

Unit 21: Custodial Care Services

Unit code	F/600/6099
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to develop learners' knowledge of security measures and how control is maintained in the custodial environment. Learners will also understand the procedures for receiving and discharging individuals and their property and how offenders build positive relationships in custody and in preparation for release.

● Unit introduction

The work undertaken by staff employed in the custodial care sector is diverse and directed at ensuring the care and control of individuals by keeping them secure in custody and helping to rehabilitate them to lead useful lives both in custody and on release.

Staff operating in a custodial care environment must be able to maintain the delicate balance between care and control to ensure that the duty of care for individuals is not at the expense of the security and order of the establishment and the welfare of the general public.

By studying this unit learners will examine how care and control of individuals is managed and maintained and the custodial environment kept secure. The need for security and the risks to both the individual and the establishment where security is not maintained are explored. Learners will investigate the factors that influence security, including physical and dynamic elements, for example the fabrication of an establishment and the use of intelligence information.

Learners will also look at the procedures to be followed when offenders and their property are received into and discharged from custody.

On completion of this unit learners will understand how the custodial environment assists offenders with acknowledging and addressing their offending behaviour and its impacts. Learners will look at how the custodial services work to help offenders to develop positive relationships both inside the custodial environment and in preparation for release from custody.

This unit introduces learners to the development and resettlement of offenders and builds up knowledge of offending behaviour as well as the stages an offender must go through before release.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the security measures employed in the custodial environment
- 2 Know how control is maintained in the custodial environment
- 3 Understand the receiving and discharging procedures for individuals and their property
- 4 Understand how offenders can build positive relationships in custody.

Unit content

1 Know the security measures employed in the custodial environment

Physical security: importance in custodial environment including locks, cells, alarms, fences, gates; security of surrounding area; patrolling; checks of all security areas (routine, non-routine); search equipment; definition of search area

Dynamic security: role of the prison officer (normal activities, movement of individuals, domestic visits, official visits); constructive regimes; intelligence systems (collection of intelligence, analysis); importance of good relationships between staff and offenders; importance of a secure environment

Procedural security: importance of security procedure; identifying possible security risks and ways to deal with them; dealing with physical risks and isolating them; completion of associated documents and records; categorisation of custodial environments by the risk presented by the offenders held and the different security measures employed in each (including high security, Category B, Category C, open prisons, female establishment, young offenders)

2 Know how control is maintained in the custodial environment

Searches: importance of correct and thorough searches; respecting individuals and their property; rub-down search (procedure, use, limitations); electronic wand (procedure, use, limitations); conducting searches on individuals (cooperative, uncooperative, children); searching of prisoners, visitors, staff, official visitors; searching of vehicles and property; prohibited items (including ICT and phones, drugs, alcohol, weapons)

Control measures: responding to breaches of prison rules eg fighting; use of verbal cautions; use of report writing; adjudication and punishment; incentives to behave including incentive and earned privileges scheme (IEPs); assessing need for control and restraint; restraint techniques; appropriate technique for situation

3 Understand the receiving and discharging procedures for individuals and their property

Receiving individuals: recording essential information on first reception; searching and security requirements; reception procedures for moving individuals into custody including listing of property, health checks, reception interview with personal officer, induction into prison

Property procedures: listing of individual's property; items retained by individual; receiving property; storing property; releasing property

Discharging individuals: procedures used to discharge individuals from the custodial environment; identification of individual's security needs on release; reasons for and terms of an individual's release; pre-release conditions including payment of fines; completion of documentation and records

4 Understand how offenders can build positive relationships in custody

Relationships: importance of building and maintaining positive relationships between individuals and others; relationships with those outside the custodial environment including family relationships and relationships with probation officers; relationships inside the custodial environment including with staff, volunteers and other prisoners; need for support for offenders relationship problems with those outside the custodial

Environment: provision of support for individuals who have problems communicating or developing relationships with others within the custodial environment; support systems such as personal officers, Toe by Toe project and support for literacy, listeners, buddy systems, role of the chaplaincy

Dealing with offending behaviour: acknowledgement of offending behaviour and its impacts; assessment of individual behaviour; assessment of associated risks; behavioural factors (physical, social, psychological, emotional); offending behaviour (triggers to, patterns of); planning provision to address offending behaviour; changing behaviour positively (obstacles to change, ownership and responsibility for decisions); impact of crime on victims and their need for protection; current offending behaviour programmes eg Sex Offenders Treatment Programmes (SOTP), Controlling Anger and Learning to Manage it (CALM); reoffending

Preparation for resettlement: resettlement offering support with drug and alcohol misuse, financial exclusion, temporary accommodation, homelessness, chaotic lifestyle, separation from children and families, domestic violence and abuse; preparation inside and outside the custodial environment; implications for security; licence requirements (confirming understanding, consequences of breaches); importance of monitoring progress; maintaining documentation and records

