



**AIM**QUALIFICATIONS

Handbook  

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for centre staff



# AIM Qualifications

## Suite of Engaging with Offenders in a Custodial Setting **RESTRICTED**

*Version 4 - February 2022*

“

I would like to convey my thanks to you all at AIM for the support and guidance you have provided during our first year as a training centre. I am aware we have asked a lot of questions and sent a lot of emails and you have dealt with every query swiftly and efficiently combined with a lot of patience.

It has been a roller coaster of a year setting up everything from scratch but it has been made easier by having access to you all.

Carole Harmston, AIM Centre

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# Document Version History

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Version Number	Date	Description
2	26/11/2018	Update to TQT value (Pages 7-8) Credit removed (Pages 11 - 12)
3	September 2019	Rebrand - 'AIM Awards' changed to 'AIM Qualifications' Qualification family added to qualification details grid (pages 7-8)
4	February 2022	<ul style="list-style-type: none"><li>- <b>Qualification review dates updated for:</b> <i>(see pages 7)</i> 'AIM Qualifications Level 2 Award in Engaging with Offenders in a Custodial Setting (603/2149/0)'</li><li>- <b>Qualification withdrawal dates added for:</b> <i>(see pages 8)</i> 'AIM Qualifications Level 2 Extended Award in Engaging with Offenders in a Custodial Setting (603/2154/4)'</li></ul>



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# Introduction

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Welcome to the AIM Qualifications Suite of Engaging with Offenders in a Custodial Setting Qualification Handbook. This Handbook contains everything you need to know about this qualification and is intended for Tutors, Assessors, Internal Verifiers and other staff involved with the planning, delivery and assessment.

This is a live document and as such will be updated when required. You will be informed via email when changes are made and it is your responsibility to ensure the most up-to-date version of the Qualification Handbook is in use.

## About Us

AIM is a national and international Awarding Organisation. We offer a large number of regulated qualifications at different levels and in a wide range of subject areas, Access to Higher Education Diplomas and End Point Assessments.

Our products are flexible enough to be delivered in a range of settings, from small providers to large colleges and in the workplace both nationally and internationally. We pride ourselves on offering the best possible customer service, and are always on hand to help if you have any questions. Our organisational structure and business processes enable us to be able to respond quickly to the needs of customers to develop new products that meet their specific needs.



# Section One

## Qualification Overview



# About these Qualifications

The AIM Qualifications Suite of Engaging with Offenders in a Custodial Setting qualifications have been developed in order to provide prison staff with evidence of their induction into working with offenders. The qualifications will ensure that staff fully understand not only their roles, but key requirements within prison settings.

The qualifications are restricted to Weston College.

## Qualification Details

Qualification	
<b>AIM Qualifications Level 2 Award in Engaging with Offenders in a Custodial Setting</b>	
Qualification Family	Flexibilities
Assessment	Internally set, internally marked and externally verified portfolio of evidence
Grading	There is no grading for this qualification
Geographical Coverage	England
Operational Start Date	1st August 2017
Review Date	31st July 2023
Sector	13.1 Teaching and lecturing
Qualification Number	603/2149/0
Learning Aim Reference	603/2149/0
Guided Learning Hours (GLH)	40
Total Qualification Time (TQT)	65
Learner Age	16+
Rules of Combination	To achieve this qualification learners must complete all the essential components.
Rules of Combination	Learners must achieve the 2 s to achieve this qualification. Learners will be assessed through an externally set, externally marked online multiple choice examination.  The assessment comprises twelve randomly generated questions, unique to the individual learner. Four standards are tested, each by three questions. In order to pass the assessment, the learner must achieve a pass mark of at least 60%.

Qualification	
<b>AIM Qualifications Level 2 Extended Award in Engaging with Offenders in a Custodial Setting</b>	
Qualification Family	Flexibilities
Assessment	Internally set, internally marked and externally verified portfolio of evidence
Grading	There is no grading for this qualification
Geographical Coverage	England
Operational Start Date	1st August 2017
Last Learner Registration Date	31st July 2022
Last Certification Date	31st July 2025
Sector	13.1 Teaching and lecturing
Qualification Number	603/2154/4
Learning Aim Reference	603/2154/4
Guided Learning Hours (GLH)	54
Total Qualification Time (TQT)	88
Learner Age	16+
Rules of Combination	To achieve this qualification learners must complete all the essential components and one of the chosen components.





