

NAAN | Qualifications

Accredited Qualification for
Appropriate Adults
Information for scheme leaders

In partnership with



July 2019

Introduction

The National Appropriate Adult Network (NAAN) is working in partnership with Gateway Qualifications to provide a simple route to a nationally accredited qualification for appropriate adults operating within schemes, at Level 2 on the Qualifications and Credit Framework (QCF).

This new approach means that NAAN member organisations do not need to become a registered centre with an awarding body in order for AAs to gain access to the qualifications. This avoids the high barriers to accredited qualifications at the local level (i.e. a large amount of time, money and specialist expertise).

However NAAN is now recognised by Gateway Qualifications as a Registered Centre and is able to offer three awards directly connected to good practice in the role of the appropriate adult.

This information document explains:

- the nature of the qualification
- the benefits to appropriate adults and schemes
- the process
- the costs and timescales.

About the organisations

NAAN is the national infrastructure organisation for appropriate adult provision in England and Wales. Supported by the Home Office and Youth Justice Board, it sets the national standards for appropriate adult schemes, publishes the national training pack and provides advice, training and professional development. NAAN is Gateway Qualifications recognised centre. It is required to meet various terms and conditions of recognition, including having a rigorous quality assurance process. www.appropriateadult.org.uk

Gateway Qualifications is an Awarding Organisation with over 20 years of expertise in credit-based learning field. It has over 600 qualifications on the Register of Regulated Qualifications. It is recognised by Ofqual to design, develop and award qualifications. www.gatewayqualifications.org.uk

Ofqual (Office of Qualifications and Examinations Regulation) regulates qualifications, examinations and assessments in England. www.gov.uk/government/organisations/ofqual

DCELLS (Department for Children, Education, Lifelong Learning and Skills) is a department of the Welsh Government regulates general and vocational qualifications in Wales. gov.wales/topics/educationandskills

CCEA (Council for the Curriculum, Examinations and Assessment) is the body that regulates qualifications, examinations and assessments in Northern Ireland. ccea.org.uk

About the qualifications

Qualifications

NAAN has supported the development of three qualifications by Gateway Qualifications on the Qualifications and Credit Framework (QCF). The QCF system is jointly regulated by Ofqual, DCELLS and CCEA. It is based on 'units' which have a 'level' and 'credit' value.

Please note that Gateway Qualifications currently only provides these as English qualifications. NAAN members based outside England are welcome and able to access the award via NAAN. However, it is not available in other languages.

Qualification	Credits	Min. guided learning	Type	Level
Working as an Appropriate Adult with Vulnerable Adults and Juveniles	5	40 hours	Award	2
Working as an Appropriate Adult with Vulnerable Adults	4	32 hours	Award	2
Working as an Appropriate Adult with Juveniles	4	32 hours	Award	2

Level

QCF levels range from Entry Level (Key Stage 3) to Level 8 (a PhD). All the appropriate adult qualifications are at Level 2. This means that their academic level is comparable level to a GCSE grade A-C in a school or a L2 Diploma in a College. This strikes a balance between reflecting the complexity of the role and seeking to avoid barriers to taking up the qualification. It is possible that further AA qualifications may be developed at higher levels in the future, enabling learners to develop their education further.

Units

Each award includes one core unit that must be taken by all learners, plus at least one additional unit relating to supporting either children or vulnerable adults. Appropriate adults who support both groups can complete all three units. The units are:

Unit	Credits	Min. guided learning	Level
The Role of the Appropriate Adult	3	24 hours	2
Working as an Appropriate Adult for Vulnerable Adults	1	8 hours	2
Working as an Appropriate Adult for Juveniles	1	8 hours	2

So for example, to complete the *Award in Working as an Appropriate Adult with Juveniles* (4 credits), a learner must complete two units, *The Role of the Appropriate Adult* (3 credits) and *Working as an Appropriate Adult for Juveniles* (1 credit).

