Quality Framework.
1 Sector Context

1.1 Overview of the Justice Sector

Skills for Justice is the Sector Skills Council for the Justice Sector, representing the interests of around half a million employees and volunteers in England, Wales, Northern Ireland and Scotland.

Justice Sector workers are employed mostly through the Public Sector but with a significant number in the voluntary sector and a growing number in the private sector.

Justice Sector workers are employed in:

- Agencies working to prevent offending and re-offending by adults, children and young people including: the National Probation Service for England and Wales, the emerging National Offender Management Service (NOMS) in England and Wales, the Probation Board for Northern Ireland, Local Authority Social Work Departments in Scotland, the Youth Justice Board and Youth Offending Teams, and voluntary sector partners;
- Agencies working in the secure detention of adults, children and young people (including remanded, sentenced and immigration detainees) including: HM Prison Service in England and Wales, the Scottish Prison Service, the Northern Ireland Prison Service, private sector agencies, local authorities;
- Agencies working in secure escorting of adults, children and young people, and electronic monitoring;
- Policing, including police forces in England and Wales, Scotland, Northern Ireland, the Channel Islands and Isle of Man, and specialist forces including British Transport Police, MOD Police, National Crime Squad, and National Criminal Intelligence Service;
- Court management and administration including: HM Courts Services for England and Wales, the Northern Ireland Court Service, and the Scottish Court Service;
- Prosecution Services, such as the Crown Prosecution Service (CPS) in England and Wales, the Department of the Director of Public Prosecutions for Northern Ireland, and the Crown Office and Procurator Fiscal in Scotland;
- Agencies supporting victims, survivors and witnesses – with a significant number in the voluntary sector;
- The law enforcement teams of HM Revenue and Customs;
- Community Safety – in partnerships across statutory and voluntary sector.

Justice Sector organisations work towards the same over-arching purpose – the creation of a safe, just and stable society – in a context where multi-agency and partnership working is essential to achievement of that purpose. Improved public service delivery is a Government priority across the UK, and employers are under pressure to provide services that are innovative, lead to performance improvement and represent value for money. In the private sector there continues to be great emphasis on improvement in productivity, innovation and competitiveness. In addition, UK Governments are conducting an extensive reform of the delivery of criminal justice and social inclusion.
These factors have significant implications for the development, recruitment and retention of skilled and knowledgeable individuals – individuals who are able to deal with diverse and complex issues in an often pressurised and difficult environment, and communicate with a wide range of service users, colleagues and members of the public. Further information about the justice sector can be found within the ‘Occupational Map for Justice’ developed by Skills for Justice.

Figure 1 gives an indication of some of the linkages across the justice sector. Although it is recognised that this is a simplistic representation of what is a complex system, it does show some of the key relationships between areas of activity within the justice sector.

**Figure 1: Linkages across the Justice Sector**

1. **Crime and Disorder**
   - Reduction Partnerships and Community Safety Partnerships look to reduce the likelihood of crime occurring through measures such as social crime prevention, youth diversion, environmental protection and designing out crime.

2. **The individual may be released back into the community, where the Probation Service, Nacro and SOVA may be involved in resettlement.**

3. **When a crime has occurred, agencies work to reduce the social and psychological impact on victims and witnesses.**

4. **The Police may identify and arrest an individual.**

5. **Where custodial sentences are not appropriate, community sentences may be issued.**

6. **The Probation Service may prepare a report for Court, making proposals for sentencing.**

7. **The process of determining bail and placing people on remand takes place.**

8. **The individual may be sentenced to prison.**
A focus on one of the ellipses in the diagram gives further information on the depth and complexity of the justice sector, and the different agencies and processes that practitioners are likely to work with. For example, the italicised text in one of the ellipses (top right) shows the impact of crime on victims and witnesses: "When a crime has occurred, agencies work to reduce the social and psychological impact on victims and witnesses". Underpinning this complex area of activity are a whole range of agencies and processes, e.g.:

- Victim support
- Court system ‘witness care units’
- Family liaison officers
- Unpaid work from probation services
- Community safety
- Criminal injuries compensation
- Citizen Advice Bureau
- Restorative justice

Individuals working in this area are likely to work across a number of these agencies and processes in order to deliver the best possible service to victims, witnesses and other stakeholders.

1.2 Skills Needs

A great deal of research has been undertaken in recent years regarding skills shortages and skills gaps within the Justice Sector. The full range of current and previous Skills Foresight Reports can be found on the Skills for Justice website: www.skillsforjustice.com

1.3 The Role of Skills for Justice

Skills for Justice are the Sector Skills Council (SSC) covering all employers, employees and volunteers in the justice sector throughout the United Kingdom. SSCs are independent, UK-wide organisations licensed by the Secretary of State for Education and Skills, in consultation with Ministers in Scotland, Wales and Northern Ireland, to tackle the skills and productivity needs of their sector throughout the UK.

Sector Skills Councils actively involve employers in their work to:

- reduce skills gaps and shortages
- improve productivity, business and public service performance
- increase opportunities to boost the skills and productivity of everyone in the sector’s workforce, including action on equal opportunities
- improve learning supply, including apprenticeships, higher education and national occupational standards.

As a sector skills council, Skills for Justice is one of a network of organisations working with employers to raise the skills levels within their organisation. Skills for Justice has several work programmes that will help to achieve this.

Skills Foresight

This research programme identifies the skills needs, gaps and shortages within the justice sector. This information is used to help Skills for Justice develop the most appropriate tools and provide the most appropriate support to employers. It also shows the justice sector where they need to focus recruitment and/or training over the next few years so that they have a more skilled, and therefore more efficient workforce.
National occupational standards
Skills for Justice are responsible for setting and reviewing the national occupational standards for justice sector careers. The standards outline the level of knowledge, skills and understanding somebody working in a particular role must have in order to be competent. Standards are currently available for policing and law enforcement, community justice, youth justice and custodial care, and Skills for Justice will work with employers and key partner organisations to develop standards for other parts of the sector.

National qualifications
Skills for Justice encourages training providers who are developing courses to ensure that the programmes reflect the relevant national occupational standards. Because employers have been closely involved with developing the national occupational standards, training providers know that by basing their courses on the standards, they will be meeting the employers’ needs.

National frameworks
Skills for Justice have a range of tools, including competency frameworks, to support employers in using the national occupational standards effectively in the workplace. They can help employers develop job descriptions, identify training and development needs and review performance. From an individual perspective, the same tools can help somebody identify gaps in their knowledge or skills that they need to address in order to gain a promotion or change career.

Employer support
Skills for Justice have a dedicated implementation team working directly with employers and key partner organisations across the UK. The team has a dual role: gathering information about skills needs, gaps and shortages to feed into the Skills Foresight programme and raising awareness of Skills for Justice, products and services. Teams based in Northern Ireland, Scotland and Wales ensure that the specific needs of the sector in each country are considered and appropriately addressed.
2.1 Working in Partnership
The success of Foundation Degrees in the Justice Sector depends on the involvement of each of the following partners in the design and development process:

- employers
- providers
- potential learners
- Skills for Justice.

Other partners could include employee representatives such as Trade Unions and Trade Associations, and relevant Professional Bodies to ensure professional recognition of the qualification and to ensure appropriate progression routes.

It is essential that the partnership continues once a Foundation Degree has been developed and becomes operational. This will ensure the delivery of the work-based learning components and the on-going assurance of quality.

2.2 Essential Content of Justice Sector Foundation Degrees
In setting the aims and objectives of foundation degree programmes, providers should consider the value that the foundation degree approach is able to add over and above a vocational qualification based on the national occupational standards. Consideration should be given, in particular, to the descriptor for a qualification at Intermediate level in the QAA Framework for Higher Education Qualifications (FHEQ) which is provided in Appendix B.

Programme Aims
Students may be employed, or contemplating careers, in individual parts of the justice sector. An aim of the programme should be to develop in all students a contextual understanding of the justice sector as a whole, and the inter-relationships and interdependencies of its constituent parts, so as to prepare students for careers in which partnership working between different agencies will be of prime importance.

An aim of the programme should be to develop a capacity for conceptualisation, and to encourage students to develop conceptual frameworks within which to order knowledge and understanding, and to solve problems.

Programme Objectives
Regard should be had to the complexity of many roles within the justice sector. Overall programme objectives should include the development of the cognitive skills of analysis, synthesis and evaluation. Students should be encouraged to apply these skills to the solution of work-based problems.
An overall programme objective should be the development of leadership skills. Most justice sector roles involve the application of leadership skills, often outside the formal framework of line management structures. Leadership may have to be exercised in the community, in managing critical incidents, and in managing and motivating those who have been deprived of their liberty.

In setting aims and objectives, regard should be had to the likely composition of the student intake. In some cases, students may be undertaking their first formal learning since leaving school, and the initial demands of the programme should reflect this. In other cases, students may be following the programme as a part of work based training or personal development. Some of those recruited may already be graduates, or may have significant learning achievement from previous employment. For such students, more challenging objectives may be appropriate.

Learning Outcomes

Employers and other stakeholders within the Justice Sector have identified a series of content themes that are considered essential to Foundation Degrees in this area. These themes indicate the skills, knowledge and understanding that Foundation Degree students need to achieve by the end of their course in order to make a valuable contribution in the workplace. Within the broad aims and objectives of programmes, learning outcomes should be set that reflect these content themes, and the relevant national occupational standards.