## Total Qualification Time and Guided Learning Hours

Total Qualification Time (TQT) is the number of notional hours it takes a typical learner to achieve the full qualification and is made up of two elements:

- the minimum number of Qualification Guided Learning Hours (GLH) - the number of Tutor-led contact hours
- the number of hours spent on preparation, studying and the assessment that is non-guided

For example, the number of tutor-led contact hours (GLH) for a qualification is 30 and the number of hours spent by the learner (non-GLH) on preparation, studying and the assessment is 6 hours. Therefore the Total Qualification Time (TQT) for the qualification is 36 hours.

## Progression Opportunities

This suite of qualifications can help learners progress to the next stage of their learning journey within the teaching and lecturing sector.

## Entry Guidance

Learners must be aged 16 and over at the beginning of their learning, and steps to ensure the content is appropriate for the learner's area of learning in respect to inclusivity and ethical perspectives must be taken.

## Qualification Dates

The qualification review date is the date by which we will have carried out a review of the qualification. We work with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases, we'll extend the qualification and set a new review date. If we make a decision to withdraw a qualification, we'll set an operational end date.

We will post information relating to changes or extensions to qualifications on our website and centres approved to offer the qualification will be kept updated. The certification end date will be three years from the operational end date.

## Resource Requirements

There are no specific resource requirements for these qualifications.



# Section Two

## Qualification Structure and Components



## Qualification Structure and Components

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This section details the rules of combinations for these qualifications. All components are detailed in the next section.

<b>Rules of combination for: AIM Qualifications Level 2 Award in Engaging with Offenders in a Custodial Setting</b>			
To achieve this qualification learners must complete all the essential components.			
<b>No.</b>	<b>Component Code</b>	<b>Component Title</b>	<b>Level</b>
<b>Essential Components</b>			
01	M/616/0517	Data Assurance and Security in a Custodial Setting	Two
02	T/616/0521	Equality, Diversity and Inclusion in a Custodial Environment	Two
03	R/616/0526	Understanding Safety and Security with a Custodial Environment	Two
04	H/616/0532	Working with Partners to Reduce Re-offending	Two



**Rules of combination for: AIM Qualifications Level 2 Extended Award in Engaging with Offenders in a Custodial Setting**

To achieve this qualification learners must complete all the essential components and one of the chosen components.

No.	Component Code	Component Title	Level
<b>Essential Components</b>			
01	M/616/0517	Data Assurance and Security in a Custodial Setting	Two
02	T/616/0521	Equality, Diversity and Inclusion in a Custodial Environment	Two
03	R/616/0526	Understanding Safety and Security with a Custodial Environment	Two
04	H/616/0532	Working with Partners to Reduce Re-offending	Two
<b>Chosen Components</b>			
05	T/616/0566	Developing Leadership and Management Skills in a Custodial Environment	Three
06	A/616/0570	Teaching in a Custodial Environment	Three



# Section Three

## Content and Assessment



## Centre Staff Requirements

As an Awarding Organisation, we require that:

Tutors have relevant teaching experience and/or a qualification, and experience and/or a qualification in the relevant subject area. Suitable teaching qualifications include:

- Level 3 or 4 Preparing to Teach in the Lifelong Learning Sector (PTLLS) or above
- Level 3 Education and Training or above
- Diploma or Certificate in Education
- Bachelors or Masters Degree in Education

Assessors have an assessor qualification or evidence of recent relevant experience. Suitable assessor qualifications include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 Assess Candidate Performance using a Range of Methods
- D32 Assess Candidate Performance and D33 Assess Candidate using Differing Sources of Evidence

Internal Verifiers (IV) have an internal verification qualification or evidence of recent relevant experience. Suitable internal verification qualifications include:

- Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process



## How these Qualifications are Assessed

These qualifications are assessed through an internally set, internally marked and externally verified portfolio of evidence. A summary of the assessment of each component is shown below. Guidance on our expectations is available in Appendix 1 – A Guide to Assessing AIM Qualifications.