Credits

Under the QCF system, learners can gain three types of qualification based on the number of credits:

- Awards: 1 – 12 credit (10 - 120 hours)
- Certificates: 13 – 36 credits (130 – 360 hours)
- Diplomas: 37 credits or more (370 hours or more)

One credit equals around 10 hours of ‘notional learning time’. This is the average time it takes to complete the learning outcomes of one *unit* to the standard required. It.

While some learners will achieve units in a shorter time, some will may require longer – particularly those with additional support needs. There are no time limits, so learners can work on a qualification at their own pace.

The AA qualifications which have been developed are all Awards.

Notional learning time includes some self-directed learning time. The required teacher-supervised or directed study time is called the guided learning hours (GLH). The AA qualifications require 32 guided learning hours where only two units are completed and 40 for all three.

Further information

Additional information about the qualifications is available on the Gateway Qualifications and Ofqual Register websites.

<i>Qualification</i>	<i>Gateway Qualifications</i>	<i>Ofqual Register</i>
Working as an Appropriate Adult with Vulnerable Adults and Juveniles	Link	Link
Working as an Appropriate Adult with Vulnerable Adults	Link	Link
Working as an Appropriate Adult with Juveniles	Link	Link

Benefits for service providers

Compliance with National Standards

The *National Standards for Appropriate Adult Schemes* are recognised by the Home Office and Youth Justice Board. Under strategic standard 14 of the *National Standards for Youth Justice*, Youth Offending Teams should ensure appropriate adult provision in line with the National Standards.

Standard 3 specifies a minimum of 20 hours of training for appropriate adults and sets out the minimum content. Schemes meeting this standard will be well placed to offer the qualification.

The standards also state that, “Each scheme should consider the benefits of obtaining accreditation for its training and should make every effort to ensure that those AAs who wish to follow an accreditation route should be enabled to do so”.

- [National Standards for Appropriate Adult Schemes](#)
- [National Standards for Youth Justice](#)

Independent assurance

An accredited qualification provides independent assurance that individuals have achieved the level of knowledge required to practice as appropriate adults. This provides reassurance about the quality of training, providing evidence that learning outcomes are being achieved. It also reduces the risks associated with poorly trained AAs.

Demonstrating quality to stakeholders

Appropriate adult services are increasingly subject to competition. Commissioners often expect to see evidence of high quality services, complying with National Standards and demonstrating best practice. Accreditation provides assurance to commissioners and service users. It may even become a benchmark within tender specifications.

Benefits for learners

Appropriate adults come from a very diverse set of backgrounds. These commonly include university students, job-seekers, and retired people from both professional and non-professional backgrounds.

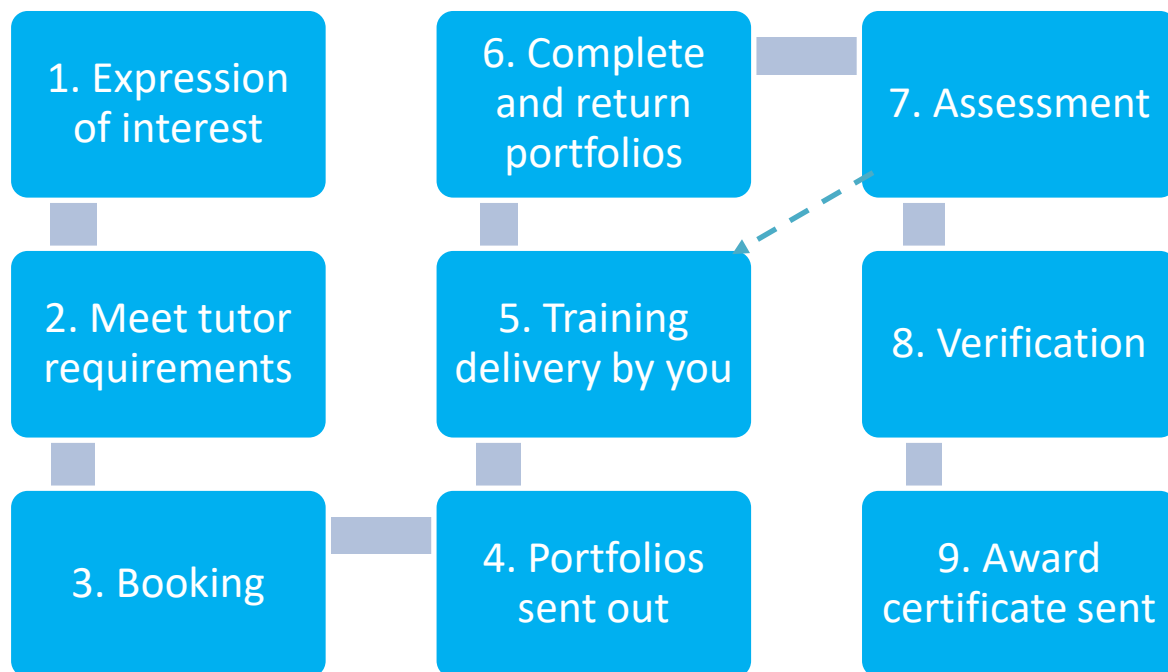
Qualifications may seem more immediately relevant to some individuals than others. Some may feel apprehensive about formal learning, while others will already have qualifications at higher levels. Communication of the benefits will need to be tailored according to the specific individuals.