Table 1 (see next page) lists the core themes and learning outcomes considered core to all Foundation Degrees in the Justice Sector. It is expected that these themes will be supplemented by content determined at a local level in accordance with the particular aims and objectives of each Foundation Degree programme. It is also anticipated that different programmes might give different weightings to each of the themes identified, again in accordance with programme aims and objectives.
Table 1: Indicative Core Content for Justice Sector Foundation Degrees

<table>
<thead>
<tr>
<th>CORE THEMES</th>
<th>GENERIC LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUSTICE SECTOR CONTEXT</td>
<td>Learners will be able to:</td>
</tr>
<tr>
<td></td>
<td>• demonstrate an understanding of the purpose, structure and evolution of the sector</td>
</tr>
<tr>
<td></td>
<td>• evaluate the interface between the Justice Sector and other sectors (such as health and education) and society as a whole</td>
</tr>
<tr>
<td></td>
<td>• demonstrate an awareness of current trends and drivers, and evaluate their impact on policy and practice.</td>
</tr>
<tr>
<td>LEGAL FRAMEWORK</td>
<td>Learners will be able to:</td>
</tr>
<tr>
<td></td>
<td>• demonstrate an understanding of the main provisions of legislation that relates to employment within the sector e.g. Health and Safety at Work, Data Protection, Human Rights</td>
</tr>
<tr>
<td></td>
<td>• demonstrate an understanding of the main provisions of legislation that relates to work within the particular sub-sector(s) addressed by the Foundation Degree e.g. Criminal Justice Act, Children’s Act.</td>
</tr>
<tr>
<td>PARTNERSHIP AND MULTI-AGENCY WORKING</td>
<td>Learners will be able to:</td>
</tr>
<tr>
<td></td>
<td>• demonstrate an understanding of the ways in which the component parts of the sector interrelate</td>
</tr>
<tr>
<td></td>
<td>• evaluate the role of partnership and multi-agency working in achieving sector goals</td>
</tr>
<tr>
<td></td>
<td>• assess barriers to partnership working across component parts of the sector.</td>
</tr>
<tr>
<td>THE IMPACT OF CRIME</td>
<td>Learners will be able to:</td>
</tr>
<tr>
<td></td>
<td>• evaluate the means by which community safety and social inclusion are promoted</td>
</tr>
<tr>
<td></td>
<td>• demonstrate an understanding of the impact of crime on: victims, survivors, witnesses, the community, secondary victimisation.</td>
</tr>
<tr>
<td>OFFENDING BEHAVIOUR</td>
<td>Learners will be able to:</td>
</tr>
<tr>
<td></td>
<td>• assess the causes of offending behaviour</td>
</tr>
<tr>
<td></td>
<td>• evaluate approaches to assessing, challenging and managing offending behaviour.</td>
</tr>
</tbody>
</table>
### CORE THEMES

#### HUMAN RIGHTS, VALUES AND ETHICS

Learners will be able to:
- assess the practical application of Human Rights legislation in the sector
- evaluate the values that underpin work within the sector (e.g. fairness, proportionality) and how common values are interpreted differently across the sector according to professional traditions and working contexts
- demonstrate an understanding of the ethical standards to which organisations and individuals are expected to adhere.

#### EQUALITY AND DIVERSITY

Learners will be able to:
- demonstrate an understanding of the issues relating to equality and diversity within the sector
- assess the impact of these issues on their work and on society as a whole.

#### RISK ASSESSMENT AND MANAGEMENT

Learners will be able to:
- demonstrate an understanding of the principles of risk assessment and management within the Justice Sector context e.g. risk of harm, risk of offending.

#### EFFECTIVE SERVICE DELIVERY

Learners will be able to:
- demonstrate an awareness of the ways in which public, voluntary and private organisations in the sector work to improve service delivery and meet client needs e.g. evidence-based approaches
- demonstrate an understanding of the importance of taking a client-centred approach, and of the ways in which effective client relationships can be built and maintained
- demonstrate an awareness of the ways in which effective service delivery and value for money can be measured and evaluated (and the issues/problems associated with this)
- demonstrate an awareness of the ways in which technology influences procedures and practices.
<table>
<thead>
<tr>
<th>CORE THEMES</th>
<th>GENERIC LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNICATION, INTERPERSONAL SKILLS</td>
<td>Learners will be able to demonstrate communication and interpersonal skills relevant to their role in the sector, e.g.</td>
</tr>
<tr>
<td></td>
<td>• interviewing</td>
</tr>
<tr>
<td></td>
<td>• negotiation and influencing</td>
</tr>
<tr>
<td></td>
<td>• written communication, including report writing</td>
</tr>
<tr>
<td></td>
<td>• team working</td>
</tr>
<tr>
<td></td>
<td>• the use of relevant technology</td>
</tr>
<tr>
<td>REFLECTIVE PRACTICE AND PROFESSIONAL DEVELOPMENT</td>
<td>Learners will be able to:</td>
</tr>
<tr>
<td></td>
<td>• reflect on their work and practices, and identify opportunities for improvement</td>
</tr>
<tr>
<td></td>
<td>• identify, and take responsibility for, their own learning and professional development needs</td>
</tr>
<tr>
<td></td>
<td>• demonstrate an awareness of how discretion and judgement should be used in their role.</td>
</tr>
<tr>
<td>LEADERSHIP</td>
<td>Learners will be able to:</td>
</tr>
<tr>
<td></td>
<td>• demonstrate an understanding of the role of good leadership in achieving the sector's objectives and managing change</td>
</tr>
<tr>
<td></td>
<td>• demonstrate leadership skills relevant to employment in the sector.</td>
</tr>
</tbody>
</table>
Foundation Degrees and ‘Skillsmark’
Accreditation of foundation degree programmes against the ‘Skillsmark’ criteria (see section 5.1) is an important means of demonstrating that a qualification is fit for purpose. Within the scope of this overall framework, different foundation degrees will cater for different target groups. Some programmes will aim specifically at a defined group, such as police recruits. Others may cater for a more mixed group, not all of whom may be in employment within the sector, and who may have career aspirations in several different parts of the sector.

To achieve Skillsmark, the programme provider will have to meet the overall ‘Skillsmark’ criteria. The programme provider will need to show that it has based its curriculum on the national occupational standards that are relevant to its target group of learners, and that the core themes are incorporated appropriately (whether pervasively through several modules or as free standing elements). It will also need to show that the integration of work based and other learning is appropriate to the employment status of learners in the target group.

This approach allows flexibility in programme design, within the overall framework, whilst providing assurance that the overall programme is fit for the purpose of meeting employment needs.

2.3 Relationship to National Occupational Standards
Skills for Justice are responsible for setting and reviewing the National Occupational Standards (NOS) for justice sector careers. The standards specify the level of skills, knowledge and understanding that somebody working in a particular role must have in order to be competent. National Occupational Standards are available for:

- Policing and Law Enforcement
- Community Justice
- Youth Justice
- Custodial Care.

Skills for Justice are also working with employers and key partner organisations to identify NOS that are relevant to courts services. Further information can be found on the Skills for Justice website – www.skillsforjustice.com

Developers of Foundation Degrees in the Justice Sector must make reference to existing National Occupational Standards at all levels as appropriate. Appendix C lists all of the current NOS that relate to the Justice Sector. However, a number of NOS have been identified as of particular relevance to the core themes outlined in Table 1 and these are listed in Appendix D of this report. Foundation Degree programmes should make reference to these as appropriate, and to any other NOS that relate to the curriculum. It is important to note that the NOS relevant to Police Probationer Training have been agreed nationally and are provided in Appendix E. In addition, the Children’s Workforce Unit (CWU) at the Department for Education and Skills has developed common core units. These common core units will form the foundation of training for individuals working with children and young people, and are outlined in Appendix F.
Developers should be aware that NOS are reviewed and updated periodically. For example, the standards for Community Justice and Custodial Care are currently under review and revised NOS in these areas will be available early in 2006. When developing Foundation Degree programmes you must ensure that you are working with the latest versions of the standards and should check their status with the originating body (whether it be Skills for Justice or other standards setting bodies such as the Employment NTO or Management Standards Unit).

2.4 Key Skills

Key Skills are essential skills which learners need in order to function effectively as members of a flexible, adaptable and competitive workforce. Given the potentially wide range of prior learning experiences that foundation degree students will possess, providers will need to assess the key skills development requirements of each student.

Key skills can be developed in various ways. Some foundation degree students are likely to have acquired key skills through previous academic or work-based learning. For others, there should be opportunities to develop key skills through components of the foundation degree. Students for whom the foundation degree is their first experience of formal education since leaving school may find it helpful to use the QCA key skill specifications and associated assessments. For all students, the key skill of problem solving is an overall objective of the foundation degree programme.

In addition to the development of problem solving skills, foundation degree students should be competent in:

- Communication skills
- Numeracy skills
- Information and communication technology skills
- Interpersonal/teamwork skills
- Self management and professional development skills

Competence in the individual key skill areas should be at no less than level 3.

From 2005, universities expect each student to produce a Personal Development Plan as part of a Student Progress file which will enable them to reflect on and record their skills in the following: knowledge and understanding, analysis, synthesis and creativity, evaluation, interactive and group skills, self-appraisal and reflection on practice, planning and management of learning, problem solving, communication and presentation, practical and psychomotor skills. This will provide a bona fide alternative to the QCA Key Skills mentioned above.
3 Delivery

3.1 Initial Assessment and Accreditation of Prior Experiential Learning
Learners will need to undergo initial assessment to ensure their suitability for the programme, the occupational sector and their potential for achieving the learning outcomes. The provider and/or employer can carry out initial assessment as appropriate. If, for example, a police force recruits an individual for a probationer-training programme that leads to the award of a Foundation Degree, and their recruitment process includes the assessment described above, it is not necessary for the provider to repeat it.

In addition, accreditation of prior experiential learning (APEL) should be undertaken to determine what qualifications, skills and competences the learner already possesses and how these relate to the requirements of the Foundation Degree. This allows learners without the formal educational entry requirements to be admitted to programmes and may also allow for exemptions to be granted. HEFCE strongly recommends that partnerships offering Foundation Degrees should agree and apply common arrangements for APEL.

If it emerges that learners do not possess the necessary skills and abilities, then access training should be made available to them. This may be particularly pertinent to those from non-traditional entry routes. For example, common issues include a lack of confidence in the use of ICT and/or inadequate study skills; in such cases, learners should be encouraged to undergo some preparatory training before starting the Foundation Degree programme.

3.2 Mode of Delivery
Foundation Degrees in the Justice Sector are likely to appeal to a broad range of potential learners, including those in relevant employment seeking a part-time route to a qualification and those able to study full-time. As such it is inadvisable to prescribe the use of one mode of delivery over another. However, in all cases, the mode of delivery must be flexible and appropriate to the target market.

The choice of delivery mode may be influenced by local employers in order to address the needs of their employees.

One of the key requirements of Foundation Degrees is that employers play an active part in delivery. This may take many forms, including participation in the delivery of work-based components, the provision of student placements, and the assessment of students within the workplace.

3.3 Mode of Learning and Learning Agreements
It is likely that a variety of modes of learning will be appropriate. These could range from the more traditional lecture-based delivery to distance learning. Students should engage in a variety of learning activities that encourage them to develop a variety of skills and knowledge appropriate to the required learning outcomes.

The mode of learning should be compatible with the method of delivery and recognise that students will join programmes with a variety of educational backgrounds. For this reason, it is likely that there will be more emphasis on tutor support for learning in the early stages of a Foundation Degree programme.
Where distance learning is used, it should be combined with other modes of learning and should be properly supported, with students given structured access to tutors and learning resources.

It is vital that a tri-partite learning agreement is established between the student, employer and provider prior to the start of the programme. The learning agreement will detail:

- the outcomes that the student has already achieved
- the outcomes that are still required as part of the Foundation Degree programme
- an outline of timescales
- the methods chosen for reviewing progress
- and include a disclaimer asking for the student’s consent to share relevant data with other agencies.