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the physical, dynamic and procedural security considerations in a custodial environment	M1 justify the use of adjudications and incentive schemes in relation to addressing offending behaviour and the maintenance of control	D1 evaluate the need for security and control in a custodial environment
P2 outline the types and methods of searches conducted by staff in a custodial environment		
P3 describe control measures in place in a custodial environment		
P4 explain the process of receiving and discharging individuals and their property into and from the custodial environment		
P5 assess the importance of building positive relationships for offenders	M2 analyse how developing positive relationships and addressing offending behaviour benefits the individual and society.	D2 appraise the impact of offending behaviour programmes.
P6 identify how offending behaviour is addressed in custody		
P7 explain how offenders are prepared for rehabilitation and release.		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Delivery of this unit should focus on active and experiential learning and the opportunities for learners to research aspects of the content and contribute to classroom discussion, both with their tutor and with appropriate public service personnel.

For learning outcomes 1 and 2, learners should research relevant websites in relation to the security and control measures that exist in a range of establishments. For example different teams of learners could review the requirements of high security, Category B, Category C, open prisons, female establishment and young offender environments, and review the specific control and security measures in operation in each. Once these have been presented to other learners, a class discussion could review the reasons for those differences and the advantages and issues for the control and security measures in each type of custodial environment.

Most of the information for learning outcome 3 can be found in Prison Service Orders (PSOs) and Prison Service Instructions (PSIs) located on the HM Prison Service website. These documents detail public service procedures and are therefore complex to read and extract information from, but with tutor assistance this will develop learner research and comprehension skills.

Learning outcome 4 should be delivered through the use of case studies (again the HM Prison Service website contains a number of them), and real examples of public figures who have offended and received custodial sentences will help to bring this study area to life for learners. Third sector organisations such as NACRO (National Association for the Care and Resettlement of Offenders) should also be contacted and personnel invited to talk to learners about their work with offenders and the custodial services.

Delivery is enhanced where teams of learners take responsibility for researching specific aspects of the unit content (as agreed with the tutor) and presenting their findings to other learners in their peer group using presentation slide shows, posters, leaflets, exhibitions, quizzes and other activity-based approaches. This helps learners to develop the personal, learning and thinking skills (PLTS) which are an essential part of their overall programme, in particular teamworking, independent enquirer, effective participator and creative thinking skills.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Tutor introduces the unit and outlines the assessment.
Introduction to role of HM Prison Service to hold prisoners securely in custody and the key aspects of this purpose.
Review of the physical, dynamic and procedural security considerations in a custodial environment. Tutor input. Internet research on tutor-directed sites. Case study approach. Classroom discussion.
Types and methods of searches conducted by staff in a custodial environment. Tutor input. Internet research on tutor-directed sites. Case study approach. Classroom discussion.
Review of other control measures in place in a custodial environment including adjudications and IEP (punishment and reward). Tutor input. Internet research on tutor-directed sites. Case study approach. Classroom discussion.
Process to receive and discharge individuals and their property into and from the custodial environment and the reasons for these existing. Tutor input. Internet research on tutor-directed sites. Case study approach. Classroom discussion.
Assignment 1: Security and Control in the Custodial Environment (P1, P2, P3, M1, D1)
Includes learner initiated private study.
Introduction to role of HM Prison Service to rehabilitate prisoners and prepare them for leading useful lives both in custody and on release and the key aspects of this purpose.
Importance of building and maintaining positive relationships for offenders both with others inside the custodial environment and those outside including family. Tutor input. Case study approach. Classroom discussion.
Identifying how offending behaviour is addressed in custody including review of range of offending behaviour programmes. Tutor input. Internet research on tutor-directed sites. Case study approach. Classroom discussion.
How offenders are prepared for rehabilitation and release. Tutor input. Internet research on tutor-directed sites. Case study approach. Classroom discussion.
Assignment 2: Receiving Offenders, Addressing Offending Behaviour and Preparation for Release (P4, P5, P6, P7, M2, D2)
Includes learner-initiated private study.
Unit and assignment overview.

Assessment

It is recommended that this unit is assessed in two large assignments that are broken down into a series of tasks. Much of the information required for completing the assignments can be accessed from the HM Prison Service website www.hmprisonservice.gov.uk (although learners may need assistance in navigating this site and accessing prison service orders and instructions). The two assignments broadly align to the dual purpose of the custodial system, namely to keep securely in custody and to rehabilitate in preparation for release.

For P1, learners must describe the range of security and considerations needed in the custodial environment (with consideration given to physical, dynamic and procedural aspects of security).

P2 requires an outline of searching procedures. Learners should consider searching of prisoners, of visitors, of staff and of other official visitors and the need to search all vehicles and property entering the custodial environment to ensure prohibited items are not allowed into the secure environment.