### AIM Qualifications Level 2 Award in Engaging with Offenders in a Custodial Setting

Essential Components				Set by the centre			Set by AIM		
Component Number	Component Code	Component Title	Level	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
01	M/616/0517	Data Assurance and Security in a Custodial Setting	2	✓	–	–	–	–	–
02	T/616/0521	Equality, Diversity and Inclusion in a Custodial Environment	2	✓	–	–	–	–	–
03	R/616/0526	Understanding Safety and Security with a Custodial Environment	2	✓	–	–	–	–	–
04	H/616/0532	Working with Partners to Reduce Re-offending	2	✓	–	–	–	–	–



## AIM Qualifications Level 2 Extended Award in Engaging with Offenders in a Custodial Setting

Essential Components				Set by the centre			Set by AIM		
Component Number	Component Code	Component Title	Level	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
01	M/616/0517	Data Assurance and Security in a Custodial Setting	2	✓	–	–	–	–	–
02	T/616/0521	Equality, Diversity and Inclusion in a Custodial Environment	2	✓	–	–	–	–	–
03	R/616/0526	Understanding Safety and Security with a Custodial Environment	2	✓	–	–	–	–	–
04	H/616/0532	Working with Partners to Reduce Re-offending	2	✓	–	–	–	–	–

Chosen Components				Set by the centre			Set by AIM		
Component Number	Component Code	Component Title	Level	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
05	T/616/0566	Developing Leadership and Management Skills in a Custodial Environment	3	✓	–	–	–	–	–
06	A/616/0570	Teaching in a Custodial Environment	3	✓	–	–	–	–	–





## Components and Content

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Page No.	Component Title	Level
18	01 Data Assurance and Security in a Custodial Setting	L2
22	02 Equality, Diversity and Inclusion in a Custodial Environment	L2
26	03 Understanding Safety and Security with a Custodial Environment	L2
30	04 Working with partners to Reduce Re-offending	L2
34	05 Developing Leadership and Management Skills in a Custodial Environment	L3
37	06 Teaching in a custodial environment	L3



## Component

### 01 Data Assurance and Security in a Custodial Setting

Component Type	Essential
Level	Two
GLH	3
Code	M/616/0517
Assessment Type	Internal

#### Component Summary

This component provides the learner with an understanding of data assurance and security in a custodial setting. Learners will look at the organisational aspects of data assurance, the process of storing and transferring confidential information, and processes for the use and storage of electronic confidential data within a custodial environment.

#### Standards

- Standard 1 - Understand the organisational aspects of data assurance and security when working in a custodial environment
- Standard 2 - Understand the process of storing and transferring confidential information within a custodial environment
- Standard 3 - Understand the security processes for the use and storage of electronic confidential data within a custodial environment



## Standard 1

*The learner will:*

**The learner will understand the organisational aspects of data assurance and security when working in a custodial environment**

*The learner must know:*

- a)** What is meant by data assurance and security
- b)** The organisational policies, standards and procedures for the use, protection, retention and loss of organisation related data and information

### Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used).

For **1.a**, Learners should describe what is meant by data assurance and security.

For **1.b**, Learners should explain the organisational policies, standards and procedures for the use, protection, retention and loss of organisation related data and information.



## Standard 2

*The learner will:*

**The learner will understand the process of storing and transferring confidential information within a custodial environment**

*The learner must know:*

- a)** The safeguards for the storage and sharing of confidential data both internally and externally
- b)** The organisational procedures for the disposal of confidential data
- c)** The risks to the organisation and its work posed by data security loss or malpractice

### Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used).

For **2.a**, Learners should explain the safeguards for the storage and sharing of confidential data both internally and externally.

For **2.b**, Learners should describe the organisational procedures for the disposal of confidential data.

For **2.c**, Learners should describe the risks to the organisation and its work posed by data security loss or malpractice



## Standard 3

*The learner will:*

**The learner will understand the security processes for the use and storage of electronic confidential data within a custodial environment**

*The learner must know:*

- a)** The processes of transferring electronic confidential data both internally and externally within a custodial setting
- b)** The process of using and storing confidential information electronically within a custodial setting

### Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used).

For **3.a**, Learners should describe the processes of transferring electronic confidential data both internally and externally within a custodial setting.

For **3.b**, Learners should explain the process of using and storing confidential information electronically within a custodial setting.



## Component

### 02 Equality, Diversity and Inclusion in a Custodial Environment

Component Type	Essential
Level	Two
GLH	8
Code	T/616/0521
Assessment Type	Internal

#### Component Summary

This component provides learners with an understanding of equality, diversity and inclusion in a custodial environment. The learner will also understand the personal aspects of equality, diversity and inclusion and be able to promote equality and diversity in an inclusive way.