Where a number of HE/FE providers work together to deliver a Foundation Degree, they must formally agree individual responsibilities for delivering learning, and this information must be shared with employers and students (cf. QAA Codes of Practice for the Assurance of Academic Quality and Standards in Higher Education; Section 2 – Collaborative Provision).

### 3.4 Work-based Learning

The degree must include work-based learning. Work-based learning should provide structured learning opportunities to stimulate critical reflection on what is being learnt in the workplace. Work-based learning is also a necessary preparation for the work-based assessment of the competences embodied in National Occupational Standards.

Work-based learning must be appropriate to the sector and type of employer. It must relate to the essential content of Justice Sector Foundation Degrees as defined in Section 2.2, and be informed by the requirements of the relevant National Occupational Standards listed in the Appendices. Work-based learning within Foundation Degrees can take many forms, and the key consideration is to select approaches that are appropriate to the learning outcome(s). Table 2 (see next page) outlines a number of possible models of work-based learning.

It is beneficial if employers are involved in the delivery and assessment of the programme and the monitoring of students, particularly within the workplace. However, many institutions have been challenged by the requirement to integrate work-based learning into Foundation Degrees, and by the role of employers in assessment. To help clarify roles and expectations, a learning agreement for all work-based activities must be agreed with the employer, student and provider prior to commencement. Further guidance about such arrangements can be found in QAA Codes of Practice for the Assurance of Academic Quality and Standards in Higher Education: Section 9 – Placement Learning.

---

1 Foundation Degree Task Force Report to Ministers, DfES (September 2004)
The amount of work-based learning will vary from course to course, and will be influenced by subject matter, the type of student and the mode of delivery. For example, on a single employer day-release course it may be easier to incorporate work-based learning than it would be on a part-time evening only course whose students do not currently work within the Justice Sector.

Employers have a key role to play in assessing, or supporting the assessment of, work-based activities by providing and validating evidence of achievements in the workplace. It is recommended that workplace assessors are qualified, or are working towards qualification, in A1 (‘Assess candidates using a range of methods’). Where employers do not have the resources or skills to perform assessment of work-based activities, providers should consider training employers in assessment techniques or using external or in-house assessors. In all cases, workplace assessors must be occupationally competent in the areas they assess.

Table 2: Models of Work-based Learning in Foundation Degrees

<table>
<thead>
<tr>
<th>Model</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIMULATION</td>
<td>Simulation is typically used when actual work-place experience is impossible because of, for example, health and safety, age restrictions, or when the incidents on which assessment is to be based occur infrequently. Simulations should reflect, as far as possible, the conditions present in a real work environment. The outcomes of simulation should be clearly defined, with assessment being undertaken by the course team.</td>
</tr>
<tr>
<td>PLACEMENT</td>
<td>This model is based on a defined project or work role undertaken on a temporary or short-term basis. The outcomes must be defined at the outset and can be either context specific (negotiated) or pre-set (e.g. over-arching issues such as customer care, equal opportunities). The course team with supporting evidence provided by the employer carries out assessment.</td>
</tr>
<tr>
<td>WBL MODULE</td>
<td>A work-based learning module can be linked either to a placement or located in a continuous work environment. Module outcomes can be generic (e.g. based on the learner’s ability of reflect on work practice) or specific (e.g. partnership working, risk assessment). Assessment is shared jointly by the employer and course team, with the final judgement made by the delivering institution.</td>
</tr>
<tr>
<td>MODULE-EMBEDDED WBL</td>
<td>In this approach, each module has embedded learning outcomes that relate to the workplace (as distinct from academic skills and knowledge). Assessment methods will reflect this dual approach and will involve both employer and course team.</td>
</tr>
</tbody>
</table>
3.5 Responsibilities

Students
Students must demonstrate an understanding of the Foundation Degree programme, and be committed to achieving the outcomes of the Learning Agreement. They must also abide by the terms and conditions of the work placement or work experience in agreement with the employer. Students should agree to:

- Apply themselves to their training and assessment, by attending courses and designated work experience, being prepared for assessment, and actively participating in the planning and reviewing of their programme.
- Take responsibility for their learning and development.
- Behave in a considerate and responsible manner, with due regard to their own and others’ equality of opportunity, and to the health and safety of others and themselves in their working and learning environment.
- Be aware of their responsibilities towards the employer who is providing the work placement or work experience, and to clients and/or members of the public with whom they will have contact.

Providers
Providers have a key role to play in the successful implementation of the Foundation Degree programme. They should:

- Ensure that all staff members involved in the delivery of the Foundation Degree have access to copies of the full framework documents, National Occupational Standards, and any other supporting literature and understand the specific requirements of the course.
- Ensure that all aspects of the programme are delivered with reference to the framework requirements and the quality standards laid down by QAA.
- Ensure that particular attention is paid to the integration of all aspects of the programme to ensure a developmental and coherent experience for students.
- Discuss the content of the Learning Agreement with the employer and student.
- Work closely with the employer and student to ensure that the learning is meeting their needs.
- Assess the student to establish standards are met and to encourage the best possible performance.

Employers
Employers are responsible for providing students with opportunities to learn in their workplace. The employer should provide the student with a working environment and work activities, within which it is possible for them to achieve the objectives of the course. Employers must be prepared to:

- Take an active part in the recruitment of students for work placements.
- Agree and regularly update a Learning Agreement with students and training providers.
- Provide an induction for the learner to the workplace.
- Take overall responsibility for students’ work for the duration of work experience periods.
- Ensure that students are treated in accordance with agreed terms and conditions
- Undertake legal and contractual responsibilities for the Health and Safety of students.
- Ensure conformity with Equal Opportunities legislation
- Contribute to the management and review of the course.
Skills for Justice

Skills for Justice has a key role to play as a conduit between employers and providers, and for ensuring that the needs of employers are reflected in the design and delivery of Foundation Degrees in the sector. Skills for Justice will:

- Research and make available data relating to skills needs and gaps within the Justice Sector
- Develop, review and promote National Occupational Standards relevant to Justice Sector occupations
- Log the development, and monitor uptake, of Justice Sector Foundation Degrees
- Publicise, and conduct periodic reviews of, this Foundation Degree Framework
- Encourage providers to seek recognition and endorsement of their Foundation Degree programmes against the Skills for Justice Quality Framework ('Skillsmark')

3.6 Work-based Mentoring and Coaching

It is advisable for employers to set up a mentoring and coaching relationship between a staff member and students. Students will benefit from having an experienced colleague to talk to during their training and this increases their chances of successfully completing the work-based element of the programme. Organisations gain because they are not only able to retain the student, but may also find this a useful way of offering personal development to experienced members of staff, who would like to further develop their mentoring, coaching and feedback skills.

3.7 Assessment

The purpose of assessment is to determine the students' performance in relation to the learning outcomes of the degree programme. Assessment can be diagnostic, formative or summative and could include, for example: competency based assessment (e.g. portfolio, observation by assessor), examinations, employer feedback (e.g. competency and knowledge), case studies, presentations, project work, simulations, role play, peer review, self-assessment etc. Providers and employers are encouraged to be imaginative and flexible in their approach to assessment whilst adopting methods that are valid, reliable and fit-for-purpose.

There is no requirement for Foundation Degrees in the Justice Sector to include an element of examination assessment. However, subject to the considerations outlined above, written exams may be an appropriate way to assess some higher-level knowledge, understanding and critical reasoning.

Further guidance on assessment can be found in QAA Codes of Practice for the Assurance of Academic Quality and Standards in Higher Education: Section 6 – Assessment of Students.

3.8 Student Tracking and Monitoring

During the Foundation Degree programme, the provider should monitor the student’s progress and ensure the continued commitment of all parties to the programme. Providers should obtain written consent from students for their grades to be released to their employer or other sponsoring organisation.

Skills for Justice will request evidence from providers of their student tracking and monitoring procedures. In addition, providers should provide data to show the reasons for non-completion and the destination of students once they have completed the programme.
4 Progression

4.1 Progression Routes into Foundation Degrees

Foundation Degree students are likely to have a broad range of experience and/or qualifications. Figure 2 (below) shows the positioning of the Foundation Degree within the overall qualifications infrastructure, and provides examples of the progression routes into Foundation Degree programmes.

The provider, in consultation with employer partner(s), will determine the criteria for admission to a Foundation Degree. Whilst applicants are likely to be at least 18 years of age, there will be mature applicants and no upper age limit should be specified. The admissions criteria for a foundation degree must clearly state the entry requirements.

Providers will have their own rules about the interviewing of applicants but should reflect industry practice. Whatever selection mechanisms are used, they must ensure that applicants are capable of handling the particular modes of study of the course. For mature students, and those with workplace experience, APEL procedures must be in place.

4.2 Progression Routes from Foundation Degrees

Students who successfully complete a Foundation Degree may progress onto further programmes of study, achieve promotion or move into new job roles. Figure 2 (below) shows the positioning of the Foundation Degree within the overall qualifications infrastructure, and provides examples of the qualification progression pathways from Foundation Degree programmes.

A Foundation Degree is an award in its own right and some students may decide to cease further study at this point. The Foundation Degree is at level 1 (intermediate) but should have an exit point after the successful completion of the equivalent of one-year full-time study (level C) when a certificate is awarded.
For those students wishing to extend their study there should be a route to an appropriate Honours Degree (level H) or other qualification. However, it is important that the design of Foundation Degree programmes is not skewed to allow progression onto an unrelated or partially related Honours Degree. The accurate reflection of employer needs is of paramount importance.

### 4.3 Credit Accumulation and Transfer

Where credit points (CATS) are in use, Foundation Degrees are equivalent to 240 credit points. These must be a combination of Level C and Level I modules, with a minimum of 120 at level I.
5.1 Requirements

The process of quality assurance must be consistent with the external quality assurance requirements of the Quality Assurance Agency (QAA) as set out in the QAA Codes of Practice for the Assurance of Academic Quality and Standards in Higher Education, and with the Skills for Justice Skillsmark Quality Framework.

Skillsmark is consistent with the QAA requirements, but places a particular emphasis on those aspects of quality assurance procedures that are important to programmes delivered in partnership with employers.

The Skillsmark recognition process concerns itself with institutional procedures for the design, approval, delivery and evaluation of provision. Skillsmark endorsement of individual programmes is concerned with the appropriateness of aims, objectives and learning outcomes, with the effectiveness of the curriculum and learning opportunities, with the effectiveness of teaching, with the validity and reliability of assessment, and with the adequacy of resources. Through this mechanism, providers will demonstrate that their programme meets the needs of employers, including appropriate mapping against National Occupational Standards (NOS) and the use of work-based learning that is fit-for-purpose.