P3 requires a knowledge of the control measures in place in a custodial environment, including incentive and sanction systems that support control in the custodial environment.

For D1, learners must evaluate the necessity for security and control. Learners would be expected not only to show a clear understanding of these aspects of custody but to review them objectively, looking at both advantages and disadvantages and coming to a conclusion based on evidence and examples.

P4 requires learners to explain the requirements of receipt and discharge from custody for individuals and their property.

P5 and P6 are concerned with the ways the custodial environment works to encourage offenders to build positive relationships and address their offending behaviour so that on release that behaviour is not repeated. It is not expected that learners know the detail of all current offending behaviour programmes, rather that they can identify the purpose of those programmes and the range of behaviours they seek to address.

For P7, learners should explain how offenders are prepared for release and the support provided to the offender on release.

M2 develops P5 and P6 and requires learners to analyse how both the individual offender and wider society benefit from the positive relationship offenders have learned to develop. A case study approach may be a useful vehicle for assessment. Alternatively, a classroom debate may be used.

D2 looks at the wider issues of offending behaviour programmes and their impact. Learners must appraise (consider the positives and negatives and make a judgement) offending behaviour programmes provided by the custodial services. To do this, they need to consider the costs of those programmes and reoffending rates.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, M1, D1	Security and Control in the Custodial Environment	As a public service inspector, you need to review the use of and rationale for the control and security measures in use in custodial environments in the UK.	Report, presentation, exhibition. Interview.
P4, P5, P6, P7, M2, D2	Receiving Offenders, Addressing Offending Behaviour and Preparation for Release	As a public service inspector, you need to review the reception and discharge process and how UK custodial care assists offenders with acknowledging and addressing offending behaviour in preparation for release.	Report, presentation, exhibition. Interview

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Public Services sector suite. This unit has particular links with the following unit titles in the Public Service suite:

Level 2	Level 3
Security Procedures in the Public Services	Crime and its Effects on Society
	Security Procedures in the Public Services

Essential resources

Public service websites and literature is essential for successful delivery of this unit.

It is vital that this unit is delivered using a range of real case studies and scenarios drawn from custodial care environments. A number of these are available on the HM Prison Service website (www.hmprisonservice.gov.uk).

Employer engagement and vocational contexts

Delivery of this unit will be greatly enhanced if learners have the opportunity to visit custodial environments. If this cannot be arranged, the charity Prison Me No-Way (www.pmnw.co.uk) offers talks for learners and its website allows examination of a virtual custodial environment (as does the HM Prison Service website).

Talks from relevant custodial care personnel are vital for learners to be able to relate the content of this unit to real custodial care scenarios. Prison service personnel should be asked to contribute to the design and assessment of assignments including setting real assignment briefs and attending events and presentations where the outcomes of learner work are reviewed.

Indicative reading for learners

Textbook

Leech M and Cheney D – *The Prisons Handbook, 2009* (prisons.org.uk, 2009) ISBN 9780954482954

Journal

The Prison Service Journal

Prison Service Orders and Prison Service Instructions (PSOs and PSIs)

These give the policies and procedures for all prison service and custodial care services work and most can be downloaded from www.hmprisonservice.gov.uk/resourcecentre/psispsos/.

It is vital that learners access these and use them, for example, to find out about security procedures, search procedures, reception and discharge procedures.

Websites

Bridging the Gap (charity for ex-offenders)	www.btguk.org/html/
Drug Scope	www.drugscope.org.uk
G4s	www.g4s.com
HM Prison Service	www.hmprisonservice.gov.uk
Ministry of Justice	www.justice.gov.uk
NACRO	www.nacro.org.uk/
Northern Ireland Prison Service	www.niprisonservice.gov.uk
The No Way Trust Ltd	www.pmnw.co.uk
Opening up the closed world of prisons	www.prisons.org.uk
Prisoners' Education Trust	www.prisonerseducation.org.uk
Youth Justice Board	www.yjb.gov.uk

Delivery of personal, learning and thinking skills (PLTS)

Although no PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	justifying the use of adjudications and incentive schemes in relation to addressing offending behaviour and the maintenance of control critically evaluating the need for security and control in a custodial environment analysing how developing positive relationships and addressing offending behaviour benefits the individual and society appraising how offending behaviour is addressed and the need for individuals to address their offending behaviour while in custody and before being released from custody
Team workers	working with other learners to research information and public service organisations
Self-managers	completing assignment work for submission
Effective participators	taking part in classroom discussions.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching information and public service organisations
ICT – Develop, present and communicate information	
Present information in ways that are fit for purpose and audience	presenting their assignment evidence
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting their assignment evidence
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching information and public service organisations
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	presenting their assignment evidence.