Benefits include:

- Official recognition of their knowledge
- An opportunity for self – development
- Enhancement of status (professionalisation, even if volunteering)
- Nationally recognised qualifications are more valued by potential employers

About the process

Summary



Step 1: Expression of interest

The first step is to express your scheme's interest in pursuing accredited the qualifications.

Taking the qualifications nationwide is a new initiative for NAAN. NAAN's current capacity is relatively low and the volume of initial and on-going demand is somewhat unknown. However, the indications are that it may be high.

That means that, it may not be possible to process all the initial demand at once. In order to ensure a quality service, which is fair to schemes and individual learners, access to the qualification may have to be scheduled.

Once the level of initial interest has been assessed, a schedule will be developed. Schemes that have expressed an interest will be kept fully informed at all times.

Step 2: Tutor requirements

It is expected that in most instances, the local tutor will be the AA scheme leader. However, in order to deliver the course the tutor requirements must be met. The local tutor must meet one of the following sets of criteria:

1. Scheme co-ordinator route
 - Minimum 2 years in post as an AA scheme co-ordinator; and
 - Responsible for delivering at least 60 hours of training in the role; and
 - Minimum of 20 custody episodes (as AA or shadowing in a supervisory capacity); and
 - Evidence of continued on-going professional development in relation to the role (i.e. attendance at NAAN Professional Development Days).
2. Appropriate adult route
 - A minimum 50 cases in police custody as lead AA; and
 - Minimum of 120 hours delivering formal training in any role; and
 - Evidence of professional development in the AA role.
3. Qualified trainer: one or more of the following recognised teaching qualifications:
 - Preparing to teach in the lifelong learning sector (PTLLS)
 - Certificate in teaching in the lifelong learning sector (CTLLS)
 - Diploma in teaching in the lifelong learning sector (DTLLS)
 - Certificate in Education (CertEd)
 - PGCE
 - Award in Education and Training
 - Certificate in Education and Training
 - QTLS

Gateway Qualifications requires documentary evidence that a tutor meets the requirements. Examples of acceptable forms of evidence include: teaching qualification certificates and copies of employment contract specifying role and start date.

What if we cannot meet the tutor requirements?

If you are not sure whether you currently meet the requirements, please get in touch with NAAN and we'll provide advice. We're keen to ensure that all possible barriers are removed, while maintaining quality and trust in the qualification.

If you don't quite meet the requirements we'll talk you through the options and advise which is the most suitable. For most organisations, the solution will be either: -

1. **Train the trainer:** develop the training skillset of an existing member of your team.
2. **External AA training:** commission a tutor who meets the requirement

NAAN can provide both of the above training services either on-site (up to 20 people) or via webinar (up to 5 people), tailored to your needs. Please contact Grev Wallington for more information and pricing (07739 904858 or admin@appropriateadult.org.uk)

Step 3: Booking

Once the tutor requirements are met, the next step is to formally book. On submission and acceptance of the tutor's evidence, the following will be sent out by email for each learner:

- booking form;
- appeals information form.