Providers will need to be able to demonstrate that there are effective procedures in place to secure and act upon feedback from students and employers, and to ensure that partnership with employers is a reality. Employers must be closely involved with the monitoring and review of Foundation Degree programmes, as well as their development. Employer input will be particularly important when making judgements about how well the acquisition of Foundation Degrees relates to improved service delivery in the sector. Some employers will also have to adhere to other quality assurance requirements for the training and development of their staff, and these should dovetail with the QAA requirements mentioned above.

Where the providing institution is different from the awarding institution, each partner organisation must be aware of their particular roles and responsibilities. The requirements are set out in QAA Codes of Practice for the Assurance of Academic Quality and Standards in Higher Education; Section 2 – Collaborative Provision.

Providers of Foundation Degrees in the Justice Sector who are able to demonstrate that their procedures and programmes meet the requirements of the Skills for Justice Quality Framework may use the Skillsmark kitemark.

The purpose of the Quality Framework is to provide a quality mark that recognises providers and endorses programmes and courses of learning. Endorsed programmes must be based on the national occupational standards, where they exist, and show how employers have been involved in their development. Skills for Justice will provide information to the sector, particularly those purchasing education and training, identifying which providers are recognised and which programmes/courses are endorsed. The Quality Framework will be launched from April 2005 by a managed introduction with a limited number of organisations. Further information can be found at the Skills for Justice website: www.skillsforjustice.com
6 Communication

6.1 Promoting Access and Participation

Communication and promotion of the Foundation Degree is fundamental to the overall success of any programme. As such, partners should collectively design the communication strategy and help maximise awareness of the programme to ensure a sustained market for the programme by taking into consideration:

- the market need and potential demand for the foundation degree
- what the learner will need to do/know
- what the employer will need to do/know
- the anticipated number of existing employees as potential learners
- the anticipated number of new learners required
- innovative approaches to widening participation.

Typical methods of communicating Foundation Degrees include:

- course prospectuses
- website links
- open days
- marketing and publicity
- conferences/workshops/employer forums
- courses e.g. course prospectus
- learning and training IAG services.
7 Evaluation

7.1 Evaluation of the Foundation Degree Framework
The Foundation Degree Framework will be continuously evaluated by Skills for Justice.

7.2 Evaluation of Foundation Degrees in Justice
Providers will need to consider appropriate methods for involving learners, employers and teaching staff in the evaluation of Foundation Degrees at both module level and programme level. For example, a recognised approach involves the establishment of a course management board involving the partners and which includes elected student representatives; the board should meet on a regular basis to identify and resolve issues relating to the course.

Skills for Justice will seek information from providers in order to evaluate the success of Foundation Degrees in the sector, for example in terms of recruitment, retention, student and employer feedback, employment opportunities and so on. Skills for Justice are keen to promote success and invite all institutions that offer Foundation Degrees in the sector to register their programme with the Sector Skills Council. A registration form can be found on the Skills for Justice website (www.skillsforjustice.com – follow the links for ‘our work’ and ‘foundation degrees’).
Appendix A: The NQF and FHEQ

<table>
<thead>
<tr>
<th>Original Levels</th>
<th>Revised Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Level 5 NVQ*</td>
<td>Specialist awards</td>
</tr>
<tr>
<td>Level 5 Diploma</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Level 7 Diploma</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Level 4 NVQ*</td>
<td>Level 6 Diploma</td>
</tr>
<tr>
<td>Level 4 Diploma</td>
<td></td>
</tr>
<tr>
<td>Level 4 BTEC HND</td>
<td>Level 5 BTEC HND</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Level 4 Certificate</td>
<td>Level 4 Certificate</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>(There is no change to Level 3 in the revised NQF)</td>
<td></td>
</tr>
<tr>
<td>Level 3 Certificate</td>
<td>Level 3 NVQ</td>
</tr>
<tr>
<td>Level 3 A Levels</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>(There is no change to Level 2 in the revised NQF)</td>
<td></td>
</tr>
<tr>
<td>Level 2 Diploma</td>
<td>Level 2 NVQ</td>
</tr>
<tr>
<td>Level 2 GCSEs Grades A*-C</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>(There is no change to Level 1 in the revised NQF)</td>
<td></td>
</tr>
<tr>
<td>Level 1 Certificate</td>
<td>Level 1 NVQ</td>
</tr>
<tr>
<td>Level 1 GCSEs Grade D-G</td>
<td></td>
</tr>
<tr>
<td>Entry</td>
<td></td>
</tr>
<tr>
<td>(There is no change to Entry level in the revised NQF)</td>
<td></td>
</tr>
<tr>
<td>Entry Level Certificate</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FRAMEWORK FOR HIGHER EDUCATION QUALIFICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>D (Doctoral) Doctorates</td>
</tr>
<tr>
<td>M (Masters) Masters Degrees, Postgraduate Certificates and Diplomas</td>
</tr>
<tr>
<td>H (Honours) Bachelors Degrees, Graduate Certificates and Diplomas</td>
</tr>
<tr>
<td>I (Intermediate) Foundation Degrees, Diplomas of Higher and Further Education, Higher National Diplomas</td>
</tr>
<tr>
<td>C (Certificate) Certificates of Higher Education</td>
</tr>
</tbody>
</table>

Comparison of original and revised NQF with broad indications on FHEQ levels (QCA, 2004)

* Revised levels are not currently being implemented for NVQs at level 4 and 5.
Appendix B: Descriptor for Intermediate Level Qualifications (FHEQ)

Non-Honours degrees are awarded to students who have demonstrated:

(i) knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed;

(ii) ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;

(iii) knowledge of the main methods of enquiry in their subjects(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in their field of study;

(iv) an understanding of the limitations of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Typically, holders of the qualification will be able to:

(a) use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;

(b) effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;

(c) undertake further training, develop existing skills, and acquire new competences that will enable them to assume significant responsibility within organisations;

and will have:

(d) qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.
Appendix C: National Occupational Standards for Justice

**Police Units**

1A1 Use police actions in a fair and justified way

1A2 Communicate effectively with members of communities

1A3 Use financial investigation powers in a fair and justified way

1A4 Foster people's equality, diversity and rights (CSC O1)

1A5 Promote people's equality, diversity and rights (CSC O2)

1B1 Identify, monitor and respond to community issues

1B2 Prepare and implement an action plan to reduce community tension

1B3 Develop and maintain links with community contacts

1B4 Determine the concerns and priorities of communities in relation to safety, social inclusion and the prevention and reduction of crime and anti-social behaviour (CJNTO B101)

1B5 Evaluate, prioritise and review demands for services (CJNTO A215)

1B6 Plan, implement and evaluate action targeted to address identified problems with community safety and social inclusion (CJNTO B105)

1B7 Facilitate collaborative action by stakeholders to improve environments and practices to promote community safety and social inclusion (CJNTO B202)

1B8 Enable individuals to physically secure environments from crime and anti-social behaviour (CJNTO B204)

1B9 Provide initial support to individuals affected by offending or anti-social behaviour and assess their needs for further support (CJNTO C102)

1B10 Support individuals with difficult or potentially difficult relationships (CSC W5)

1B11 Contribute to resolving community issues

1B12 Design out crime

1C1 Enable groups, communities and organisations to address issues which affect community safety and social inclusion (CJNTO B104)

1C2 Contribute to developing awareness and community action in relation to crime (CJNTO B103)

1D1 Plan and deliver reprimands and final warnings

1D2 Prepare individuals for restorative process (YJ A302)

1D3 Facilitate and evaluate restorative processes (YJ A303)

1D4 Contribute to the protection of children and young people from abuse (CJNTO E202)

1D5 Help children and young people address their offending behaviour (CJNTO D301)

**Note** - National Occupational Standards are subject to periodic review. Those listed are current at the time of publication. Please refer to www.skillsforjustice.com for updates.
1D6 Model behaviour and relationships with children and young people which recognises the impact of crime on victims and communities (YJ A410)

1E1 Respond to road related incidents, hazards, offences and collisions

1E2 Provide a vehicle escort for the safe passage of other road users

1E3 Prepare and drive police vehicles

1E4 Deal safely and effectively with vehicles which fail to stop

1E5 Contribute to road safety

2A1 Gather and submit information that has the potential to support policing objectives

2A2 Evaluate information to determine its intelligence potential

2A3 Conduct intelligence driven briefing, tasking and debriefing

2B1 Set, monitor and review strategies for policing operations

2B2 Formulate, monitor and review tactics to achieve strategic objectives for policing operations

2B3 Plan and deploy resources for policing operations

2B4 Determine and review authorisations

2B5 Identify and manage operational threats and risks

2B6 Plan policing operations

2B7 Prepare for, monitor and maintain, policing operations

2C1 Provide an initial police response to incidents

2C2 Prepare for, and participate in, planned policing operations

2C3 Arrest, detain or report individuals

2C4 Minimise and deal with aggressive and abusive behaviour (CCNTO 002)

2C5 Contribute to providing an initial response to incidents

2C6 Contribute to planned policing operations

2D1 Contribute to the resolution of policing operations by providing a firearms capability

2E1 Recruit and handle covert human intelligence sources

2E2 Control and manage covert human intelligence sources

2F1 Conduct covert foot surveillance operations

2F2 Conduct covert mobile surveillance operations

2F3 Plan, prepare and occupy static covert observation posts for surveillance operations

2G1 Manage major investigations

2G2 Conduct investigations

2G3 Plan and conduct allocated investigations

2G4 Finalise investigations

2G5 Plan and conduct financial investigations

2G6 Plan and conduct road collision investigations

2H1 Interview victims and witnesses

---

Note: National Occupational Standards are subject to periodic review. Those listed are current at the time of publication. Please refer to www.skillsforjustice.com for updates.
2H2 Interview suspects

2H3 Plan, conduct and evaluate interviews with victims and witnesses, for dedicated investigations

2H4 Plan, conduct and evaluate interviews with suspects, for dedicated investigations

2H5 Plan, conduct and evaluate specialist interviews with victims and witnesses

2H6 Plan, conduct and evaluate specialist interviews with suspects

2H7 Manage and co-ordinate interviews for complex or major investigations

2I1 Search individuals

2I2 Search vehicles, premises and land

2J1 Prepare and submit case files

2J2 Present evidence in court and at other hearings

2J3 Present information to courts or other hearings

2K1 Escort detained persons

2K2 Present detained persons to custody

2K3 Authorise and manage police detention

2K4 Assist with the detention of detained persons

2L1 Enable individuals to take appropriate measures to secure environments from terrorism

2L2 Prepare for, and participate in, a chemical, biological, radiological or nuclear (CBRN) incident or operation

3A1 Address the needs of callers (e-skills 0602)

3A2 Develop and maintain supportive relationships with telephone callers (e-skills 0603)