#### Standards

Standard 1 - Understand the organisational aspects of equality, diversity and inclusion in a custodial environment

Standard 2 - Understand the personal aspects of equality, diversity and inclusion

Standard 3 - Be able to promote equality and diversity through working in an inclusive way



## Standard 1

*The learner will:*

**The learner will understand the organisational aspects of equality, diversity and inclusion in a custodial environment**

*The learner must know:*

- a)** The differences between equality, diversity and inclusion
- b)** The impact of legislation regarding equality, diversity and inclusion on your organisational policies including how this applies to own role

### Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment method must be used in the assessment of this standard:

- Observation of learner practical ability

The following assessment methods can also be used to provide additional evidence for the assessment of this standard:

- Written tasks/questions and answers
- Learner log/reflective journal
- Expert witness evidence
- Learner's own products (i.e. work products and records)
- Professional discussion

This list is not exhaustive and other appropriate assessment methods may be used.

For **1.a**, Learners should define and compare differences between equality, diversity and inclusion.

For **1.b**, Learners should explain the impact of legislation regarding equality, diversity and inclusion on your organisational policies including how this applies to own role.



## Standard 2

*The learner will:*

**The learner will understand the personal aspects of equality, diversity and inclusion**

*The learner must know:*

- a)** Different forms of discrimination and harassment
- b)** Potential issues relating to aspects of equality, diversity and inclusion procedures including when policies are not met
- c)** The importance of displaying behaviour that supports equality, diversity and inclusivity in the workplace

### Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used).

For **2.a**, Learners should explain a minimum of three different forms (of each) of discrimination and harassment.

For **2.b**, Learners should identify a minimum of three potential issues relating to aspects of equality, diversity and inclusion procedures including when policies are not met.

For **2.c**, Learners should describe the importance of displaying behaviour that supports equality, diversity and inclusivity in the workplace.





### Standard 3

*The learner will:*

**The learner will be able to promote equality and diversity through working in an inclusive way**

*The learner must know:*

**a)** Work in an inclusive way within own role, including adhering to organisational policies and procedures.

#### Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

**The following assessment method must be used in the assessment of this standard:**

- **Observation of learner practical ability**

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used).

For **3.a**, Learners must be able to work in an inclusive way within own role, including adhering to organisational policies and procedures.



## Component

### 03 Understanding Safety and Security with a Custodial Environment

Component Type	Essential
Level	Two
GLH	16
Code	R/616/0526
Assessment Type	Internal

#### Component Summary

This component provides learners with an understanding of the application of policies and legislation, security procedures, and the manipulation and conditioning relating to security in a custodial setting.

#### Standards

- Standard 1 - Understand the application of policies and legislation to security in a custodial environment
- Standard 2 - Understand the security procedures in a custodial environment
- Standard 3 - Understand the impact of manipulation and conditioning when working with offenders



## Standard 1

*The learner will:*

**The learner will understand the application of policies, and legislation to security in a custodial environment**

*The learner must know:*

- a) Current local and national policies relating to security in a custodial environment
- b) The current legislation relating to security in a custodial environment

### Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used).

For **1.a**, Learners should describe current local and national policies relating to security in a custodial environment.

For **1.b**, Learners should describe the current legislation relating to security in a custodial environment.



## Standard 2

*The learner will:*

**The learner will understand the security procedures in a custodial environment**

*The learner must know:*

- a)** The key aspects of physical security in a custodial environment
- b)** The key aspects of dynamic security in a custodial environment

### Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used).

For **2.a**, Learners should describe the key aspects of physical security in a custodial environment.

For **2.b**, Learners should describe the key aspects of dynamic security in a custodial environment.



## Standard 3

*The learner will:*

**The learner will understand the impact of manipulation and conditioning when working with offenders**

*The learner must know:*

- a) The terms 'conditioning' and 'manipulation' in relation to working with offenders
- b) How to safeguard against situations where manipulation and conditioning may occur
- c) The impact of conditioning and manipulation on work practice

### Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used).

For **3.a**, Learners should describe the terms 'conditioning' and 'manipulation' in relation to working with offenders.

For **3.b**, Learners should describe how to safeguard against situations where manipulation and conditioning may occur.