Once the forms are completed, returned and accepted, the learners will be registered with the awarding body, Gateway Qualifications.

Step 4: Portfolios sent out

A portfolio will be provided by email for each registered learner. These will be sent in digital format and can be completed digitally if preferred.

Step 5: Training

Local tutors are free to deliver the relevant learning using their own content and methods.

The critical elements are that:

- the minimum guided learning hours are respected; and
- the training enables learners to achieve, and be able to demonstrate, the learning outcomes for the qualification.

Training for the qualification does not have to be separate from training other AAs. AAs that are already practicing do not necessarily need to be retrained to undertake the award, unless this enables them to meet the learning outcomes. Services should undertake bespoke training and support where necessary. Schemes should be aware of [the NAAN National Standards on Training](#), duplicated in the [National Standards for Youth Justice](#), which recommend 'regular' refresher training.

Minimum guided learning hours may include:

- group seminars provided by the tutor
- role plays, activities and group work led by the tutor
- relevant video resources
- seminars provided by relevant external people (e.g. police, liaison and diversion) which are supervised by the tutor
- time spent touring a custody suite
- time spent shadowing an experienced AA.

Training resources from NAAN

The learning outcomes in the recently revised NAAN National Training Pack (version 2.0) are aligned with the learning outcomes for the qualifications. This means that given the necessary time, a suitably qualified/experienced trainer who is delivering the modules as set out in the training pack, should find it simple to prepare learners to achieve the award. The National Training Pack is available to download free from the Membership section of the NAAN website (under Training Resources).

Step 6: Completing and returning portfolios

Each learner uses their portfolio to evidence their learning in the context of the learning outcomes.

It is up to the tutor how and when this is done. If training a mixed group (including people who are not doing the qualification) they may wish to:

- provide an additional period after each session;
- provide an additional session;
- ask learners to evidence learning in personal time.

The example below shows how learning outcome A1.1 might be evidenced in a portfolio.

AC 1.1	Describe the purpose of the appropriate adult role and the key groups that they support. The role of the appropriate adult (AA) was initiated due to concerns about the detention, treatment and questioning of people thought to be vulnerable. Ultimately this led to the quality of any evidence gathered at the police station being questioned in Court and in many cases deemed unreliable and dismissed leading to miscarriages of justice. On such example and the generally accepted precursor to the role was the Maxwell Confait case, where in the early 1970's three young men admitted to a murder and associated arson. Two of them had learning disabilities and one did not speak English very well. None were informed of their right to legal advice nor had an independent person with them when they were interviewed which was the requirement. Whilst they were all charged and convicted of both matters ultimately the convictions were quashed due to the reasons above. The role of the AA as laid out in the Police and Criminal Evidence Act 1984 Codes of Practice, is described in relation to what the groups that they work with are considered to be more at risk of: 1. Self-incrimination 2. Unknowingly or unwittingly providing unreliable or misleading information (2) Outside of the framework laid out in the Codes of Practice, the groups are also thought to be more at risk of: 1. False confessions 2. Not understanding their rights or being able to access them (3) Simply the role of the AA is to minimise the risks above by safeguarding the rights of that person, ensuring that the police follow proper procedures, allowing effective participation of the vulnerable person and always looking after their best interests. The groups that require AAs are: juveniles (10-17yr incl.) and adults who may be described as 'mentally disordered' or otherwise 'mentally vulnerable.' (4) Mental disorder has the same definition as found in the Mental Health Act 1983, and means any 'disorder or disability of mind.' (5) 'Mentally vulnerable' applies to any detainee who, because of their mental state or capacity, may not understand the significance of what is said, of questions or of their replies. (5)
Cross Referencing	(1) NAAN Training pack 2017 Annex F – The Maxwell Confait Case (2) Photocopy of PACE Code C - Notes for Guidance 11C (3) NAAN Training Pack 2017, Activity 4: The need to protect people with vulnerabilities (Handout 3) (4) Photocopy of PACE Code C 1.4 & 1.5.