3A3 Contribute to developing and maintaining positive caller relationships (e-skills 0601)

3A4 Make arrangements on behalf of callers (e-skills 0606)

3A5 Contribute to the handling of incidents and resources (e-skills 0621)

3A6 Process telephone calls (e-skills 0617)

3B1 Receive, transmit, store and retrieve information (CSC CU5)

3C1 Support the use of information technology (CFA 213)

3H1 Analyse, compare and evaluate friction ridge detail

3H2 Analyse, compare and evaluate fingerprints against prints held in files and databases

3H3 Verify fingerprint identifications

3H4 Start the crime scene investigation process

3H5 Attend and control the crime scene

3H6 Examine the scene and collect evidence

3H7 Package, store and transport items of evidence

3H8 Evaluate the crime scene investigation

4A1 Establish strategies to guide the work of your organisation (MCI A7)
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4A2</td>
<td>Evaluate and improve organisational performance (MCI A8)</td>
</tr>
<tr>
<td>4A3</td>
<td>Manage change in organisational activities (MCI A5)</td>
</tr>
<tr>
<td>4A4</td>
<td>Manage the use of physical resources (MCI B2)</td>
</tr>
<tr>
<td>4A5</td>
<td>Manage the use of financial resources (MCI B3)</td>
</tr>
<tr>
<td>4A6</td>
<td>Assess, negotiate and secure sources of funding (Lantra CU99)</td>
</tr>
<tr>
<td>4A7</td>
<td>Maintain activities to meet requirements (MCI A1)</td>
</tr>
<tr>
<td>4A8</td>
<td>Manage activities to meet requirements (MCI A2)</td>
</tr>
<tr>
<td>4A9</td>
<td>Manage activities to meet customer requirements (MCI A3)</td>
</tr>
<tr>
<td>4A10</td>
<td>Contribute to improvements at work (MCI A4)</td>
</tr>
<tr>
<td>4A11</td>
<td>Review external and internal operating environments (MCI A6)</td>
</tr>
<tr>
<td>4A12</td>
<td>Support the efficient use of resources (MCI B1)</td>
</tr>
<tr>
<td>4A13</td>
<td>Determine the effective use of resources (MCI B4)</td>
</tr>
<tr>
<td>4A14</td>
<td>Secure financial resources for your organisation’s plans (MCI B5)</td>
</tr>
<tr>
<td>4A15</td>
<td>Manage information for action (MCI D1)</td>
</tr>
<tr>
<td>4A16</td>
<td>Provide information to support decision making (MCI D4)</td>
</tr>
<tr>
<td>4A17</td>
<td>Use information to take critical decisions (MCI D6)</td>
</tr>
<tr>
<td>4B1</td>
<td>Develop a strategy and plan for recruitment and selection (ENTO P3)</td>
</tr>
<tr>
<td>4B2</td>
<td>Develop a strategy and plan for the promotion of equality of opportunity and diversity (ENTO P8)</td>
</tr>
<tr>
<td>4B3</td>
<td>Design, deliver and evaluate procedures to promote equality of opportunity and diversity (ENTO P24)</td>
</tr>
<tr>
<td>4C1</td>
<td>Develop one’s own knowledge and practice (CSC CU7)</td>
</tr>
<tr>
<td>4C2</td>
<td>Contribute to the development and effectiveness of work teams (CSC CU9)</td>
</tr>
<tr>
<td>4C3</td>
<td>Assessing candidates using a range of methods (ENTO A1)</td>
</tr>
<tr>
<td>4C4</td>
<td>Conducting internal quality assurance of the assessment process (ENTO V1)</td>
</tr>
<tr>
<td>4C5</td>
<td>Enable individual learning through coaching (ENTO L12)</td>
</tr>
<tr>
<td>4C6</td>
<td>Design, deliver and evaluate learning and development procedures (ENTO P23)</td>
</tr>
<tr>
<td>4C7</td>
<td>Support competence achieved in the workplace (ENTO L20)</td>
</tr>
<tr>
<td>4C8</td>
<td>Contribute to the development of the knowledge and practice of others (CSC CU8)</td>
</tr>
<tr>
<td>4C9</td>
<td>Develop management teams (MCI C11)</td>
</tr>
<tr>
<td>4D1</td>
<td>Lead the work of teams and individuals to achieve their objectives (MCI C12)</td>
</tr>
<tr>
<td>4D2</td>
<td>Manage the performance of teams and individuals (MCI C13)</td>
</tr>
<tr>
<td>4D3</td>
<td>Chair and participate in meetings (MCI D3)</td>
</tr>
<tr>
<td>4D4</td>
<td>Manage yourself (MCI C1)</td>
</tr>
</tbody>
</table>
4D5 Develop your own resources (MCI C2)
4D6 Enhance your own performance (MCI C3)
4D7 Delegate work to others (MCI C14)

4F1 Set and manage local media strategies
4F2 Establish, maintain and use relationships with the media to explain and promote the agency and its work (CJNTO A401)
4F3 Support others to make the best use of the media (CJNTO A403)

4G1 Conduct an assessment of risk in the workplace (ENTO G)
4G2 Ensure your own actions reduce risks to health and safety (ENTO A)
4G3 Promote a health and safety culture within the workplace (ENTO E)
4G4 Administer First Aid (RMCAT 4)

4H1 Develop personal performance and maintain working relationships (Lantra CU5)
4H2 Develop and sustain effective working relationships with staff in other agencies (CJNTO F403)
4H3 Represent one’s own agency at other agencies’ meetings (CJNTO F408)
4H4 Create effective working relationships (MCI C4)
4H5 Develop productive working relationships (MCI C5)
4H6 Enhance productive working relationships (MCI C6)

4I1 Provide advice and support for the development and implementation of quality policies (MCI F2)
4I2 Manage continuous quality improvement (MCI F3)
4I3 Implement quality assurance systems (MCI F4)
4I4 Provide advice and support for the development and implementation of quality systems (MCI F5)
4I5 Monitor compliance with quality systems (MCI F6)

C1 Seize or detain goods and other items (Customs)
C2 Make a representation at court and other hearings (Customs)
C3 Test for the presence or indication of substances liable to enforcement action (Customs)
C4 Conduct detection challenges (Customs)
C5 Gather, process and submit information from Human Intelligence sources (Customs)
C6 Organise and transport goods and other items (Customs)
C7 Conduct major investigations (Customs)
C8 Manage and monitor investigation cases (Customs)
C9 Conduct briefing and tasking (Customs)
C10 Conduct operational debriefing (Customs)

Note: National Occupational Standards are subject to periodic review. Those listed are current at the time of publication. Please refer to www.skillsforjustice.com for updates.
Community Justice Units

A101 Identify and track trends and changes in community justice and social inclusion and the effectiveness of different means of addressing issues

A102 Develop and agree priorities and objectives for promoting community justice and social inclusion

A103 Develop, implement and improve strategies for promoting community justice and social inclusion

A104 Coordinate the development, issuing and evaluation of specifications to promote community justice and social inclusion

A105 Develop policies to promote community justice and social inclusion in partnership with others

A106 Monitor the development of policies to promote community justice and social inclusion and present information and recommendations for change

A107 Promote the values of community justice and social inclusion and seize opportunities to influence policy development

A201 Develop, implement and evaluate strategies and policies for recruiting and managing volunteers

A202 Contribute to the development, implementation and evaluation of strategies and policies for recruiting and managing volunteers

A203 Contribute to the selection of personnel for activities

A204 Select personnel for activities

A205 Lead the work of teams and individuals to achieve their objectives

A206 Manage the performance of teams and individuals

A207 Plan and coordinate fund raising for the agency

A208 Assess, negotiate and secure sources of funding

A209 Raise funds through direct activities

A210 Develop, negotiate and agree proposals to offer services and products

A211 Support the efficient use of resources

A212 Maintain activities to meet requirements

A213 Manage activities to meet requirements

A214 Assist in supplying and maintaining materials and equipment

A215 Evaluate, prioritise and review demands for services

A216 Commission specified programmes from providers

A217 Implement quality assurance systems

A218 Monitor compliance with quality systems

Note: National Occupational Standards are subject to periodic review. Those listed are current as at the time of publication. Please refer to www.skillsforjustice.com for updates.
A219 Manage change in organisational activities (MCI A5) A216
A301 Ensure your own actions reduce risks to health and safety (ENTO H&S A)
A302 Promote a health and safety culture within the workplace (ENTO H&S E)
A303 Promote, monitor and maintain health, safety and security in the workplace (Care CU1)
A304 Support and control visitors to services and facilities (Care CU4)
A305 Maintain the security of premises and property (SITO 5) E807
A401 Establish, maintain and use relationships with the media to explain and promote the agency and its work *A201
A402 Contribute to the development and promotion of the agency and its services (E09) A202
A403 Support others to make best use of the media *A203
A404 Facilitate meetings (MCI D2) A306
A405 Organise and record meetings (ADMIN 3/10) A307
A406 Provide information to support decision making (MCI D4) A309
A407 Research, prepare and supply information (ADMIN 3/5) A310
A408 Receive, transmit, store and retrieve information (Care CU5) A305
B102 Coordinate awareness raising to promote community safety and social inclusion
B103 Contribute to developing awareness and community action in relation to crime (A01)
B104 Enable groups, communities and organisations to address issues which affect community safety and social inclusion
B105 Plan, implement and evaluate action targeted to address identified problems with community safety and social inclusion
B106 Enable individuals and families to address factors which affect their safety, well-being and social inclusion
B107 Promote the needs and rights of individuals and groups in the community (SNH 3U3)
B108 Promote the interests of individuals and groups in the community (SNH 4U4)
B201 Assess how environments and practices can be improved to promote community safety and social inclusion
B202 Facilitate collaborative action by stakeholders to improve environments and practices to promote community safety and social inclusion
B203 Monitor and evaluate changes in environments and practices to promote community safety and social inclusion
B204 Enable individuals to physically secure environments from crime and anti-social behaviour