For **3.c**, Learners should describe the impact of conditioning and manipulation on work practice.



## Component

### **04 Working with Partners to Reduce Re-offending**

Component Type	Essential
Level	Two
GLH	8
Code	H/616/0532
Assessment Type	Internal

#### Component Summary

This component provides the learners with an understanding of how to work with partners to support offenders in a custodial environment and how to support in custody partnerships.

#### Standards

- Standard 1 - Understand how to work with partners to support offenders in a custodial environment
- Standard 2 - Know how to support in custody partnerships



## Standard 1

*The learner will:*

**The learner will understand how to work with partners to support offenders in a custodial environment**

*The learner must know:*

- a)** The range of partners involved in a custodial environment
- b)** The barriers to working with partners involved in a custodial environment
- c)** How barriers to working with partners involved in a custodial environment could be overcome

### Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used).

For **1.a**, Learners should describe a minimum of three different partners involved in a custodial environment.

For **1.b**, Learners should analyse the barriers to working with a minimum of three different partners involved in a custodial environment.

For **1.c**, Learners should describe how barriers to working with a minimum of three different partners involved in a custodial environment could be overcome.



## Standard 2

*The learner will:*

**The learner will know how to support in custody partnerships**

*The learner must know:*

- a) The effectiveness of communication and information sharing methods in partnerships
- b) The structures and processes to support partnerships

### Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used).

For **2.a**, Learners should review a minimum of three different communication and information sharing methods in partnerships.

For **2.b**, Learners should describe the structures and processes to support partnerships.





## Component

### 05 Developing Leadership and Management

Component Type	Essential
Level	Three
GLH	14
Code	T/616/0566
Assessment Type	Internal

#### Component Summary

This component provides the learner with knowledge of the importance of leadership and management skills and how they differ. The learner will look at the key issues of leadership including the allocation of work to others, managing conflict and the principles of positive communication.

#### Standards

Standard 1 - Know the importance of leadership and management skills and how they differ

Standard 2 - Understand the key issues of leadership

Standard 3 - Understand the impact and importance of setting targets for self and others



## Standard 1

*The learner will:*

**The learner will know the importance of leadership and management skills and how they differ**

*The learner must know:*

**a)** The knowledge and skills required for leadership and management

### Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used).

For **1.a**, Learners should analyse and compare the knowledge and skills required for leadership and management.



## Standard 2

*The learner will:*

**The learner will understand the key issues of leadership**

*The learner must know:*

- a) Methods of allocating work to others
- b) A range of ways of managing conflict
- c) The links between leadership skills and motivation
- d) The key principles of positive communication
- e) The impact of positive communication on building a successful team

### Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used).

For **2.a**, Learners should analyse a minimum of three different methods of allocating work to others.

For **2.b**, Learners should analyse a minimum of three different ways of managing conflict.

For **2.c**, Learners should analyse the links between leadership skills and motivation.

For **2.d**, Learners should describe the key principles of positive communication.

For **2.e**, Learners should describe the impact of positive communication on building a successful team.



## Standard 3

*The learner will:*

**The learner will understand the impact and importance of setting targets for self and others**

*The learner must know:*

- a) How to set a plan from a skills audit
- b) The value of setting agreed work objectives with team members
- c) The importance of monitoring and reviewing the target set
- d) A range of methods to support staff to achieve their work objectives

### Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used).

For **3.a**, Learners should explain how to set a plan from a skills audit.

For **3.b**, Learners should analyse the value of setting agreed work objectives with team members.

For **3.c**, Learners should assess the importance of monitoring and reviewing the target set.

For **3.d**, Learners should compare a minimum of three different methods to support staff to achieve their work objectives.



## Component

### 06 Teaching in a Custodial Environment

Component Type	Essential
Level	Three
GLH	21
Code	A/616/0570
Assessment Type	Internal

#### Component Summary

This practical component provides learners with the ability to be able to support learners needs in a custodial environment and to plan and deliver learning and assessment.

#### Standards

Standard 1 - Know how to support learners' individuals needs in a custodial environment

Standard 2 - Be able to plan learning and assessment

Standard 3 - Be able to deliver learning in a custodial environment



## Standard 1

*The learner will:*

**The learner will know how to support learners' individual needs in a custodial environment**

*The learner must know:*

- a) The purpose and methods of establishing a safe working environment with learners
- b) The qualities of a positive learning experience in a custodial environment
- c) Individual learning needs and how to overcome learning barriers for an individual learner

### Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used).