Portfolios can also include supporting documents, such as handouts from the NAAN training pack or other relevant material

Once the learner and tutor are satisfied that all the learning outcomes have been met and evidenced, the portfolio is signed, dated and emailed to NAAN for internal assessment.

Step 7: Assessment

The portfolios and supporting evidence are returned to NAAN for assessment.

NAAN's Effective Practice Manager is the Internal Assessor. They will thoroughly review and assess each learning outcome and mark the portfolio accordingly. There are only two grades:

- criterion met; or
- criterion unmet.

If the Internal Assessor believes that all learning outcomes have been met, the portfolio and marking is scrutinised by an Internal Verifier.

Step 8: Verification

The Internal Verifier works is self-employed and a highly experienced AA trainer and a qualified tutor.

If either the Internal Assessor or Internal Verifier believe that any learning outcomes are unmet, the portfolio is passed back to the learner for further work. Constructive feedback about how best to meet the learning outcome is provided. Further training may be required. The learner may then resubmit the portfolio at a later date for re-assessment.

If a learner is unhappy with the marking by either the Internal Assessor or Verifier, the appeals procedure can be triggered, as set out to the learner at the point of booking.

In addition, for quality assurance purposes, Gateway Qualifications take a sample of completed portfolios for external verification each year. This ensures that the Internal Assessor and Internal Verifier are marking portfolios fairly, accurately and consistently.

Step 9: Certificate

If the Internal Assessor and Internal Verifier agree with the marking, a certificate is awarded and sent to the tutor, who will pass it on to the learner.

Time

It is an advantage of the qualification that individual learners can work towards the award at their own pace. However, local arrangements must be able to provide the necessary support to enable this.

Before deciding whether to offer accredited qualifications, schemes should assess the additional work involved and ensure that they are appropriately resourced. Estimates of time commitment should be developed for each additional tasks. These might include:

- Compiling and sending evidence of meeting tutor requirements
- Any additional learning required by the tutor
- Updating of existing local training
- Delivery of the required level of training
- Opportunities for learners to compile their portfolios
- Reviewing portfolios before submission and providing guidance to learners
- Administration (e.g. completing and sending booking forms, distributing portfolios, sending portfolios to NAAN, reviewing feedback, distributing certificates).

Fees

Our approach

NAAN wants to enable as many AAs as possible to gain an accredited qualification. Our approach has been developed to be as efficient as possible, avoiding the need for each member organisation to spend the considerable amount of time and money it takes to become a recognised centre.

The huge variety in scale and type of AA provision across the NAAN membership presents significant challenges when developing a fee structure. In developing fees, the aim has been to ensure that they are as simple, fair and low as possible, while having to ensure that the model is sustainable.

To achieve this, fees have been based on the number of learners (all administration fees are included).

The fees

£99 per learner (NAAN members)

Who pays the fee?

NAAN encourages member organisations to cover the full cost of the qualification for AAs. However, it is ultimately a matter for each organisation to decide where the burden of fees will lie. Some may wish to cover the entire costs, while others may wish to ask learners to contribute. The appropriateness of each approach will depend on the type of scheme in use and local circumstances. In all cases, NAAN will invoice the member organisation.

Further information

For further information or to express your interest, please contact NAAN's Effective Practice Manager, Grev Wallington on:

- Phone: 07739 904858
- Email: admin@appropriateadult.org.uk

LEARNER FEES

Learner fees include:

- the annual registered centre fee paid by NAAN to Gateway Qualifications
- tutor assessment (including where there is a change in tutors)
- learner registration and certificate fee
- assessment
- external verification
- providing feedback on digitally submitted portfolios which do not meet criteria
- administration of booking forms, registration, portfolios and certificates
- annual quality checks by Gateway Qualifications.

Learner fees do not include:

- the cost of any additional training required by a local tutor that does not meet requirements
- the cost of training for appropriate adults
- postal fees (if you decide to submit paper portfolios).