Note: National Occupational Standards are subject to periodic review. Those listed are current at the time of publication. Please refer to www.skillsforjustice.com for updates.
B301 Prepare and set up mediation (CAMPAG B14)
B302 Stage the mediation process (CAMPAG B15)
B303 Manage the mediation process (CAMPAG B16)
C101 Evaluate and process referrals to provide services to victims, survivors and witnesses
C102 Provide initial support to individuals affected by offending or anti-social behaviour and assess their needs for further support
C103 Enable individuals to manage the effects which their experience of crime or anti-social behaviour has had on their lives
C104 Support individuals who have suffered bereavement as a result of crime
C105 Support individuals who have experienced serious personal assault and abuse
C106 Enable people to support victims, survivors and witnesses in managing the effects of their experience on their lives
C201 Enable witnesses and their associates to prepare for judicial and legal processes
C202 Support witnesses and their associates during judicial and legal processes
C203 Support young, vulnerable and intimidated witnesses during judicial and legal processes
C204 Offer, establish and maintain contact with victims to inform and update them on the progress of offenders through custodial sentences and seek their views on release plans
C205 Establish and maintain contact with victims, survivors and witnesses of crime and anti-social behaviour which acknowledges the effects of their experience
D101 Assist in the assessment of individuals’ offending behaviour and in planning provision (C01)
D102 Process information relating to individuals’ offending behaviour (C02)
D103 Assess individuals’ offending behaviour and prepare sentencing proposals (C03)
D104 Assess the offending behaviour of individuals who have mental health problems and prepare proposals for their sentencing and management
D201 Assist in the supervision, enforcement and review of sentences served in the community (C04)
D202 Plan, supervise, enforce and review sentences in the community (C05)
D203 Plan, supervise, enforce and review sentences served in the community by those who have mental health problems and who pose a significant risk
D204 Develop plans to manage the risk of harm of releasing and resettling offenders in the community following custodial sentences

Note - National Occupational Standards are subject to periodic review. Those listed are current at the time of publication. Please refer to www.skillsforjustice.com for updates.
D205 Plan with other agencies the release and resettlement in the community of offenders who pose a significant risk of harm and likelihood of re-offending following custodial sentences

D301 Help individuals address their offending behaviour (D01) E201

D302 Enable individuals to change their offending behaviour (D02) E202

D303 Prepare, implement and evaluate group activities (D03) (Care X16) E203

D304 Contribute to the implementation of group work programmes (D04) E204

D305 Facilitate mediation and reparation processes between victims and those who have offended against them *E205

D306 Reinforce positive behavioural goals during relationships with individuals *E206

D307 Enable others to support individuals to address their offending and anti-social behaviour and develop positive alternatives *E207

D308 Deliver externally-validated evidence-based programmes designed to reduce the likelihood of re-offending by offenders who pose a medium to low risk of harm *E208

D309 Deliver externally-validated evidence-based complex programmes designed to reduce the likelihood of re-offending by offenders who pose a significant risk of harm *E210

D310 Assist in the delivery of externally-validated evidence-based complex programmes designed to reduce the likelihood of re-offending by offenders who pose a significant risk of harm *E211

D401 Promote employment, training and education opportunities for those who have offended or are likely to offend *E506

D402 Enable individuals who have offended or who are likely to offend to maximise their employment opportunities *E507

D403 Negotiate with employers and support them in offering opportunities to individuals who have offended or who are likely to offend *E508

D501 Manage the local delivery of externally

D502 Design and develop evidence

D503 Evaluate and improve the effectiveness of evidence based programmes to address offending and anti

E101 Plan, monitor and review integrated packages of interventions and support to address individuals’ and families’ difficulties *D301

E102 Develop, manage and review packages of housing, support and protection (E16) (SNH 4U3) D302

E103 Contribute to planning and reviewing integrated housing and support (E15) (SNH 3U2) D303

E201 Contribute to the protection of individuals from abuse (D12) (Care Z1) E801

Note: National Occupational Standards are subject to periodic review. Those listed are current at the time of publication. Please refer to www.skillsforjustice.com for updates.
E202 Contribute to the protection of children from abuse (E802)

E203 Contribute to the prevention and management of abusive and aggressive behaviour (D14) (E209)

E204 Develop control for people who are a risk to themselves or others (SNH 4U6) (E804)

E205 Evaluate risk of abuse, failure to protect and harm to self and others (D13) (Care SC17) (E803)

E301 Enable individuals to find out about and use services and facilities (D10) (Care Y2) (E403)

E302 Enable individuals to participate in recreation and leisure activities (Care Z13) (E714)

E303 Support individuals with difficult or potentially difficult relationships (Care W5) (E703)

E304 Contribute to the ongoing support of individuals and others significant to them (Care W2) (E709)

E305 Enable individuals to maintain contacts in potentially isolating situations (Care W8) (E704)

E306 Assist individuals to move from a supportive to a more independent living environment (Care Y5) (E505)

E307 Enable individuals to present their own needs and interests (D11) (Care SC6) (E504)

E308 Advocate on behalf of individuals (CAMPAG/99 11) (B401)

E309 Represent individuals’ and families’ interests when they are unable to do so themselves (Care NC9) (B402)

E310 Contribute to establishing and running mutual support networks (Care SC7)

E311 Support parents in developing their parenting skills (EY P4) (E316)

E312 Support individuals’ involvement in the management of housing and support (SNH 3U4) (E501)

E313 Support individuals in developing their involvement in the management of the organisation (SNH 4U5) (E502)

E314 Organise provision of housing for individuals (HSCL 3U5) (E503)

E401 Assess individuals’ needs which affect their health and social well-being (PA 11.1) (E601)

E402 Plan, implement, monitor and review programmes of care for individuals (PA 11.2) (E602)

E403 Prepare and provide agreed individual development activities for individuals (Care X2) (E604)

E404 Contribute to the support of individuals during development programmes and activities (Care X1) (E605)

E405 Support individuals in undertaking health care (Care Y4) (E712)

E406 Support individuals who are substance users (D09) (Care Z17) (E706)

E407 Support individuals when they are distressed (Care Z8) (E713)

E408 Support individuals experiencing difficulties (D06) (E701)

Note: National Occupational Standards are subject to periodic review. Those listed are current at the time of publication. Please refer to www.skillsforjustice.com for updates.
E409 Enable individuals to understand and address their difficulties (D07) E702
E410 Enable individuals to manage their domestic and personal resources (Care Y1) E710
E411 Enable individuals to administer their financial affairs (Care Y3) E711

F101 Foster people's equality, diversity and rights (Care O1)
F102 Promote people's equality, diversity and rights (Care O2)
F103 Develop, maintain and evaluate systems and structures to promote the rights, responsibilities and diversity of people (Care O3)
F201 Promote effective communication and relationships (Care CL1)
F202 Promote communication with individuals where there are communication differences (Care CL2)
F203 Promote communication with others through the use of interpreting services (Care CL3)
F204 Arrange and evaluate translating services (Care CL4)
F205 Promote communication and the development of relationships with individuals who lack development of social understanding and imagination (Care CL7) F207
F206 Contribute to developing and maintaining cultures and strategies in which people are respected and valued as individuals (Care NC10) E806
F207 Develop interactions with individuals (CAMPAG/99 4) E402

F301 Develop and maintain a strategic overview of developments in knowledge and practice
F302 Develop, implement and evaluate strategies to advance knowledge and practice
F303 Commission, monitor and evaluate projects to advance knowledge and practice
F304 Contribute to the evaluation and implementation of research and development outcomes
F305 Contribute to the effectiveness of work teams (Care CU10)
F306 Contribute to the development and effectiveness of work teams (E05) (Care CU9)
F307 Develop one's own knowledge and practice (E06) (Care CU7)
F308 Contribute to the development of the knowledge and practice of others (E07) (Care CU8)
F309 Support and challenge workers on specific aspects of their practice
F310 Develop teams and individuals to enhance performance (E08) (MCI C10)
F311 Design learning programmes to meet learners' requirements (TDLB B21) E303
F312 Support and advise individual learners (D05) (TDLB C26) E306
F313 Facilitate individual learning through coaching (TDLB C25) E307

Note - National Occupational Standards are subject to periodic review. Those listed are current at the time of publication.
Please refer to www.skillsforjustice.com for updates.
F314 Facilitate individual learning and development through mentoring  
*E308

F315 Facilitate learning in groups through presentations and activities  
(TDLB C23) E309

F316 Facilitate learning through demonstration and instruction  
(TDLB C24) E310

F317 Monitor and review progress with learners (TDLB D11) E311

F318 Evaluate training and development programmes (TDLB E21) E314

F401 Enable workers and agencies to work collaboratively

F402 Develop, sustain and evaluate collaborative work with others

F403 Develop and sustain effective working relationships with staff in other agencies (E01)

F404 Support the induction and transfer of staff on secondment

F405 Assist in the transfer of individuals between agencies and services (E02)

F406 Provide and obtain information at courts and formal hearings (E03)

F407 Represent the agency in courts and formal hearings (E04)

F408 Represent one’s own agency at other agencies’ meetings

Custodial Care Units

CC001 Maintain restrictions on individuals’ liberty whilst promoting and protecting their rights

CC002 Minimise and deal with aggressive and abusive behaviour

CC003 Support and develop the work of the custodial team

CC004 Ensure your own actions reduce risks to health and safety

CC005 Maintain security at entry and exit points

CC006 Search individuals, premises and surrounding areas

CC007 Contribute to the security of the custodial environment

CC008 Assist in the control of incidents and emergencies

CC009 Contribute to the installation and decommissioning of electronic monitoring equipment

CC010 Identify electronic monitoring incidents and initiate a response

CC011 Drive vehicles to carry out custodial duties

CC012 Install and decommission electronic monitoring equipment

CC013 Help people to comply with electronic monitoring requirements

CC014 Follow up electronic monitoring incidents in the field

CC015 Provide effective customer service

CC016 Research, prepare and present information from a variety of sources

Note: National Occupational Standards are subject to periodic review. Those listed are current at the time of publication.
Please refer to www.skillsforjustice.com for updates.
CC017 Enter and find data using a computer
CC018 Maintain security and order in the custodial environment
CC019 Contribute to the prevention and management of abusive and aggressive behaviour
CC020 Contribute to the development and effectiveness of work teams
CC021 Receive and discharge individuals and property into and out of the custodial environment
CC022 Search individuals, accommodation and areas
CC023 Search vehicles
CC024 Contribute to the control of incidents and emergencies
CC025 Control and restrain individuals
CC026 Contribute to the adjudication process
CC027 Maintain security whilst escorting individuals to courts and other environments
CC028 Prepare and drive secure vehicles to and from custodial and other environments
CC029 Contribute to planning and reviewing how to meet individuals’ needs and rights in the custodial environment
CC030 Encourage individuals to look after their own health and hygiene
CC031 Support individuals in custody to take part in purposeful activities
CC032 Support individuals experiencing difficulties
CC033 Contribute to the protection of individuals from abuse
CC034 Support individuals where abuse has been disclosed
CC035 Help individuals in custody to maintain and develop relationships
CC036 Assist in the assessment of individuals’ offending behaviour and in planning provision
CC037 Help individuals address their offending behaviour
CC038 Prepare, implement and evaluate group activities
CC039 Test for substance misuse
CC040 Support individuals who are substance users
CC041 Enable individuals to find out about and use services and facilities
CC042 Assist in the transfer of individuals between agencies and services
CC043 Prepare individuals for resettlement in the community
CC044 Develop and sustain effective working relationships with staff in other agencies
CC045 Provide and obtain information at courts and formal hearings
CC046 Support the efficient use of resources
CC047 Manage information for action