For **1.a**, Learners should evaluate the purpose and methods of establishing a safe working environment with learners.

For **1.b**, Learners should analyse the qualities of a positive learning experience in a custodial environment.

For **1.c**, Learners should identify individual learning needs and assess how to overcome learning barriers for an individual learner.



## Standard 2

*The learner will:*

### **The learner will be able to plan learning and assessment**

*The learner must know:*

- a)** Plan the delivery of learning sessions and assessments of learners using an appropriate range of inclusive teaching and learning strategies
- b)** Evaluate your own practice with regard to individual and group learning
- c)** Develop and identify assessment strategies to use including planning for the individual needs of learners
- d)** Construct Individual Learning Plans/Personal Development Folders and agree SMART targets with learners

### Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Learner log/reflective journal
- Expert witness evidence
- Learner's own products (i.e. work products and records)
- Professional discussion
- Observation of learner's practical ability

This list is not exhaustive and other appropriate assessment methods may be used.

For **2.a**, Learners must be able to plan the delivery of learning sessions and assessments of learners using an appropriate range of inclusive teaching and learning strategies

For **2.b**, Learners must be able to evaluate your own practice with regard to individual and group learning

For **2.c**, Learners must be able to evaluate your own practice with regard to individual and group learning

For **2.d**, Learners must be able to evaluate your own practice with regard to individual and group learning



## Standard 3

*The learner will:*

**The learner will be able to deliver learning in a custodial environment**

*The learner must be able to:*

- a)** Utilise interactive delivery methods for learning and teaching
- b)** Develop and use a range of teaching and learning techniques
- c)** Analyse, discuss and evaluate components of good and outstanding teaching (with reference to current inspection framework(s), where applicable)

### Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

**The following assessment method must be used in the assessment of this standard:**

- **Observation of learner practical ability**
- Written tasks/questions and answers
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used).

For **3.a**, Learners must be able to utilise interactive delivery methods for learning and teaching

For **3.b**, Learners must be able to develop and use a range of teaching and learning techniques

For **3.c**, Learners must be able to analyse, discuss and evaluate components of good and outstanding teaching (with reference to current inspection framework(s), where applicable)





# Section Four

## Operational Guidance



## Offering this Qualification

Centres wishing to offer this qualification must be an AIM recognised centre. New centres can apply to become a centre using the Centre Recognition Application Process on our website ([www.aim-group.org.uk](http://www.aim-group.org.uk)) or by contacting the AIM office.

We can advise centres on the best and most efficient methods for offering this qualification. All procedures for the use of this qualification, including approval, registration of learners, verification and certification will be completed through AIM and all centres will have an allocated Customer Support Officer to support them.

## Approval to Offer the Qualification

Centres wishing to offer this qualification must complete and submit a Qualification Approval Request on the AIM website. Some qualifications require that centres have specific resources in place and/or that their Assessors/ Internal Verifiers hold certain qualifications. Where this is the case, centres must provide evidence of resources/staff qualifications when completing the Qualification Approval Request.

## Registration and Certification

Once your centre has approval to offer a qualification, you will be able to register learners via the AIM Online Portal. Learners must be registered onto the correct programme via the Portal (a programme is the centre's chosen set of components from their approved qualification). Centres should also check that the correct components are listed.

A Recommendation for the Award of Credit (RAC) form will be produced for each programme once learners are registered. Centres will be able to download their RAC forms within four weeks of receipt of correctly submitted registrations. The RAC is used to claim the learners' achievements at the end of the course and details must be checked carefully as these will appear on any certificates issued.

Details of assessment, internal verification and external verification can be found in Appendix 1 - A Guide to Assessing AIM Qualifications.

Once the RAC has been correctly completed and received by AIM, certificates and a summary of credit achievement will be produced and issued. Learners that have achieved a qualification will be issued with a qualification certificate with details of the qualification and components achieved. Learners that have not achieved a qualification will be issued with a component certificate with details of the components achieved.

## Fees and Charges

The AIM Fees and Charges Brochure includes all qualification charges and is available on our website. Please note that registrations will not be processed if centre fees have not been paid.



# Section Five

## Appendices



## Appendices and Links

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### **Appendix Title**

A Guide to Assessing AIM Qualifications





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