Note - National Occupational Standards are subject to periodic review. Those listed are current at the time of publication. Please refer to www.skillsforjustice.com for updates.
CC048 Screen individuals’ mental and physical health and wellbeing on reception into a custodial setting

CC049 Administer and monitor medication for individuals consistent with protocols, standards and legislation

CC050 Prepare and undertake agreed clinical activities with individuals

CC051 Support individuals in undertaking health care

CC052 Prepare and provide agreed individual development activities for individuals

CC053 Promote, monitor and maintain health, safety and security in the workplace

CC054 Promote the health of individuals who are subject to the physical management of violent behaviour

CC055 Support individuals when they are distressed

CC056 Support inter-disciplinary teams in delivering individualised programmes of care to individuals

CC057 Contribute to raising awareness of health issues

CC058 Enable individuals to address factors which affect their health and social wellbeing

CC059 Develop one’s own knowledge and practice

CC060 Calculate critical dates for sentences

CC061 Calculate and verify critical dates for sentences

CC062 Make administrative arrangements for the appearance of individuals at courts

CC063 Make administrative arrangements for the movement of individuals outside the custodial establishment

CC064 Administer documentation for the appeals process

CC065 Administer personal money for individuals in custody

CC066 Prepare documentation to help authorities decide the conditions on which to release individuals from custody

CC067 Make administrative arrangements for the release of individuals from custody

CC068 Verify the release process

CC069 Contribute to maintaining security and protecting individuals’ rights in the custodial environment

CC070 Adjudicate on charges against individuals in custody

CC071 Hear charges of misdemeanours alleged to have been committed by juveniles in custody

CC072 Maintain security using screening equipment

CC073 Contribute to preparing and implementing voice verification monitoring

CC074 Establish and maintain voice verification monitoring in the field

CC075 Develop control for people who are a risk to themselves or others

Note - National Occupational Standards are subject to periodic review. Those listed are current at the time of publication. Please refer to www.skillsforjustice.com for updates.
CC076 Reinforce positive behavioural goals during relationships with individuals

CC077 Prepare and provide agreed individual development activities for individuals

CC078 Promote communication with individuals where there are communication differences

CC079 Assist parents in custody to develop their parenting skills

CC080 Develop and maintain effective relationships with the families of individuals held in custody

CC081 Monitor and maintain the health, well-being and safety of dogs

CC082 Maintain and develop the performance of dogs

CC083 Contribute to the security of the custodial environment using a dog

CC084 Prepare for, and carry out, searches using a dog

CC085 Contribute to plans for the release and resettlement of offenders

Youth Justice Units

A101 Process information relating to children and young people’s offending behaviour

A102 Assess children and young people’s offending behaviour and prepare proposals for interventions

A103 Assist in the assessment of children and young people’s offending behaviour and in planning provision

A201 Plan, monitor and review integrated packages of interventions and support to address the needs of children and young people and their families or carers

A202 Plan, supervise, enforce and review sentences to be served in the community by children and young people

A203 Assist in the supervision, enforcement and review of sentences served in the community by children and young people

A204 Develop plans to manage the risk of harm of releasing and resettling children and young people in the community following sentences served in secure environments

A205 Prepare children and young people for resettlement in the community

A206 Supervise, monitor and report on the progress of contracts agreed between children and young people and community representatives

A207 Assist in supervising, monitoring and reporting on the progress of contracts agreed between children and young people and community representatives

A301 Develop and review contracts with children and young people to address the harm done by their offending behaviour and prevent re-offending

A302 Prepare individuals for restorative processes

A303 Facilitate and evaluate restorative processes

Note - National Occupational Standards are subject to periodic review. Those listed are current at the time of publication. Please refer to www.skillsforjustice.com for updates.
A304 Offer, establish and maintain contact with victims to inform and update them on the progress of children and young people through sentences served in secure environments and seek their views on release plans

A401 Enable children and young people to change their offending behaviour

A402 Help children and young people address their offending behaviour

A403 Prepare and provide agreed individual development activities for children and young people

A404 Prepare, implement and evaluate group activities to address the offending behaviour of children and young people

A405 Contribute to the implementation of group work programmes

A406 Deliver evidence-based programmes designed to reduce the likelihood of re-offending by children and young people who pose a medium to low risk of harm

A407 Deliver evidence-based complex programmes designed to reduce the likelihood of re-offending by children and young people who pose a significant risk of harm

A408 Assist in the delivery of evidence-based complex programmes designed to reduce the likelihood of reoffending by children and young people who pose a significant risk of harm

A409 Reinforce positive behavioural goals during relationships with children and young people

A410 Model behaviour and relationships with children and young people which recognises the impact of crime on victims and communities

A411 Enable others to support children and young people to address their offending and anti-social behaviour and develop positive alternatives

A501 Contribute to planning and reviewing how to meet children and young people's needs and rights in secure environments

A502 Maintain the safety, security and welfare of children and young people in secure environments

A503 Help children and young people in secure environments to maintain and develop relationships

A504 Support children and young people in secure environments to live in groups

A505 Maintain security and order in secure environments

A506 Contribute to preparing and implementing voice verification monitoring

A507 Establish and maintain voice verification in the field

A508 Support children and young people in secure environments to take part in purposeful activities

A601 Evaluate and process referrals to provide services to those who have been affected by the offending behaviour of children and young people

---

**Note** - National Occupational Standards are subject to periodic review. Those listed are current at the time of publication.

Please refer to [www.skillsforjustice.com](http://www.skillsforjustice.com) for updates.
A602 Provide initial support to individuals affected by offending or anti-social behaviour and assess their needs for further support

A603 Enable individuals to manage the effects which crime or anti-social behaviour has had on their lives

A604 Support individuals who have suffered bereavement as a result of crime

A605 Support individuals who have experienced serious personal assault and abuse

A606 Enable people to support victims, survivors and witnesses in managing the effects of their experience on their lives

A701 Enable witnesses and their associates to prepare for judicial and legal processes

A702 Support witnesses and their associates during judicial and legal processes

A703 Support young, vulnerable and intimidated witnesses and their associates during judicial and legal processes

A704 Support victims and survivors who are involved with restorative processes

A705 Establish and maintain contact with victims, survivors and witnesses of crime and anti-social behaviour which acknowledges the effects of their experience

A801 Manage the local implementation of evidence-based programmes to address offending behaviour

A802 Maintain the integrity of evidence-based programmes to address offending behaviour

A803 Evaluate, monitor and review the effectiveness of interventions made by the agency in reducing offending

A804 Promote a health and safety culture within the workplace

A805 Select personnel for activities

A806 Manage the performance of teams and individuals

A807 Manage activities to meet requirements

A808 Support the efficient use of resources

A809 Evaluate, prioritise and review demands for services

A810 Contribute to the development, implementation and evaluation of strategies and policies for recruiting and managing volunteers

A811 Commission specified programmes from providers

A812 Establish and maintain a register of placements where children and young people who have offended can make reparation to the community

A813 Facilitate arrangements for community representatives to address the behaviour of children and young people referred to them

A814 Provide information to support decision making
A815 Co-ordinate actions and information between different agencies to manage the behaviour of children and young people who have been apprehended or sentenced

B101 Enable others to understand the factors that may lead to children and young people offending and how to prevent offending

B102 Contribute to developing and maintaining cultures and strategies in which children and young people are respected and valued as children and young people

B103 Evaluate risk of abuse, failure to protect and harm to self and others

B104 Contribute to the protection of children and young people from abuse

B105 Contribute to the prevention and management of challenging behaviour by children and young people

B201 Encourage children and young people to develop and maintain a positive sense of self and identity

B202 Enable children and young people to participate in recreation and leisure activities

B203 Promote children and young people’s social and emotional development

B204 Facilitate children and young people’s learning and development through mentoring

B205 Enable children and young people to present their own needs and interests

B206 Enable children and young people to understand and address their difficulties

B207 Enable children and young people to maintain contact in potentially isolating situations

B208 Enable children and young people, their family and friends to explore and manage change

B209 Support children and young people when they are distressed

B210 Support children and young people where abuse has been disclosed

B211 Assist in the transfer of children and young people between agencies and services

B212 Enable children and young people to meet their personal spiritual needs

B301 Establish, sustain and disengage from relationships with the families and carers of children and young people

B302 Support individuals in developing their parenting skills

B303 Visit families and carers and identify the impact of the home environment on children and young people

B304 Enable families and carers to address issues related to the behaviour of children and young people

B305 Support children and young people with difficult or potentially difficult relationships

B306 Develop and maintain effective working relationships with the families of children and young people held in secure environments

Note - National Occupational Standards are subject to periodic review. Those listed are current at the time of publication. Please refer to www.skillsforjustice.com for updates.
B401 Enable children and young people to find out about and use services and facilities
B402 Promote the interests of children and young people in the community
B403 Promote the needs and rights of children and young people in the community
B404 Contribute to establishing and running mutual support networks
B501 Assess the educational achievements and needs of children and young people who have offended
B502 Observe and assess the development and behaviour of children and young people
B503 Enable children and young people who have offended to be supported by education and training services
B504 Enable others to develop their knowledge and skills and improve the educational achievement of children and young people
B505 Promote employment, training and education opportunities for children and young people who have offended or are likely to offend
B506 Enable children and young people who have offended or who are likely to offend to maximise their employment opportunities
B507 Negotiate with employers and support them in offering opportunities to children and young people who have offended or who are likely to offend
B601 Assess the health and wellbeing, and related needs and issues, of children and young people who have offended
B602 Enable children and young people who have offended to be supported by healthcare services
B603 Enable others to develop and apply their knowledge and skills about the health and wellbeing of children and young people
B604 Enable children and young people to address issues which affect their health and wellbeing
B605 Contribute to raising awareness of health issues
B606 Contribute to promoting the health and social well-being of children and young people
B701 Enable children and young people who have offended to access and use housing and accommodation
B702 Assist young people to move from a supportive to a more independent living environment
B703 Enable others to develop their knowledge and skills about housing and accommodation in the interests of children and young people
B801 Assess children and young people’s use of substances and the effect of these on their lives
B802 Enable children and young people to be supported by substance use services
B803 Enable others to develop their knowledge and skills about substance use and its effects in the interests of children and young people
B804 Enable children and young people to address their substance use

Note – National Occupational Standards are subject to periodic review. Those listed are current at the time of publication. Please refer to www.skillsforjustice.com for updates.
B805 Raise awareness about substances, their use and effects

C201 Develop one's own knowledge and practice

C202 Contribute to the development of the knowledge and practice of others

C401 Monitor and influence the development of policies for their impact on addressing the harm done by crime and anti-social behaviour and preventing offending by children and young people

C402 Contribute to the development of services which address the harm done by crime and anti-social behaviour and prevent offending by children and young people

D101 Promote people's equality, diversity, rights and responsibilities

D102 Develop, maintain and evaluate systems and structures to promote the rights, responsibilities and diversity of people

D201 Determine the concerns and priorities of communities about children and young people and their likelihood of offending

D202 Coordinate awareness raising to promote community safety and social inclusion

D203 Contribute to developing awareness and community action in relation to the offending behaviour of children and young people

D204 Enable the views of groups and communities to be heard through advocating on their behalf

D205 Represent children and young people's and their families' interests when they are not able to do so themselves

D206 Prepare and set up mediation

D207 Stage the mediation process

D208 Manage the mediation process

D301 Enable workers and agencies to work collaboratively

D302 Develop, sustain and evaluate collaborative approaches with others

D303 Develop and sustain effective relationships with workers in other agencies

D304 Contribute to the development and effectiveness of work teams

D305 Support the induction and transfer of individuals on secondment

D306 Represent one's own agency at other agencies’ meetings

D307 Represent the agency in courts and formal hearings

D308 Provide and obtain information at courts and formal hearings

D309 Establish, maintain and use relationships with the media to explain and promote the agency and its work

D310 Contribute to the development and promotion of the agency and its services

Note - National Occupational Standards are subject to periodic review. Those listed are current at the time of publication. Please refer to www.skillsforjustice.com for updates.
Appendix D: NOS Relating to Core Themes

The following NOS have been identified as being of particular relevance to the Core Themes outlined in Table 2:

- Unit A101: Identify and track trends and changes in community justice and social inclusion and the effectiveness of different means of addressing issues (Skills for Justice)
- Unit F403: Develop and sustain effective working relationships with staff in other agencies (Skills for Justice)
- Unit A: Ensure your own actions reduce risks to health and safety (Employment NTO)
- Unit C102: Provide initial support to individuals affected by offending or anti-social behaviour and assess their needs for further support (Skills for Justice)
- Unit D301: Help individuals address their offending behaviour (Skills for Justice)
- Unit 01: Promote people's equality, diversity and rights (Care Sector Consortium)
- Unit F12: Improve organisational performance (Management Standards Unit)
- Unit 1A2: Communicate effectively with members of communities (Skills for Justice)
- Unit CU7: Develop one's own knowledge and practice (Care Sector Consortium)
- Unit B6: Provide leadership in your area of responsibility (Management Standards Unit)
### Appendix E: NOS for Police Probationer Training

<table>
<thead>
<tr>
<th>1A1</th>
<th>Use police actions in a fair and justified way</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A2</td>
<td>Communicate effectively with all members of the public and its communities</td>
</tr>
<tr>
<td>1A4</td>
<td>Foster people's equality, diversity and rights (CSC O1)</td>
</tr>
<tr>
<td>1B9</td>
<td>Provide initial support to individuals affected by offending or anti-social behaviour and assess their needs for further support (CJNTO C102)</td>
</tr>
<tr>
<td>1D4*</td>
<td>Contribute to the protection of children from abuse</td>
</tr>
<tr>
<td>2A1</td>
<td>Gather and submit information that has the potential to support policing objectives</td>
</tr>
<tr>
<td>2C1</td>
<td>Provide an initial police response to incidents</td>
</tr>
<tr>
<td>2C2</td>
<td>Prepare for, and participate in, planned policing operations</td>
</tr>
<tr>
<td>2C3</td>
<td>Arrest, detain or report individuals</td>
</tr>
<tr>
<td>2C4</td>
<td>Minimise and deal with aggressive and abusive behaviour (CCNTO 002)</td>
</tr>
<tr>
<td>2G2</td>
<td>Conduct investigations</td>
</tr>
<tr>
<td>2G4</td>
<td>Finalise investigations</td>
</tr>
<tr>
<td>2H1</td>
<td>Interview victims and witnesses</td>
</tr>
<tr>
<td>2H2</td>
<td>Interview suspects</td>
</tr>
<tr>
<td>2I1</td>
<td>Search individuals</td>
</tr>
<tr>
<td>2I2</td>
<td>Search vehicles, premises and land</td>
</tr>
<tr>
<td>2J1</td>
<td>Prepare and submit case files</td>
</tr>
<tr>
<td>2J2</td>
<td>Present evidence in court and at other hearings</td>
</tr>
<tr>
<td>2K1</td>
<td>Escort detained persons</td>
</tr>
<tr>
<td>2K2</td>
<td>Present detained persons to custody</td>
</tr>
<tr>
<td>4C1</td>
<td>Develop one's own knowledge and practice (CSC CU7)</td>
</tr>
<tr>
<td>4G2</td>
<td>Ensure your own actions reduce risks to health and safety (ENTO A)</td>
</tr>
<tr>
<td>4G4</td>
<td>Administer First Aid (RMCAT 4)</td>
</tr>
</tbody>
</table>

*This unit must be delivered but not necessarily achieved/assessed.

---

**Note:** National Occupational Standards are subject to periodic review. Those listed are current at the time of publication. Please refer to [www.skillsforjustice.com](http://www.skillsforjustice.com) for updates.
The Common Core of Skills and Knowledge for the Children’s Workforce sets out the basic skills and knowledge needed by people (including volunteers) whose work brings them into regular contact with children, young people and families. It will enable multi-disciplinary teams to work together more effectively in the interests of the child.

The skills and knowledge are described under six main headings. Over time it is expected that everyone working with children, young people and families will be able to demonstrate a basic level of competence in the six areas of the Common Core. In the future, the Common Core will form part of qualifications for working with children, young people and families and it will act as a foundation for training and development programmes run by employers and training organisations.

The six proposed headings:

- **Child and young person development** (will focus on the ability to: understand the full range of child development (physical, emotional and mental); understand different approaches for those with physical or mental health difficulties; recognise and understand a wide range of different behaviours; and to know when and how to ask for assistance);

- **Effective communication and engagement** – including working with parents, carers and families; listening and involving children and young people (will focus on: communicating with children and young people in ways that are appropriate to their age; understanding cultural and diversity preferences; learning how to explain options and decisions to parents, carers and families in different circumstances; learning how to involve children, parents, carers and families in the creation of provision to meet their needs; understanding best practice in communication with people with disabilities);

- **Safeguarding children and promoting the welfare of children** (will focus on: understanding protocols for promoting and safeguarding the welfare of children and young people; knowing who to contact to express concerns; understanding protection factors; and understanding how children and young people manage risk themselves);

- **Supporting transitions** – including children and young people’s rights and responsibilities, maximising their achievements and opportunities (will focus on understanding the effects of change in children and young people as they grow older, face new experiences and challenges, move between different settings, rural areas, foster and other homes, and school stages);

- **Multi-agency working** – working across professional boundaries and understanding the values of other professions (will focus on the vital importance of people working collaboratively to safeguard and support children and young people); and

- **Sharing information** – (will focus on ensuring that individuals understand assessment frameworks; and developing awareness of the law, code of conduct and other guidance applicable to information sharing).

For further information, please visit: www.dfes.gov.uk/commoncore
Appendix G: List of Contributors

Working Group Members
• Nigel Archer, West Mercia Constabulary
• Roger Barratt, Hertfordshire Constabulary
• Rob Bowes, Broxtowe College
• Jim Carter, Serco Home Affairs
• Steve Cosgrove, Yorkshire and Humberside Probation Service
• Lyn Coulter, Northern Ireland Prison Service College
• Jane Creaton, University of Portsmouth
• Alison Dixey, Victim Support
• Peter Faill, University of Northumbria
• Simon Feasey, Sheffield Hallam University
• Graham Gooch, University of Central Lancashire
• Laura Harding, Consultant (on behalf of the Youth Justice Board)
• Phil Hardy, Sussex Police
• Claire Johnson, Consultant (on behalf of the Youth Justice Board)
• Robert Lewis, University of Glamorgan
• Christine McDonagh, Metropolitan Police Service
• Vicky O’Keeffe, Serious Fraud Office
• Alison Paris, University of Birmingham
• Lesley Pritchard, Hertfordshire Constabulary
• Fiona Richmond, Victim Support
• Corinne Seymour, NACRO
• Helen Thomas, Foundation Degree Forward
• Michelle Walters, De Montfort University
• Dominic Wood, Canterbury Christ Church University
• Julie Benson, Skills for Justice (Project Manager)
• John Randall, Skills for Justice (Chair)
• Martin Christie, Christie and Christie Ltd (Consultant)
• Cathy Wills, Christie and Christie Ltd (Consultant)

Interviewees
• Dr Alan Doig, Fraud Management Studies Unit, University of Teeside
• Glenn Gavin, Scotland Yard Training Academy, Metropolitan Police
• Virginia Hainsworth, Training Manager, West Yorkshire Police
• Neil Punnet, Area Head of Humanities and Science, Bridgewater College
• Tim Meeklim, Head of Learning and Development, Police College of Northern Ireland
• David Smith, Dean of Business School, Huddersfield University
• Liz Wilson, Assistant Dean and Head of Business School, Leeds Metropolitan University
Appendix H: References

- Codes of Practice for the Assurance of Academic Quality and Standards in Higher Education (10 Sections), Quality Assurance Agency for Higher Education (1999 – 2001)
- Foundation Degree Qualification Benchmark, Quality Assurance Agency for Higher Education (October 2004)
- Foundation Degree Task Force Report to Ministers, Department for Education and Skills (September 2004)
- Foundation Degrees: Meeting the Need for Higher Level Skills, Department for Education and Skills (2003)
- HEFCE Foundation Degree Prospectus, Higher Education Funding Council for England (July 2000)
- Hints and Tips for Developers of Foundation Degree Sectoral Frameworks, Sector Skills Development Agency
- How to Develop a Foundation Degree, Foundation Degree Forward
Appendix I: Useful Websites

- Employment National Training Organisation (ENTO) – www.ento.co.uk
- Foundation Degree Forward – www.fdf.ac.uk
- Higher Education Funding Council – www.hefce.ac.uk
- Management Standards Centre – www.management-standards.org.uk
- Office for Criminal Justice Reform – via the CJS website www.cjsonline.gov.uk
- Qualifications and Curriculum Authority (QCA) – www.qca.org.uk
- Quality Assurance Agency – www.qaa.ac.uk
- Sector Skills Development Agency – www.ssda.org.uk
- Skills for Justice – www.skillsforjustice.com
- University Vocational Awards Council – www.uvac.ac.uk